



The Humboldt Schools.
Motivating achievement since 1906.

GOVERNING BOARD MEETING

Friday, October 31, 2014

HUSD Transportation Training Facility
6411 N. Robert Road, Bldg. 500
Prescott Valley, AZ

Annual Governing Board Retreat @ 9:30

Dr. Paul H. Stanton, Superintendent

Richard Adler, President
Brian Letendre, Vice President
Gary Hicks, Member
Paul Leon, Member
Suzie Roth, Member

POSTED
10-29-2014
9:00 a.m.

HUMBOLDT UNIFIED SCHOOL DISTRICT #22
A Caring, Learning Community Transforming Today's Learners into Tomorrow's Successes

**NOTICE OF COMBINED PUBLIC MEETING AND EXECUTIVE SESSION OF THE
GOVERNING BOARD OF EDUCATION**

Notice is hereby given that the Governing Board of the Humboldt Unified School District #22 will convene during a meeting open to the public on **October 31, 2014**, at the **HUSD Transportation Training Facility**, located at **6411 N. Robert Road, Building 500, Prescott Valley, Arizona**.

- If authorized by a majority vote of the members of the Governing Board, any matter on the Open Meeting Agenda may be discussed in executive session for the purpose of obtaining legal advice thereon, pursuant to A.R.S. 38-431.03 (A)(3). The Board may also vote to convene in executive session to review and discuss issues marked with an asterisk (*). These sessions are not open to the public; however, Board decisions will be made in open public assembly.
- Members of the HUSD Governing Board who are not able to attend in person may participate via an electronic medium.
- The Agenda may be revised up to twenty-four (24) hours prior to the meeting. Revisions will be posted at the HUSD District Office located at 6411 N. Robert Road, Prescott Valley, Arizona, and on the district website www.humboldtunified.com and go to the Governing Board Tab.
- Arrangements to accommodate disabilities may be made by contacting Mary Diaz at (928)759-4000 or mary.diaz@humboldtunified.com prior to the meeting.
- Members of the public wishing to address the Board are requested to complete a Public Participation Form provided at the entrance of the meeting area.
- Discussion by the Board is limited to items posted on the agenda.

AGENDA

9:30 ANNUAL GOVERNING BOARD RETREAT

1. **WELCOME AND CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE/FLAG CEREMONY**
3. **ROLL CALL**
4. **AGENDA REVIEW/ACCEPT**
5. **INTRODUCTIONS**
6. **DISCUSSION ITEMS (no action will be taken)**

Morning Session

(Pages 1-17)

Article provided as information – National Policy Forum for Family, School & Community Engagement, Beyond Random Acts: Family, School, and Community Engagement as an Integral Part of Education Reform (Harvard Family Research Project, December 2010)

A. Framework for the day and expected outcomes

- Outcome 1: By the end of the day, we will have solid evidence of school and community engagement that is in existence right now
- Outcome 2: We will have Board Goal 3 (To Increase Parental and Community Involvement) completed for future working beginning this year
- Benefits for participants:
 - Voice in the goal setting process
 - Hear perspectives from other community members
 - Have an impact, through contribution, for the next three years

- B. School engagement activity
 - Icebreaker: What do you remember about your school as you were growing up? (both positive and negative)
 - What is engagement defined?
 - What does school engagement look like now?
 - What do we do to increase school engagement?
 - Each school will share out answers to questions
 - Participants will capture on a note card two ideas (or "A-ha's") they thought were great to include as part of goal strategies
- C. District/community engagement (participants will sit as part of their stakeholder group (students, parents, clergy, business, community)
 - What does district/community engagement look like now?
 - How can we increase community engagement at the district level?
 - Share out by stakeholder group
- D. Next steps, wrap up, thank the community
 - Where do we go from here?
 - Explanation of exit cards for retreat feedback

12:00 – 1:00 LUNCH (provided by the HUSD Food & Nutrition Department)

- (Pages 18-19) E. Goal 3 Development Draft
- (Pages 20-38) F. Brief closeout of the 2013-14 District Goals
- G. Federal and state accountability update
- (Pages 39-48) H. District Galileo pre-test presentation
- (Pages 49-69) I. Proposed 2014-15 District Goals and possible discussion of school goals
 - Goal 1: To Raise the Level of Student Achievement (Reading/Writing/Math/ELL/Science)
 - Goal 2: To Focus on Planning for Future Needs
 - Goal 4: To Attract and Retain Highly Effective Employees

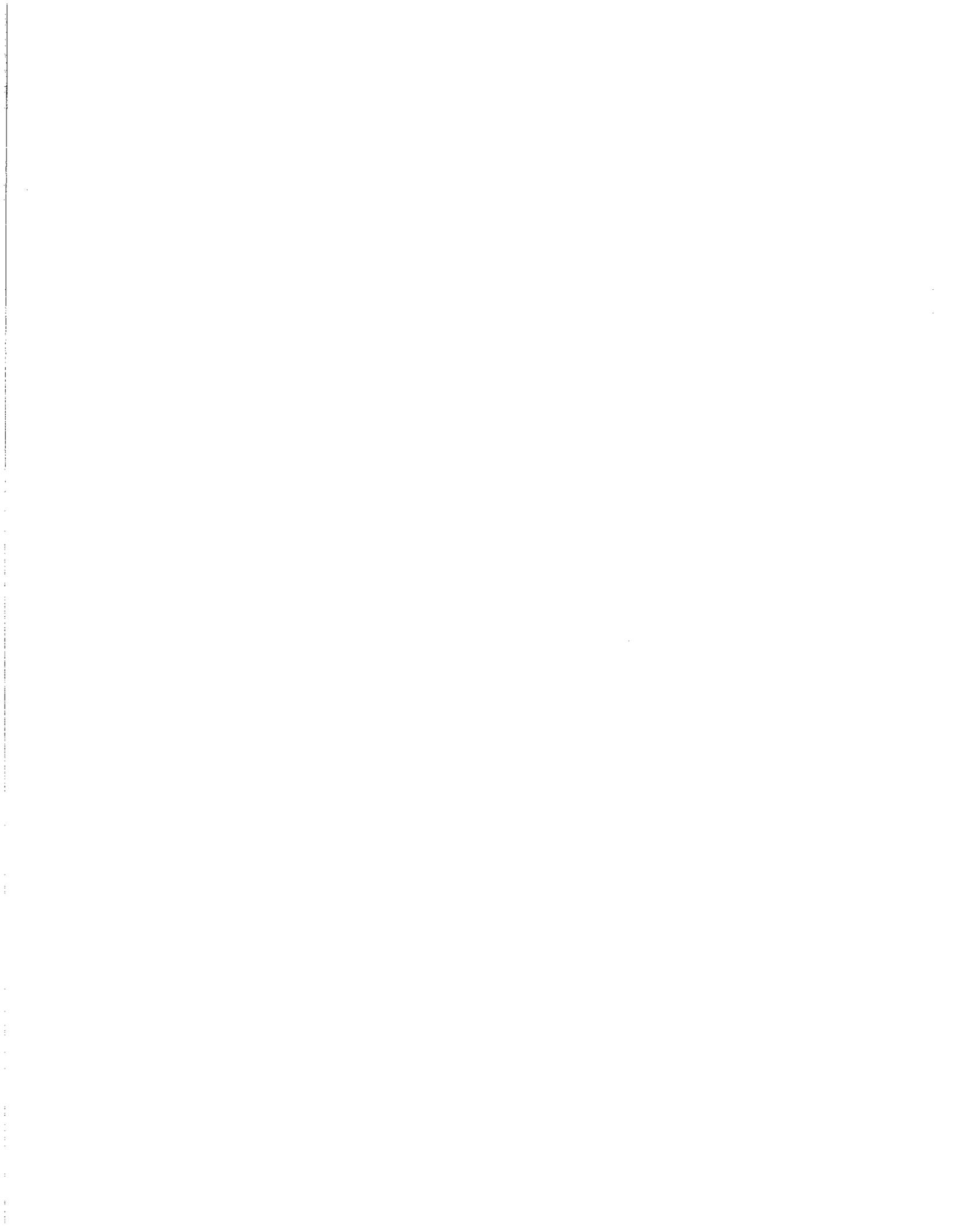
7. ANNOUNCEMENTS

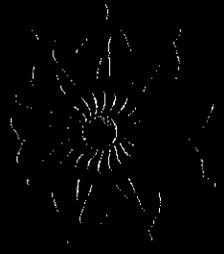
A. Next Scheduled Board Meetings are:

November 3, 2014	9:00 a.m.	Special Meeting	@ Transportation Facility
November 18, 2014	6:30 p.m.	Regular Meeting	@ Coyote Springs Elementary
December 9, 2014	6:30 p.m.	Regular Meeting	@ Lake Valley Elementary

8. ADJOURNMENT

Copies of agendas and supporting documentation relative to public meetings are available at the District Administration Office during normal work hours, 24 hours prior to a meeting. Please call ahead (759-4000) to arrange copies to be picked up. Documentation is also available on the District website www.humboldtunified.com. On the home page, go to the School Board tab → Board Packets → Select Year → Select Meeting Date. (Note: Large packets are saved in multiple sections by date).





NATIONAL POLICY FORUM FOR
FAMILY, SCHOOL, &
COMMUNITY ENGAGEMENT

*Beyond Random Acts
Family, School, and Community Engagement
as an Integral Part of Education Reform*

Heather B. Weiss, M. Elena Lopez, and Heidi Rosenberg
Harvard Family Research Project

DECEMBER 2010



Harvard Family
Research Project

This paper was prepared by the Harvard Family Research Project with support from SEDL for the National PIRC Coordination Center, a project of SEDL in collaboration with the Harvard Family Research Project and the Milko Group, Inc. It was produced in whole or in part with funds from the U.S. Department of Education under contract number ED-04-CO-0039/001.

EXECUTIVE SUMMARY

Family, school, and community engagement in education should be an essential strategy in building a pathway to college- and career-readiness in today's competitive global society. Research repeatedly correlates family engagement with student achievement, yet this strategy is rarely activated as an integral part of school reform efforts. Now is the time to transform family engagement strategies so that they are intentionally aligned with student learning and achievement.

Education reform is headed towards preparing students for the twenty-first century. Family engagement needs to be aligned with this new direction, which involves disrupting the current state of practice. Educators tend to treat parents and families as bystanders rather than as partners, and often overlook their strengths and their capacity to transform public education. Family and community engagement is siloed into disparate programs that are disconnected from instructional practice and school turnaround strategies. This state of "random acts of family involvement" has to give way to systemic and sustained approaches.¹

The transformation from random acts of family involvement to an effective strategy to promote student success begins with a broad reframing of what it should look like. Family engagement is a *shared responsibility* of families, schools, and communities for student learning and achievement; it is *continuous* from birth to young adulthood; and it *occurs across multiple settings* where children learn.

Although family involvement in education is not an original idea, a systemic and integrated approach to family engagement represents an innovative strategy in education reform. This thinking embodies a dramatic shift in framing family engagement and reorganizing its practice. It taps into an overlooked strategy that can leverage improvements in student learning.

Purpose of the forum

The policy forum brought to the center what is now on the periphery of education reform: family, school, and community engagement (FSCE) as a strategy to support student success. The forum sought to serve as a catalyst for reframing what FSCE should look like in the twenty-first century, and for repositioning this engagement as a major contributor to twenty-first century learning and school turnaround efforts. There is a substantial amount of innovation intentionally linking family engagement to learning, as well as a strong base of practice experience on which to build more systemic, integrated, and sustained approaches.

This paper set the stage for the forum by presenting a research-based framing of family engagement. It examines the policy levers for change in promoting systemic FSCE, and focuses on data systems as a powerful tool to engage families for twenty-first century student learning. Because education reform will succeed only when all students are prepared for the demands of the twenty-first century, the forum also aimed to examine the role of families in transforming low-performing schools.

This paper aims to start the conversation and to help shape what role federal policy will play in supporting FSCE efforts in schools across the country.

¹ Gill Kressley, K. (2008). *Breaking new ground: Seeding proven practices into proven programs*. Paper presented August 1, 2008 at the National PIRC Conference in Baltimore, MD.

INTRODUCTION

The United States needs to prepare our students for the demands of a twenty-first century global society. Unfortunately, as many as one-third of American students fail to graduate from high school on time. Only 60 percent of high school graduates go on to college full-time the following fall, with only one-fifth of these students earning an associate's degree within three years and a bachelor's degree within six years.² Moreover, many students that do graduate lack the world-class knowledge and skills needed to advance their careers and sustain America's economic leadership.

Education leaders recognize the many challenges of our current system of education, and major policy shifts are occurring in tandem with entrepreneurial ventures. Policy initiatives such as Race to the Top, Investing in Innovation Fund (i3), Promise Neighborhoods, and efforts to turn around low-performing schools have all been designed to raise student achievement and stimulate innovation. Public-private partnerships are taking the lead on "next generation learning," with its emphasis on creative solutions to respond to the expectations of a global, knowledge-based economy.³ Together with these developments, student data systems are being used to drive decision-making within a new paradigm of learning and continuous improvement.

Preparing students for the twenty-first century demands the full spectrum of society's resources to support all students, and especially the disadvantaged and disengaged. A disproportionate percentage of students who drop out of high school and college are low-income, of ethnic minority status, or have disabilities. Ensuring that all students are able to achieve at high levels will require a comprehensive set of learning supports, beginning in early childhood and continuing all the way to high school and beyond. Over 40 years of research confirms that family engagement improves school readiness, student academic achievement, and graduation rates.⁴ FSCE in education should become an essential strategy in building this pathway to college- and career-readiness in today's competitive global society.

In fact, rigorous empirical research on school reform provides a compelling case for elevating FSCE as an educational strategy. A Chicago study of low-performing elementary schools concluded that five essential supports work together as a system to transform low-performing schools. Leadership is the first support and the driver of four other essential supports: (1) instructional guidance; (2) teacher professional capacity; (3) school climate; and (4) parent, school, and community ties. No single essential support can make a sustained impact by itself; thus, individual programs—whether to improve curriculum, train teachers, or involve parents—often fail to live up to their potential. Just like baking a cake, all key ingredients must be present to successfully create the whole.⁵

The current state of family involvement, though, is not aligned with this systemic framework or with emerging trends in education reform. Educators tend to treat parents and families as bystanders rather than as partners, and often overlook their strengths and their capacity to transform public education. Family engagement efforts are siloed into disparate programs that are disconnected from instructional practice and school turnaround strategies. Kate Gill Kressley,

² Pathways to College Network (2004). *A Shared Agenda*. Boston: Pathways to College Network.

³ Council of Chief State School Officers (n. d.). *Next Generation Learners: A Framework for Action*. Unpublished manuscript.

⁴ Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory (SEDL); Weiss, H. B., Bouffard, S. M., Bridgall, B. L., & Gordon, E. W. (2009). *Reframing family involvement in education: Supporting families to support educational equity* (Equity Matters: Research Review No. 5). New York: The Campaign for Educational Equity, Teachers College.

⁵ Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2009). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago, IL: University of Chicago Press.

senior researcher at RMC Associates, coined the phrase, “random acts of family involvement”⁶ to describe these distinct, uncoordinated engagement efforts. As a result, family engagement has not been used strategically to impact student outcomes. As Christopher Cross, former Assistant Secretary for the Office of Educational Research and Improvement at the U.S. Department of Education, pointed out, “While federal policy has attempted to deal with parent involvement...those efforts have been halfhearted, unfocused, and ineffective.”⁷ The research base on family engagement repeatedly correlates family engagement with student achievement, and therefore it is time to transform family engagement strategies so that they are intentionally aligned with student learning and achievement.

The transformation from random acts of family involvement to an effective strategy to promote student success begins with a broad reframing of what it should look like. Family engagement is a *shared responsibility* of families, schools, and communities for student learning and achievement; it is *continuous* from birth to young adulthood; and it *occurs across multiple settings* where children learn.

As a reform strategy, family engagement should be *systemic, integrated, and sustained*. *Systemic* family engagement is purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround. *Integrated* family engagement is embedded into structures and processes designed to meet these goals, including training and professional development, teaching and learning, community collaboration, and the use of data for continuous improvement and accountability. *Sustainable* family engagement operates with adequate resources, including public-private partnerships, to ensure meaningful and effective strategies that have the power to impact student learning and achievement.

Community engagement refers to the support, services, and advocacy activities that community-based organizations—including businesses and faith-based institutions—provide in order to improve student learning and promote family engagement. While an important function of these organizations consists of outreach to community members, they also assume broader roles. Community schools, for example, consist of partnerships between schools and local organizations to provide comprehensive supports such as tutoring and service learning for students, and leadership training, parenting education, and health and social services for families. Community-based organizations build social relationships and bring together resources to achieve collective goals. They are often the implementing arm of national education initiatives such as those for high quality early childhood education, extended learning, and dropout prevention. Although community engagement is a vital component in education reform, this paper will focus primarily on family engagement.

POLICY FORUM TO ADVANCE A NATIONAL STRATEGY ON FAMILY ENGAGEMENT

The policy forum brought to the center what is on the periphery of education reform: FSCE as a strategy that leverages improvements in student learning. The forum sought to serve as a catalyst for reframing what family and community engagement should look like in the twenty-first century, and for repositioning this engagement as a major contributor to twenty-first century learning and school turnaround efforts. There is a substantial amount of innovation intentionally linking family engagement to learning, as well as a strong base of practical experience on which to build more systemic, integrated, and sustained approaches. The forum posed these four questions:

⁶ Gill Kressley, K. (2008). *Breaking new ground: Seeding proven practices into proven programs*. Paper presented August 1, 2008 at the National PIRC Conference in Baltimore, MD.

⁷ Cross, C. (2004). *Political Education: National Policy Comes of Age* (p.157). New York: Teachers College Press.

- 1. What does family and community engagement look like in a new era of education reform?**
- 2. How can federal, state, and local stakeholders leverage existing and emerging legislation and programs to create systemic family engagement?**
- 3. How can educators and other stakeholders use student performance data to connect families and schools in meaningful ways?**
- 4. What are the opportunities for engaging families in transforming low-performing schools?**

In serving as a discussion piece for the forum, this paper begins with a research-based framing of family engagement. It examines the policy levers that can drive change in promoting systemic family engagement, and focuses on data systems as a powerful tool to engage families for twenty-first century student learning. Because education reform will succeed only when *all* students are prepared for the demands of the twenty-first century, the paper will also examine the role of families in transforming low-performing schools.

A FRAMEWORK OF FAMILY ENGAGEMENT IN EDUCATION

Today's policy environment, with its focus on innovation and outcomes in challenging the status quo, paves the way to reframe family engagement in education for the twenty-first century. This policy environment puts students at the center of "next generation learning."⁸ Next generation learning is personalized and tailored to individual learning needs. It prepares students for the acquisition of world-class knowledge and skills, and engages them in directing their educational experience. One example of this next generation learning is the New York City public schools' Innovation Zone initiative (iZone), which will be working with 200 schools over the next three years to design and prototype models that move schools from a classroom- to a student-centered approach. Such personalized learning individualizes the education experience by focusing on the pace at which a student learns, as well as how they learn best, while ensuring they gain the competencies needed to succeed in college and the workplace. Teachers, parents and students use tools to help students develop a learning plan that will demonstrate mastery. This approach fosters what psychologist Carol Dweck calls a "growth mindset" that is continuously learning and growing from every experience. Individuals with a growth mindset see their life as a work in progress that they can shape at every level. Barriers and challenges become opportunities, and effort and resilience make for success.⁹ By connecting family engagement purposefully to learning and achievement, a systemic approach paves the way for this next generation learning.

Schools and communities can leverage family assets to support personalized learning and cultivate a growth mindset, as illustrated in Poway School District's approach (see Textbox 1). Families need the support of schools and communities to fully understand what it means to be educated in the twenty-first century. Teachers and administrators also need families to support, monitor, and advocate for their children's progress. Community organizations can function as intermediaries, building on families' knowledge and connecting them with new resources to help students develop a growth mindset. Systemic, integrated, and sustained FSCE helps to create a solid foundation for communication between families and school staff, enabling their collaboration in creating a set of support systems—both within and outside of the school—to help students meet their educational goals. Through participation and dialogue with schools and community organizations, families co-create meaningful roles in student learning.

⁸ Council of Chief State School Officers, n. d.

⁹ Dweck, C. S. (2006). *The New Psychology of Success*. NY: Random House.

Textbox 1

The Poway School District in California adopts an individualized student learning approach. Regular assessments measure student growth and encourage students to set goals for their own learning. After elementary students receive their assessment scores, teachers work with each student individually to develop goals that will help him or her reach the next level of learning. For example, a child who struggles with reading comprehension might set the goal of always summarizing the meaning of each paragraph after she reads it. Parents can attend workshops that explain the assessments; resource materials are also sent to parents and are available through the district website. Not only do parents review their child's data but they also receive the student's goals, and they create "family goals" to support learning at home (e.g., setting a limit for time on video games, creating a time and space for homework and reading). Goal-setting helps children and parents see the connections between what children can do and what they need to do to reach the next level of success. Beginning this process in kindergarten and first grade sets the trajectory for developing a habit of continuous collaboration and improvement in order to succeed in school and in life.¹ With the adoption of a new assessment system and related policies to increase student learning, the district's Academic Performance Index has increased, schools are no longer in "program improvement" status, the community has passed a school bond, and students are more motivated.¹¹

¹ Harvard Family Research Project. (2010). Data for Measuring Growth: Poway Unified School District. *FINE Newsletter* 2(3). Cambridge, MA: Author. Retrieved from <http://hfrp.org/DataForMeasuringGrowth>

¹¹ Collins, J., & Wilson, R. (2009). *Students and teachers measuring growth: A strategy to focus on learning and supporting student success* (Powerpoint presentation). Retrieved from <http://www.schoolwisepress.com/seminar/archives.html>

Thus, the first element of reframing family engagement lies in understanding that engagement is a shared responsibility. Shared responsibility represents a shift from an attitude of blame—teachers and school staff blaming parents and vice versa—when things go wrong. Instead, both families and schools should acknowledge their complementary roles in a child's educational success. Furthermore, shared responsibility is not only about the ideas and practices of families and their relationships with schools and other educational institutions, but also about these institutions' expectations of, outreach to, and partnerships with families on behalf of a child's learning and development.¹⁰

Family engagement based on a foundation of shared responsibility strengthens four key roles that families play in their children's educational success:

- **The role of supporting learning:** When early childhood programs and elementary, middle, and high schools impart knowledge about how to support a child's development and learning, families are better equipped to carry out these responsibilities. Positive parenting—including engagement in children's play, shared book reading, showing high expectations, and having conversations about a student's occupational and educational aspirations—is linked to improved academic and behavioral outcomes.
- **The school partner role:** Family involvement with the school—including attendance at parent-teacher conferences, communication with teachers, and volunteer involvement in school activities—provides families with information to make educational decisions and demonstrate support for children, both of which are associated with positive academic outcomes.

¹⁰ Weiss, Bouffard, Bridgiall, & Gordon, 2009.

- **The role of advocate for school improvement:** Advocacy, in the form of collective organizing and mobilization, has several positive outcomes, including increased family engagement, improved school climate and policies, and improved student achievement and behavior.¹¹
- **The decision-maker and leadership role:** Although research is not conclusive on whether students benefit from parent participation in school leadership and governance (school councils and school boards), this role builds parent social networks that can influence school climate and give voice to historically underrepresented families. A positive school climate is a key factor in school improvement.

As the Poway example demonstrates, personalized, student-centered learning begins at an early age and sets the foundation for a lifelong quest to develop one's knowledge, skills, and talents. The second element of reframing family engagement emerges from this developmental perspective: Family engagement is *continuous from birth through young adulthood*. Although it is often associated with practices in early childhood and the elementary grades, family engagement continues to be important in middle school, high school, and college. When schools and communities support sustained family engagement—including transitions from preschool to school and from one grade level to the next—students benefit. Students with engaged parents throughout childhood and adolescence are more likely to graduate from high school.¹² Even if youth do well academically and behaviorally, those with poor relationships with parents are more likely than those with strong relationships to drop out of high school. This suggests that positive and supportive parenting is important for the educational attainment of all youth.

A dominant assumption behind much of educational policy and practice is that school is the *only* place where and when children learn. This assumption is wrong: Learning happens in the home as well as in early childhood centers, afterschool and summer programs, community schools, museums, libraries, parks and recreation offerings, faith-based institutions, and other community settings, and increasingly, through various new technologies. As such, the third element of reframing recognizes that *family engagement reaches across and reinforces student learning in multiple settings*. Families, for example, play a pivotal role in helping children and youth access afterschool and community resources for enrichment or assistance in addressing learning challenges. Among low-income families, parents often seek to overcome negative neighborhood conditions that threaten their children's lives through "community bridging strategies" that link students to mainstream institutions (e.g. libraries, museums) and expand their web of peers and supportive adults.¹³

In the coming years, families are likely to experience greatly amplified opportunities for engagement outside the classroom. Leading educational experts predict that "the most vibrant innovations in education are likely to take place outside traditional institutions."¹⁴ Such innovations will come from new media, games and play, afterschool programs, and community-based learning programs. These sources of learning for students also become sources of family guidance and participation.

The reframing of family engagement—as a shared responsibility, continuous from birth to young adulthood, taking place wherever and whenever children learn—suggests that new investments in the FSCE field should focus on a systemic and sustainable approach. A handful of districts are already beginning to adopt this approach by building family engagement into the district's instructional goals and creating the administrative structures to provide standards of practice;

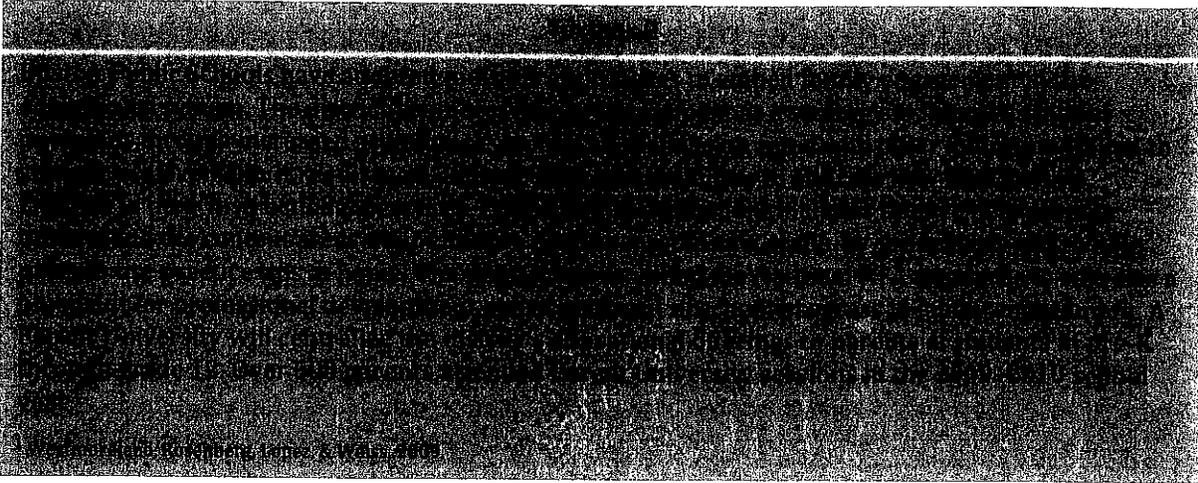
¹¹ Mediratta, K., Shah, S., McAlister, S., Fruchter, N., Mokhtar, C., & Lockwood, D. (2008). *Organized communities, stronger schools: A preview of research findings*. Providence, RI: Annenberg Institute for School Reform at Brown University.

¹² Englund, M., Englund, B., & Collins, W. A. (2008). Exceptions to high school dropout predictions in a low-income sample: Do adults make a difference? *Journal of Social Issues*, 64(1), 77–93.

¹³ Jarrett, R. L. (1999). Successful parenting in high-risk neighborhoods. *The Future of Children*, 9(2), 45–50.

¹⁴ Knowledge Works. (2008). *2020 Forecast: Creating the Future of Learning*. Cincinnati, OH. Retrieved from www.knowledgeworks.org

aligned professional development; outreach and community partnership; and assessment for learning, improvement, and accountability¹⁵ (see Textbox 2).



POLICY OPPORTUNITIES

The policy landscape

Since the 1960s, the commitment to family engagement in learning has been manifested in several pieces of legislation and several federal programs. Title I of the Elementary and Secondary Education Act (ESEA) requires districts to spend 1% of their Title I funds on family involvement activities and includes mandates and opportunities for family involvement at the local level. Under ESEA, underperforming schools are required to include family involvement provisions in their school improvement plans. Several early childhood programs, including Head Start, Early Head Start, and the Even Start family literacy program, include mandates for family involvement, as does the 21st Century Community Learning Centers afterschool program. Family involvement is also part of the Individuals with Disabilities Education Act (IDEA) and federal special education initiatives.¹⁶

With family involvement funding streams and programs spread across federal departments, it has been difficult to develop systemic, integrated, and sustainable efforts. Scattered activities and events fail to make the connection between family engagement and student outcomes, and give the impression that family engagement is an “add-on” rather than integrated into academic goals. In addition, family involvement often consists of short-term activities rather than a sustained pathway running from early childhood programs through high school. While it is critical that family engagement remain a cornerstone of federal law, ESEA and related programs and legislation should focus on providing incentives, guidance, and capacity to scale up research-based and innovative practices at the local level.

Next steps for federal, state, and local policy

Systemic family engagement is possible: it is being adopted in Boston, Oakland, Federal Way, Wichita, and other school districts around the country.¹⁷ To bring these emerging efforts to scale,

¹⁵ Westmoreland, H., Rosenberg, H., Lopez, M. E., & Weiss, H. B. (2009). *Seeing is Believing: Promising practices for how school districts promote family engagement*. Cambridge, MA: Harvard Family Research Project.

¹⁶ Weiss, H. B., Little, P. M., Bouffard, S. M., Deschenes, S. N., & Malone, H. J. (2009). *The Federal Role in Out-of-School Learning: After-school, summer learning, and family involvement as critical learning supports*. Commissioned by the Center on Education Policy, Washington, DC. Cambridge, MA: Harvard Family Research Project.

¹⁷ Westmoreland, Rosenberg, Lopez, & Weiss, 2009.

policy levers can build awareness and interest and engage stakeholders to take steps toward systemic family engagement. These levers include leadership, capacity building, training and professional development, innovation, and learning and accountability. Empirical research on policy implementation, however, suggests that federal mandates alone will not ensure policy success where it matters most: in schools, districts, and communities.¹⁸ It is the people on the ground who ultimately implement policy. Systemic family engagement will depend on the extent to which those charged with carrying out this work see merit in proposed or enacted policies and programs—and if they are willing to change their beliefs, skills, and behaviors. These changes, which are necessary in order to catapult FSCE to a new era of education reform, will require substantial support at each level of the policy process, from federal to state and local levels.¹⁹

Leadership. Using its leadership role, the federal government can put the spotlight on the importance of family engagement as a core element of a new generation of learning, and adopt a clear definition and common framework for family engagement. The U. S. Department of Education can develop a long-term strategy for FSCE, beginning with tighter coordination and alignment of programs within the Department and across other federal agencies. The systemic change that is being seeded in this document will develop deep roots through capacity building, incentives, and funding for innovation, and mechanisms for learning and accountability. This can be facilitated at the federal level by the U.S. Department of Education’s leadership in providing incentives for state and local education agencies to meaningfully engage families, and in capacity building to scale up and replicate effective research-based practices. Similarly, at the state and district levels, leadership and capacity must be in place to develop and implement proven family engagement practices that raise student achievement.

Capacity building. Capacity building is crucial because individuals often lack the knowledge and skills to implement effective family engagement, and thus intended policy outcomes are not met. There is a need for well-designed and high quality training and technical assistance in the development, implementation, and evaluation of FSCE initiatives. State and local education agencies are more likely to benefit from such assistance when it is sustained over time until results are achieved.

Intermediary organizations—such as associations of education professionals and volunteer non-profit organizations—play an important role in translating policy into practical tools and tailoring technical assistance to meet the different needs of districts and schools. These intermediaries help districts and schools plan outcome-oriented family engagement strategies. Through documentation and evaluation, they compile best practices that can be shared broadly for adaptation and replication. Intermediary organizations also convene a wide range of practitioners, researchers, and policymakers, and help build networks. Information sharing among these entities builds their respective capacities to strengthen family engagement practice and better serve families.

Training and professional development. Much more can be done to strengthen the foundation of those entering the teaching profession. Teachers know that family involvement matters and believe that it is one of the top strategies to reform schools. However, they do not receive adequate training and professional development to support efforts to engage families. Higher education policies can take into account the immediate and long-term needs of building an educational workforce where working with families is a core professional competency of teachers and school administrators. Teacher preparation programs that offer training in family partnerships usually deliver it related to early childhood education and special education. However, FSCE is important across all educational

¹⁸ McLaughlin, M. (1987). Learning from experience: Lessons from policy implementation. *Educational Evaluation and Policy Analysis* 9(2), 171–178.

¹⁹ Weiss, H. B., & Stephen, N. C. (2010). From periphery to center: A new vision and strategy for family, school, and community partnerships. In S. L. Christensen & A. L. Reschly (Eds.) *Handbook of School–Family Partnerships*. New York: Routledge.

levels. It benefits parents and teachers as well as schools. Where teachers are able to communicate with parents and develop trusting relationships, they are more likely to remain teaching in their schools.²⁰

Textbox 3

Project EAGLE Community Programs of the University of Kansas Medical Center provide families with children aged 0–4 with answers to their two most important questions: *Is my child developing normally?*, and *What can I do to help him become more school ready?* Routine child screening and parent engagement to promote healthy child development is a key tenet of all early childhood programs run by Project EAGLE. These programs include Early Head Start (serving pregnant women and children aged 0–4) and Healthy Families (a program for Spanish-speaking pregnant women and families with children). All families who come into contact with Project EAGLE receive rapid feedback on child assessments and specific guidance about how they can support their child's development. For example, when a child is identified as having a language delay, Project staff impart to families tips about reading to their child. Project EAGLE uses a Response to Intervention (RTI) approach to early identification and support of children with learning and behavior needs. Research shows that in other programs, RTI has been effective for identifying children at risk of developing learning disabilities and for providing specialized interventions, either to ameliorate or to prevent the occurrence of learning disabilities.¹

¹ National Family, School, and Community Engagement Working Group (2010). *Taking Leadership, Innovating Change: Profiles in Family, School, and Community Engagement*. Retrieved from <http://www.hfrp.org/TakingLeadershipInnovatingChange>

Innovation. Federal leadership is demonstrated in promoting state and local innovation. Social innovation refers to “a novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions.”²¹ Although family involvement in education is not an original idea, a systemic and integrated approach to family engagement represents an innovative strategy in education reform. This thinking embodies a dramatic shift in framing family engagement and reorganizing its practice. It taps into an overlooked strategy that can leverage improvements in student learning, as the Chicago school reform study has fully demonstrated.

Unlike other fields in which innovation might be a technology or product, innovations in education tend to take the form of creative uses and sharing of resources and opportunities to create new practices (see Textbox 3). Productive innovations can be co-developed by researchers, practitioners, and social entrepreneurs who can bring them to scale.²² In this model of research and development, or R&D, innovators develop prototypes, and then test and refine them as part of a continuous improvement process. In addition, there is a federal role in helping to create communities of practice, sharing the lessons from ongoing innovations to support state and local efforts to create systemic approaches to FSCE. Communities of practice—groups of people that come together to share expertise on a common endeavor—can generate new models of FSCE, spread promising practices, and develop stakeholders' professional skills for high quality family engagement.²³ Federal departments can encourage the formation of communities of practice, especially across agency programs that seek to strengthen family engagement, and help organize and support them as part of capacity-building activities. Lastly, there is a federal role in facilitating the use of information about effective initiatives through mechanisms

²⁰ Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009). *The Schools Teachers Leave: Teaching mobility in Chicago public schools*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago Urban Education Institute.

²¹ Phills, J. A., Deiglmeier, K., & Miller, D. T. (2008). Rediscovering social innovation. *Stanford Social Innovation Review* 6(4), 36.

²² Bryk, A. S., & Gomez, L. (2008). Reinventing a research and development capacity. In F. Hess (Ed.), *The Future of Educational Entrepreneurship: Possibilities for School Reform*, 181–206. Cambridge, MA: Harvard Education Press.

²³ Wenger, E. C., & Snyder, S. (2000). Communities of practice: The organizational frontier. *Working Knowledge for Business Leaders*. Cambridge, MA: Harvard Business School. Retrieved from <http://hbswk.hbs.edu/archive/1317.html>

such as the What Works Clearinghouse, technical assistance providers, webinars, grantee meetings, and so forth.

Learning and accountability. Since ESEA was enacted in 1965, requirements have been in place for state and local education agencies to implement and report on federally mandated family involvement activities.²⁴ Federal monitoring of these requirements over the years has represented an important first step in ensuring that family involvement provisions are enacted; however, we now have an opportunity to move beyond compliance monitoring to a more comprehensive accountability system to assess the implementation and impact of these provisions. Creating a three-tier accountability system whereby the federal government, along with states, districts and schools, all apply meaningful measures of implementation and impact can ensure that family engagement provisions are not only enacted, but are actually meeting their goals.

The first tier could include a common set of standards and leading indicators for family engagement identified by the federal government that would provide guidance on research-based family engagement strategies. Second, state and local educational agencies would work with families, schools, and communities to develop or expand indicators against which they can benchmark their progress and identify areas where additional support and training are needed. An additional tier of accountability would reside at the school and community level where staff performance assessments would include family engagement indicators. With input from families, these indicators will measure how families' capacities for supporting their children's learning are being increased and how their involvement in school improvement dialogue is actively supported.²⁵ As evidenced below in Textbox 4, teachers and parents in the Creighton School District use student data to become mutually accountable for children's learning progress in order to leverage the capacity of both families and educators to raise student achievement.

DATA DRIVEN EDUCATION REFORM

Secretary of Education Arne Duncan has made data a vital component of education reform with the commitment to help states refine and expand what they have in place.²⁶ To be useful, data systems need to be "learner-centered" rather than "institution-centered," according to Education Sector.²⁷ Data systems should move away from compliance with federal reporting and expand to provide actionable information that enables teachers, students, and families to set goals, track progress, and take specific actions to promote learning and achievement. Furthermore, a data system that begins in early childhood creates a pathway focusing on the trajectory toward college and career readiness.

A data pathway provides families with facts and figures about children's development and learning from early childhood through young adulthood so that they are on the right track to graduation and college and career preparation. The data can be used for short-term, (e.g. helping a child increase vocabulary) and long-term (e.g. monitoring a child's progress across grade levels to be on track for high school graduation within four years) goals. This pathway consists of concise and simple data that families can easily access and understand as they relate to school expectations, academic standards, and continuous improvement. Additionally, the information has to be

²⁴ Fege, A. (2006). Getting Ruby a quality public education: Forty-two years of building the demand for quality public schools through parental and public involvement. *Harvard Educational Review*, 76(4), 570–586.

²⁵ National Working Group on Family, School, and Community Engagement (2009). *Recommendations for Federal Policy*. Retrieved from <http://www.hfrp.org/WorkingGroup>

²⁶ Duncan, A. (2010). *Unleashing the Power of Data for School Reform: Secretary Arne Duncan's Remarks at the STATS DC 2010 Data Conference*. Washington, DC: U.S. Department of Education. Retrieved from <http://www.ed.gov/news/speeches/unleashing-power-data-school-reform-secretary-arne-duncans-remarks-stats-dc-2010-data>

²⁷ Tucker, B. (2010). *Five design principles for smarter data systems to support student learning*. Washington, DC: Education Sector. Retrieved from <http://www.educationsector.org/publications/five-design-principles-smarter-data-systems>

actionable: families turn to data to guide their child's learning goals and to avail themselves of school and community resources that can enrich student knowledge or address learning challenges (see Textbox 4).

Textbox 4

Arizona's Creighton Elementary School District has nine K-8 schools serving 6,800 students; 93% are on free and reduced-price lunch, and 45% are English-language learners. The district organizes Academic Parent-Teacher Teams as an alternative to the traditional parent-teacher conference.

In three group meetings throughout the year, teachers share with parents aggregate and individual student performance data. Each parent receives a folder with his or her child's data and learns how to set parent-student academic goals, interpret individual benchmark assessment data and quarterly assessments, and understand the child's standing in relation to the entire class. Teachers model reading and math skills and parents are able to practice before applying them at home. Parents also participate in one individual parent-teacher meeting to review performance data.

Although teachers were at first hesitant to coach parents, they now welcome their new teaching partners. The pilot in 12 classrooms has grown nearly seven-fold after one year. Parent attendance averages 92%, higher than in regular conferences. Maria Paredes, the Director of Community Education, claims that the parent-teacher teams focus on purposeful communication that demands parents' engagement and measurable accountability. Parents love this challenge.¹

¹ Paredes, M. C. (2010), *Academic Parent-Teacher Teams: Reorganizing Parent-Teacher Conferences Around Data*. *FINE Newsletter* 2(3). Cambridge, MA: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/CreightonAPPT>

Creating a data pathway demonstrates in concrete and practicable ways the key elements of a reinvented framework of family engagement:

- **Family engagement is a shared responsibility:** Through data sharing, school districts and schools are responsible for communicating student performance with families. Beyond providing access to data, schools also provide training and assistance to ensure that families grasp the meaning of the data so that they can partner with teachers to take action and support a student's learning goals.
- **Family engagement is continuous across a child's life:** As student data become available across grade levels, families are equipped with the information to support academic progress throughout a child's school years. The data enable them to focus on the trajectory of high school graduation and college and career readiness.
- **Family engagement cuts across and reinforces learning in the multiple settings where children learn:** Equipped with data about a student's learning goals, families are able to direct students to learning resources such as afterschool and homework-help programs. School districts that are sharing data with families are also providing them with tips and tools, often through web-based formats, so that parents can help their children at home.

Data sharing with families can transform the way family engagement is organized, helping to keep the focus on those activities that align with student academic progress and achievement. Rather than being a checklist of activities, family engagement is systemic and linked to specific educational goals. Rather than being an "add-on" to what teachers already do, family engagement is integrated into teaching and learning by providing teachers with a partner who supports and monitors student learning. Rather than being activity driven and dependent on time-limited funding, family engagement is more likely to be sustained when it is outcome-oriented and tied to

the instructional goals for a student, with specific benchmarks across the school year. The power of data as a tool for student learning and meeting school goals is illustrated in Textbox 5 about the Washoe County School District.

TRANSFORMING LOW-PERFORMING SCHOOLS

The need for systemic family engagement is perhaps nowhere more apparent than in the efforts to turn around the nation's lowest-performing schools. Both Congress and the Administration have trained their collective eyes on the bottom 5 percent of America's public schools and have dedicated funding streams and programmatic initiatives to facilitate turnaround efforts.²⁸ Yet these efforts have revealed some hard truths: we still do not fully understand what causes these schools to slide into such a deep decline or why their low performance remains so entrenched, despite decades of various reform efforts.²⁹ Furthermore, evidence is scant for turnaround success at scale,³⁰ suggesting that there is a great need for new and innovative solutions.

What is clear is that there is no one way to address the problems of low-performing schools, no "magic bullet" approach that will work across all grades and all settings. There is, however, emerging evidence of some of the critical elements that must be in place if turnaround efforts are to work, one of which is strong, strategic FSCE.³¹ Furthermore, it is important to recognize that many low-performing schools exist in extremely disadvantaged communities in which parents themselves have likely had negative schooling experiences. This makes it even more imperative that schools and districts strengthen their capacity to meaningfully reach out to and engage families, understand the barriers to involvement, and partner with families and other community members to enlist their help in revitalizing struggling schools. Sustainable change in low-performing schools is most likely to occur when it is facilitated and supported by the families and communities who have the biggest stake in the outcomes of such efforts.

Engaging Families and Communities in Turnaround Efforts

Most of the existing turnaround efforts focus on some combination of instructional/curriculum reforms, changes in staffing, intensive professional development, and reorganizations of the structure of the school. Efforts to engage families complement these elements of turnaround movements, helping to strengthen instructional improvements and staff development by increasing families' knowledge of academic goals and demonstrating how they can partner with school staff to reinforce learning in the home and in the larger community. One study of successful turnaround efforts among eight failing Chicago schools reported that parent engagement was not only a core element in helping to dramatically improve student achievement, but: "The results clearly reveal that the existing staff and parents...form a large and untapped reservoir of energy, ideas, and commitment that is ready to transform the quality of their schools, and do it quickly."³² Yet engaging families and communities doesn't always come naturally to school personnel, who often lack training and preparation for family partnerships, or who might be wary of reaching out to parents if most of their school-family interactions are problem-focused, thus creating tension between families and school staff. This points to the need for more innovative approaches to bringing families and schools together to identify common goals and learn how to collaborate to improve student learning.

²⁸ The U.S. Department of Education's Title I School Improvement Grants Fund governs more than \$3.5 billion dedicated to efforts to turn around low-performing schools.

²⁹ Gewertz, C. (2009). Restructuring under NCLB found lacking. *Education Week*, 29(15), 1-10.

³⁰ Calkins, A., Guenther, W., Belfiore, G., & Kash, D. (2007). *The turnaround challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst performing schools*. Boston, MA: Mass Insight Education & Research Institute.

³¹ Bryk, Sebring, Allensworth, Luppescu, & Easton, 2009.

³² Strategic Learning Initiatives. (2010). *An education success story: How eight failing schools in Chicago were turned around within three years*. Chicago: Author. Retrieved from <http://207.5.19.126/education-success-story.html>

Informed advocacy can be a very effective mechanism for change by empowering parents to demand excellence in local public schools; however, families need to know *how* to identify high-quality schooling so they can understand which areas need improvement, the types of reforms that best meet the needs of the students, and how to assess the impact of enacted reform measures. Families' abilities to understand and use data on school performance can help focus their advocacy efforts, and for those parents who might not be aware of the school's conditions or the need for change, community organizations and advocates can act as intermediaries to both inform and

empower parents to demand excellence from their children's schools.

Textbox 5

Washoe County School District in Nevada is working to raise its 56% high school graduation rate through a multi-pronged strategy that includes active family engagement. Although it is essential for parents to know about high school graduation requirements, the district was not effectively communicating this information with parents, many of whom are immigrants and unfamiliar with the U.S. school system and education terminology.

Working with technical support from the Nevada Parent Information and Resource Center (PIRC), Parent Involvement Facilitators (PIFs) in the district's high schools reach out to and train parents about using the online student data system. Typically, these are parents of students eligible for the free and reduced-price lunch program and who are Limited English Proficient. The PIRC training is targeted toward families who have never used a computer before or do not have internet access at home.

Workshop facilitators train parents about graduation requirements and how to interpret student data so that their children are on track in terms of attendance, grades, and credit accumulation. D'Lisa Crain, Administrator for Washoe's Department of Family-School Partnerships, says that "Families leave these computer workshops empowered from knowing how to access their student's data and where to go for help if there is a problem with attendance or grades." They also know where to find computer kiosks in the 96 community locations that display special banners.¹

¹ Crain, D. (2010). "For the first time I understand what it takes for my own child to graduate." *FINE Newsletter* 2(3). Cambridge, MA: Harvard Family Research Project. Retrieved from <http://hfrp.org/WashoeCounty>

Effective FSCE in low-performing schools often must begin with intensive efforts to rebuild trust and promises of accountability (factors that other communities can sometimes take for granted) given longstanding dynamics of miscommunication and distrust between these schools and their surrounding communities. Community and faith-based groups serve as a bridge between schools and families, and are often able to act as intermediaries with families who feel alienated from the school or who are simply unaware of improvement efforts and how they can contribute to the process by becoming more actively involved in school reforms. These organizations help to facilitate improvements in school-community relationships and foster a sense of trust and collaboration among families and school staff, providing the necessary foundation on which to build meaningful home-school partnerships.

Identifying Critical Junctures in Achievement Drop-offs

While low-performing schools span all grade levels, the high school "dropout factories"—where only a small minority of students graduate on time—have received the most attention. A number of studies have found that effective family engagement is a crucial factor in keeping students engaged in their education as they progress through the middle and high school years.³³

One of the key issues in addressing the problems of low-performing schools is

³³ Furger, R. (2008, January). How to end the dropout crisis. *Edutopia Magazine*. Retrieved from <http://www.edutopia.org/student-dropout-retention-strategies>; Bridgeland, J., Dilulio, J., & Morison, K. (2006). *The silent epidemic: Perspectives of high school dropouts*. Washington, DC: Civic Enterprises and Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation.

identifying the critical juncture points at which achievement tends to decline, and targeting intensive efforts at those periods. For instance, research has shown that the ninth grade is the most critical year for putting students on the path towards on-time graduation and post-high school success.³⁴ Targeting efforts toward this time period—including the transition into ninth grade—helps to catch attendance, behavioral, and academic problems before they become entrenched and threaten students' ability to successfully navigate the requirements and rigors of high school.³⁵ This need to focus on the ninth grade year has further implications for the value of strengthening FSCE efforts, because family engagement tends to drop off as children become adolescents. At this juncture, parents often simultaneously feel less competent about their ability to help with their teen's academic work and more distanced from—and intimidated by—large, complex high school environments.³⁶ Efforts to provide parents with clear, actionable information about their students' academic performance, such as the work done by New Visions for Public Schools in New York (see Textbox 6), can help break down these barriers and foster productive school-home communication.

Textbox 6

In 2007, New Visions for Public Schools (New Visions) was selected by the New York City Department of Education to become a Partnership Support Organization responsible for working with 76 public schools (mostly high schools). New Visions focused its parent involvement efforts on ninth-grade students and families and created both school- and student-level performance data tools and four core ninth-grade college readiness benchmarks that would help communicate critical information to students' families. The ninth grade benchmarks for each student included attendance rates of 92% over the course of the year, course grades of 80% or higher, completion of eleven or more credits by the end of the year, and passing one or two New York State Regents exams with a score of at least 75%. These benchmarks were widely disseminated to school staff, parents, and students through a parent-friendly publication, *Is Your 9th Grader on Track to College?*, and at the New Visions "Aiming Higher" parent and train-the-trainer workshops.

The College Readiness Tracker is an additional one-page tool developed as a way for all stakeholders, and especially parents, to quickly and easily determine individual students' progress in various academic areas as they move beyond ninth grade. To leave school ready for college, students are expected to earn 44 credits in core subject areas, 80% or better in all courses, 92% or better daily attendance average, and 75% or better on 8 Regents exams. The trackers are often mailed with report cards, or distributed at parent-teacher conferences. For the 2010–2011 school year, parents will also be able to access the tracker electronically.¹

¹ Taveras, B., Douwes, C., Johnson, K., Lee, D., & Caspe, M. (2010) *New Visions for Public Schools: Using Data to Engage Families*. *FINE Newsletter* 2(2). Cambridge, MA: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/NewVisions>

Enhancing Turnaround Efforts through Data Sharing

Advances in student and school performance data systems and efforts to make such data available and accessible to families are of particular importance in efforts to turn around low-performing schools. Experience has shown that the families of students in high-poverty schools are more likely to need assistance in understanding how to interpret performance data, and in particular, how to *act* on such information in ways that benefit not only their own child's achievement, but the performance of the school overall.

³⁴ The Consortium on Chicago School Research at the University of Chicago. (2007). *Freshman Year: The make-it or break-it year*. Retrieved from <http://ccsr.uchicago.edu/downloads/8354whatmatters-parentfinal.pdf>

³⁵ Balfanz, R. (2007). *What your Community Can Do to End Its Drop-out Crisis: Learnings from research and practice*. Baltimore: Center for Social Organization of Schools, Johns Hopkins University. Retrieved from http://web.jhu.edu/bin/y/r/Final_dropout_Balfanz.pdf

³⁶ Hill, N. E., & Chao, R. K. (Eds.). (2009). *Families, Schools, and the Adolescent: Connecting research, policy, and practice*. New York: Teachers College Press.

The use of data to address the problems of low-performing schools should also move beyond basic report cards that simply chronicle the deficits of the school system. Focusing on negative school performance data can exacerbate the tension and anger that often exist in communities with low-performing schools and work against schools' and families' ability and inclination to come together to understand where difficulties lie and how to work together to identify concrete steps to take to improve students'—and thus the schools'—performance. Data sharing in the spirit of building strategic partnerships between families, schools, and communities holds enormous potential in addressing the persistent poor achievement evidenced in low-performing schools.

Engaging families in systemic, integrated, and sustainable ways in turnaround efforts draws on a number of reform areas that impact student achievement: strengthening parents' ability to support their students' learning at home, at the school, and in the community; providing opportunities for strategic and collaborative uses of data; and embedding family engagement into professional development and instructional goals so that low-performing schools don't have to "go it alone," but rather gain an invested and effective partners in improving student learning—families.

CONCLUSION

This paper was designed as a companion piece to the National Policy Forum on Family, School, and Community Engagement, held on November 9, 2010 in Washington, D.C. The paper laid the foundation for a conversation about the role of FSCE in education reform by offering a framework based upon four decades of research and emerging innovations in the family engagement field.

At the forum, over two dozen experts engaged in dynamic, interactive discussions about the role of FSCE in education reform, providing insights based on their own work and identifying new directions for family engagement in the coming years. Everyone present—from the panelists to the participants to special guest speakers from the U.S. Department of Education (USDE)—agreed that FSCE is a key component of successful education reform that needs to be implemented in a systemic, integrated, and sustainable way. The forum emphasized the fact that the essential elements of successful school reform—which include a focus on teaching and learning, a rigorous curriculum, teacher and principal effectiveness, a positive school climate, and family and community engagement—operate as parts of an interconnected system. This system of mutual dependencies requires sustained commitment to each element; for example, schools can't work well if their relationships with families and communities don't work well. This makes it critically important that we invest in efforts to better engage families and communities in order to maximize their value in school reform efforts.

Several cross-cutting themes emerged on how this work could be accomplished, which focused on policy levers for change and the use of data to create meaningful partnerships between schools, families and communities:

- At the federal level, attention to family engagement must move from a checklist orientation to a full engagement plan with outcome tracking to assess whether these efforts are impacting student outcomes. The USDE's proposed increase in Title I set-aside dollars for family engagement needs to be accompanied by clear expectations of what should be done with these dollars as well as accountability measures to show the benefits of how the funds are used. Policymakers must identify meaningful indicators of FSCE that are correlated with student outcomes, and create accountability models that assess how well schools and communities are engaged with one another.
- Better coordination of family engagement efforts at the federal level will model the type of collaboration and integration that needs to happen on the ground. The impending reauthorizations of Head Start, IDEA, and ESEA all provide opportunities to build in

- methods of integration so that regulations and laws don't impede efforts to coordinate and blend programs and funds.
- Given the shifting nature of federal funding streams, it's unlikely that schools and districts will have guaranteed adequate dollars to dedicate to family engagement, thus making it imperative that stakeholders focus on innovations that can help change the system from within. Schools and districts need to rethink the way schools are organized as a system—the role of the teacher, the management of time and space, the relationship with families and communities—so as to reap the value of FSCE. This could entail hard decisions about what to let go and what to focus on with respect to FSCE.
 - Sharing student learning and performance data with families changes the conversation between families and schools. Data provide the content that engages families to understand where students are, where they need to go and the options for getting to their goals. When data use involves parents in this way, it becomes meaningful: it gives parents a voice in the educational process and empowers them to partner with educators to promote their child's academic growth.
 - Families and communities can be a force for turning around low-performing schools. Family engagement entails thoughtful effort on the part of districts and schools, so that evidence-based frameworks and practices are adopted, external resources such as community and intermediary organizations are used, and student data become a tool for honest and transparent conversations between families and schools. Underlying these strategies must be a continuous effort at relationship building so that trust binds families, schools and communities to change the trajectory of underserved students.

In her closing remarks at the forum, Carmel Martin, the Assistant Secretary for Planning, Evaluation and Policy Development at USDE, discussed the proposed increase in set-aside dollars for family engagement, noted that the Department plans to embed family engagement throughout its grant proposals, and asserted that family engagement in student learning is an outcome in and of itself, in addition to serving as a "critical, non-negotiable component in terms of a comprehensive strategy to improve our schools." Education reform initiatives will focus on a comprehensive early childhood-to-college family engagement agenda that can support innovative practices, scale up what works, and empower families to play a greater role in their children's learning. The insights and recommendations generated from the policy forum will continue to inform and refine the development of these initiatives at the federal level.



DISCUSSION

Item 6E.

Goal 3
Development Draft



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District

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 DISTRICT GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 3. To Increase Parental and Community Involvement

SMART Goal:

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates

NOTE: The team will draft Goal 3 based on the input from the Board Retreat.

DISCUSSION

Item 6F.

2013-14
Closeout of Goals

District Goal 1

(2013-14 Reading)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2013-14**

Reading

Goal 1. To Raise the Level of Student Achievement

Smart Goal: Reading - The Humboldt District will increase its district total points on the A-F Accountability Label to 140 points. AIMS Spring 2013 Total Points were 135 (84 composite + 51 growth).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons	Update
1) Teachers will be trained on the implementation of the Arizona College and Career Ready Standards in English/Language Arts (ELA).	a) Teachers and principals from across the District will complete a needs assessment to determine the number of staff who will need Phase I and Phase II College and Career Ready Standards training.	Documentation of completed needs assessment surveys.	Needs assessment documentation compiled and sent to District Office by October 1.	Teachers, Principals, Director of Federal Programs.	Surveys were distributed, collected and needs assessed for College and Career Readiness Standards Phase I and II training.
	b) All teachers will complete AZ College and Career Ready Standards Phase I training in English/Language Arts.	Completion of professional development (sign-in sheets).	November 2013 - February 2014	Teachers, Principals, Director of Federal Programs.	Opportunities were provided to certified staff to complete the training.
	c) Teachers will begin training in AZ College and Career Ready Standards Phase II components.	Completion of professional development (sign-in sheets).	February 2014 - June 2014	Teachers, Principals, Director of Federal Programs.	Opportunities were provided to certified staff to complete the training.
2) Teachers, Reading Coaches and Instructional Specialists will continue to align our curriculum to the AZ College and Career Ready	a) Schools will continue working on curriculum maps and pacing guides and align them to the ELA standards in reading. b) Utilizing the Equip rubric, teachers will be taught to align units/lessons to the AZ College and Career Ready Standards.	Curriculum maps, pacing guides. Equip aligned unit/lesson plans.	August 2013 - May 2014 September 2013 - May 2014	Teachers, Instructional Specialists, Director of Federal Programs. Teachers, Instructional Specialists, Director of Federal Programs.	This curriculum maps and pacing guides were reviewed by grade levels within school sites. This is a continuous process and will carryover to next year. Our Elementary Reading Coaches worked with teachers in their schools on Equip rubric training. Math and ELA HS teachers have aligned lessons to the Equip rubric. Middle school teachers are met at content levels and were completing unit exemplars.



District Goal 1

(2013-14 Writing)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Writing

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2013-14**

Goal 1. To Raise the Level of Student Achievement

Smart Goal: Writing - The Humboldt District will increase its district total points on the A-F Accountability Label to 140 points. AIMS Spring 2013 Total Points were 135 (84 composite + 51 growth). AIMS Writing 2013 Prompt (weighted 60%) District Mean Points-5th grade 3.6/6, 6th 3.6/6, 7th grade 3.6/6. AIMS 2013 Multiple Choice (weighted 40%) District Mean Points-5th grade 19.2/27, 6th 19.1/27, 7th 18.6/27.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons	Update
1) A Writing Cadre will be formed to address the needs of our district writing program as it relates to the AZ College and Career Ready Standards.	a) Solicit key individuals throughout the District to become a part of the cadre.	List of participants.	Cadre created by December 2013	Director of Federal Programs.	The Literacy Cadre was formed comprising representation from each campus.
	b) Begin to review what components we have in place that address the AZ College and Career Ready Standards (curricular alignment, aligned prompts, scoring rubrics, materials review, etc.).	Meeting agendas, supporting documents.	December 2013 - May 2014	Director of Federal Programs.	The cadre was able to evaluate our current standards and develop tools to assist teachers' immediate needs concerning specific writing genres.
	c) Develop a plan that includes: vertical alignment, professional development needs, and materials recommendations (K-12).	Writing support plan, aligned curriculum maps/pacing guides.	Completion of writing support plan by May 2014	Director of Federal Programs.	A two-day collaboration meeting was held to begin the development of a writing support plan that includes ELA pacing guides, materials and PD recommendations.

District Goal 1

(2013-14 Math)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority** - Academic Excellence for All Students; personalized education; student-centered learning
- Priority** - Partnerships through Collaboration; all stakeholders; effective communication
- Priority** - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority** - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Math

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2013-14**

Goal 1. To Raise the Level of Student Achievement

Smart Goal: Math - The Humboldt District will increase its district total points on the A-F Accountability Label to 140 points. AIMS Spring 2013 Total Points were 135 (84 composite + 51 growth).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons	Update
1) Teachers in grades 4-8 will be trained in Inductive Math strategies throughout the 2013-2014 year.	a) Monthly teacher trainings scheduled within the elementary and middle school professional development (PD)calendars.	Elementary/Middle School PD calendars.	August 2013 - February 2014	Director of Federal Programs, Elementary and Middle School Principals.	We have completed our Inductive Math trainings for grades 4-8.
2) All teachers will complete AZ College and Career Ready Standards Phase I training in mathematics.	a) Teachers and principals from across the District will complete a needs assessment to determine the number of staff who will need Phase I Common Core mathematics training. b) All teachers will complete AZ College and Career Ready Standards Phase I training in mathematics.	Documentation of completed needs assessment surveys.	Needs assessment documentation compiled and sent to District Office by October 1.	Teachers, Principals, Director of Federal Programs.	An assessment was completed that identified those teachers who are in need of Phase I and II trainings.
		Completion of professional development (sign-in sheets).	November 2013 - February 2014	Teachers, Principals, Director of Federal Programs.	Opportunities were provided to certified staff to complete the training.
3) Math Pacing Guides will be developed and revised systemically at the elementary level.	a) Reading Coaches and other teachers will revise math pacing guides based on Galileo quarterly assessments.	Completed pacing guides.	May 2014	Director of Federal Programs, Reading Coaches, Teachers.	A Math Teacher Leader group was assembled to align Inductive Math lessons at the K-8th grade levels. This group spent two weeks in June working with Sue Larson to build and align lessons with newly created pacing guides, aligned with the AZCCRS.

District Goal 1

(2013-14 ELL)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



ELL

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2013-14**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: ELL

The Humboldt District will increase its ELL reclassification rate from 20% (2013 results) to 23% for the 2013-14 school year.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
1) ELL teachers will use AZELLA data to inform instruction.	1) Teachers will target instruction in proficiency level groups in the Language Domains (reading, writing, oral, and grammar).	AZELLA test scores.	August 2013-May 2014	Team used 2013 proficiency scores to group students for targeted, small group instruction for reading, writing, oral and grammar. (For continued use of data to drive instruction see below). New AZELLA test scores will come out mid-May. Team will meet in May to analyze the new data (areas of success and gaps to drive next year's instruction). Our test scores show major gains in making progress and reclassification rates since last year. Most students showed growth in proficiency levels and the District scored above the required 23% reclassification rate. The District jumped from 19% to 30/31% and will receive the additional three ELL points. The four schools that are eligible for the additional ELL points (LTS, MVES, GES and LVES) will most likely receive their additional points, as well. Teachers feel there are many factors that assisted in this growth - Comp Ed. Tutoring, ELL teachers were released from Galileo reflection to focus in DSI reflection (this allowed for five additional reflection meetings), a focus on reading and phonics instruction, ADE provided practice tests, second year with new AZELLA. SEI monies provided funding for an ILLP teacher to work with those students at CSES, GES and MVES.

	2) Teachers will meet quarterly to reassess groupings and intervention strategies.	Proficiency level grouping charts.	August 21, 2013 October 30, 2013 January 15, 2014 March 5, 2014	Teachers meet quarterly (see dates) to use the Discrete Skills Inventory (DSI) to guide instruction and change groupings for targeted skills instruction. (The Discrete Skills Inventory is a tool that has the grammar skills broken down by level of difficulty and by the quarterly pacing guide. The teachers use it to assess and grade students on their knowledge of grammar skills). The use of the DSI resulted in realizing the team's need to follow the pacing guide more closely and move forward quarterly with more rigorous Verb Tense Studies (past, progressive, etc.). Coaching sessions with Consultant Julie Salcedo helped us increase the rigor of the Verb Tense Studies (see below). Next year, teachers will be released from class time for one day (substitutes paid by Title III funds) to work on common assessments to use for the Discrete Skills Inventory. The DSI is an efficient tool to monitor quarterly ELL progress but needs some additional revision, editing and common assessments.
	3) Planning and instruction guided by pacing guides, ELP standards and DSI common assessments.	DSI Grade books review.	August 21, 2013 October 30, 2013 January 15, 2014 March 5, 2014	The review is in conjunction with grouping and guiding instruction (see above). (SEE ABOVE re: changes in DSI).
2) Ongoing professional development for ELD teachers.	1) Monthly focused professional development will take place led and coordinated by the ELL Coordinator.	OELAS Conference, Multisensory Grammar, AZELLA training, disaggregating data, etc.	Monthly - August 2013 - May 2014	ELL Consultant, Julie Salcedo from Clark Consulting coached each ELL teachers three times (Dec/Jan/Feb) on properly implementing the grammar methodologies that have given us high proficiency scores in the past. In December, teachers attended the OELAS conference. The conference focus this year was primarily on implementing Common Core strategies such as Close Reading into ELL Classrooms. Hannah Barrett took a Multisensory Grammar training at the ADE and returned to share it with her colleagues. Teachers brought 301 Comp. Ed. Binders to final PD ELL meeting but AZELLA scores had not come out by that date. When the data came out, teachers turned in ELD analysis sheets as part of their data reflection.

	2) Observations to follow-up and evaluate the implementation of Professional Development.	SEI Monitoring Protocol.	Monthly	Observations monthly. Please also refer to the coaching sessions listed above with Julie Salcedo. ELL Coordinator continued observations monthly.
	3) Walk-throughs with principals.	SEI Monitoring Protocol.	Quarterly	This took place first quarter. Principals were invited to attend coaching sessions with Julie Salcedo in December, January, and February. No additional walk-throughs with principals. Met (with most) principals and gave detailed ELL data reports.
	4) Peer observations.	Reflection Guide.	October 2013	This will be moved to next year, since we had the money to hire Julie Salcedo this year for professional coaching. Next year, ELL would like to implement Peer Observations as we will have four new ELL teachers. Title III funds will be used to hire subs so new teachers can observe experienced ELL teachers using grammar methodologies

District Goal 2

2013-14

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Future Needs

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2013-14**

Goal 2. Focus on Planning for the Future Student Needs

Smart Goal: The Humboldt Unified School District will prepare students for College and Career Readiness as demonstrated by increasing the four year graduation rate from 82% to 85%. Evidence - 2013 Graduation Rate = 84%, 2012 Graduation Rate = 82%

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons	Update
1) Students will receive individualized instruction based on their needs.	<ul style="list-style-type: none"> a) The District will go through the AZ K-12 Center RTI/PBIS Tier II professional development training throughout the district. b) Principals, through the new evaluation system, will identify differentiated instruction within classrooms based on RTI model. 	<ul style="list-style-type: none"> Completion of five training days for RTI teams. Training completion, classroom walk-through observations, evaluation tool Sign-in sheets, walk-through observations. 	<ul style="list-style-type: none"> January 2014 - March 2014 October 2013 - May 2014 September 2013 - May 2014 	<ul style="list-style-type: none"> Director of Federal Programs, Principals. Principals, Director of Human Resources. Director of Federal Programs. 	<ul style="list-style-type: none"> Teams from each site attended the RTI professional development presented by the AZK12 Center. Tier I intervention has been a focus at all schools. This is a developing goal that will continue into subsequent years. Instructional Specialists received a week's PD this past summer focused on effective instructional practices. Cognitive coaching was also an offered PD opportunity.
2) We will continue with professional development for our elementary reading coaches and instructional specialist at the secondary level.	<ul style="list-style-type: none"> a) Elementary Reading Coaches will receive specific, differentiated professional development on cognitive coaching strategies from the Arizona Science Center. b) Middle and High School Instructional Specialists will receive training from the AZ K-12 Center on cognitive coaching strategies and other high quality topic sessions throughout the school year. 	<ul style="list-style-type: none"> Documentation of PD attendance, walk-through observations. 	<ul style="list-style-type: none"> September 2013 - May 2014 	<ul style="list-style-type: none"> Director of Federal Programs. 	<ul style="list-style-type: none"> Instructional Specialists received a week's PD this past summer focused on effective instructional practices. Cognitive coaching was also an offered PD opportunity.
3) We will fully implement RTI practices throughout the district.	<ul style="list-style-type: none"> a) Full implementation of the i Choose Model will take place at GHMS, BMMS, and BMHS along with continued RTI processes at the elementary level. 	<ul style="list-style-type: none"> Classroom walk-through observations. 	<ul style="list-style-type: none"> August 2013 - May 2014 	<ul style="list-style-type: none"> Director of Federal Programs, Principals. 	<ul style="list-style-type: none"> i Choose was incorporated into the schedules of BMHS, BMMS, and GHMS. This time was set aside to work with students in academic areas where they were struggling.

District Goal 3

2013-14

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**HUMBOLDT UNIFIED SCHOOL DISTRICT
DISTRICT GOALS
2013-14**

District

Goal 3. To Increase Parental and Community Involvement

Smart Goal: The Humboldt Unified School District will engage the community, especially in regards to Signature Programs at each school.

Evidence: During the Spring Parental Survey, parents responded "strongly disagree or disagree" to the following question:

All my child's teachers meet his/her learning needs by individualizing instruction. (10 of 10 Schools, range 5.66% to 33.17%)

All of my child's teachers help me to understand my child's progress. (6 of 10 Schools, range 4.64% to 31.77%)

All of my child's teachers keep me informed regularly of how my child is being graded. (6 of 10 Schools, range 9.44% to 38.97%)

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
The district will regularly engage the community.	Develop Signature Program Plans for each school.	Comprehensive plans by school.	October 2013 - On Going	Six Signature Program presentations to the Board through July. LTS, GES and HES to still present.
	Define current efforts for community engagement.	List of current engagement opportunities.	October 2013 - On Going	Reviewed current outreach and developed calendar. Board Retreat in October focused on community engagement.
	Provide opportunities for two way communication in the community (Planned Communities, Ecumenical).	Presentations updated at Governing Board meetings.	August 2013 - On Going	Monthly Ecumenical Meetings, presentations with Town of PV and Lions Club presented in school year 2014.
	Increase presence on Facebook and Twitter.	Number of followers on Facebook and Twitter.	August 2013 - On Going	Weekly updates on Facebook and Twitter. Facebook has over 500 friends and 100 followers on Twitter.
	Schools will develop strategies to address the three lowest areas from parent survey.	ConnectEd message history, newsletter examples, etc.	October 2013 - On Going	RTI process used in all schools for individualized instruction, phone logs, ConnectED calls, data meetings with families being used at many schools to understand progress and grading.

District Goal 4

2013-14

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



District

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2013-14**

Goal 4. To Attract and Retain Highly Effective Employees

SMART Goal: The Humboldt Unified School District will attract and retain highly effective employees through fair and equitable practices that meet their needs to ensure student success.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Attract highly effective employees to the District.	Implement a comprehensive New Teacher Induction Program.	Implementation Agendas Surveys	Fall 2014	Completed Instructional Leadership Training (Spring 2014, Fall 2014), SPARK Training (Summer 2014), Induction (Fall 2014), Coaching Sessions (Ongoing).
	Introduce TalentEd Recruit and Hire applicant software.	Implementation	January 2014	Completed Migrated from AppliTrak to TalentEd Recruit and Hire to enhance employee "onboarding" process.
	Continue staffing and recruiting timelines to enhance the applicant pool.	Staffing and recruiting timelines and critical work activities (CWAs).	Ongoing	Completed Staffing and recruiting timelines have been established and distributed including voluntary transfer procedures.

Retain highly effective employees in the organization.	Review all current job descriptions and conduct a market analysis to compare salaries and benefits packages.	Board Report	June 2014	Completed Job descriptions were approved at the April 8 Governing Board meeting.
	Identify potential future administrators and teacher leaders within HUSD.	Identify future leaders through preliminary staffing evaluations. Establish Leadership Institute Objectives.	Ongoing	Ongoing/Not Complete Staffing evaluations have been completed with principals. A limited number of identified staff members attended McRel Leadership training and Instructional Leadership training. Leadership Institute Objectives have not been developed.
	Compute and analyze exit surveys for employees.	Survey data	June 2014	Completed/Ongoing Exit surveys were updated. Data analysis is complete.
To identify and increase the ways in which we can support our employees.	Provide training for administrators on current legal topics, and policies and procedures.	Agendas Workshop Participation Evaluator Training	Ongoing	Ongoing/Not Complete Instructional Leadership and McRel training was provided. A cost analysis is required to determine the feasibility for additional trainings for administrators.

	<p>Implement and expand TalentEd software to include identified employee groups.</p>	<p>Complete implementation for certified staff. Present available analysis of evaluation practices. Identify employee group to add to the system.</p>	<p>June 2014</p>	<p>Ongoing/Not Complete Implementation for certified staff has been completed. An analysis of evaluation practices will improve through increased training. The addition of classified employee groups will be explored.</p>
<p>Implement a welcome back convocation activity.</p>	<p>Implementation Agenda</p>	<p>Fall 2014</p>	<p>Completed Convocation was held at the Prescott Resort on August 1, 2014 with great appreciation to our community sponsors.</p>	

DISCUSSION

Item 6H.

Galileo

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	85% (403)
Humboldt Elementary School	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	98% (42)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	84% (64)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	86% (84)
Mountain View Elementary	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	79% (73)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	81% (59)
Granville Elementary School	2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	90% (83)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	85% (391)
Humboldt Elementary School	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	93% (57)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	75% (47)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	84% (83)
Mountain View Elementary	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	88% (70)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	85% (64)
Granville Elementary School	2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	86% (72)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	85% (417)
Humboldt Elementary School	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	96% (54)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	78% (58)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	84% (75)
Mountain View Elementary	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	78% (73)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	91% (79)
Granville Elementary School	2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	87% (79)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

Humboldt USD	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	85% (374)
Humboldt Elementary School	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	87% (45)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	83% (59)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	97% (86)
Mountain View Elementary	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	79% (54)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	83% (57)
Granville Elementary School	2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	82% (73)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	87% (374)
Humboldt Elementary School	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	90% (53)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	88% (56)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	88% (70)
Mountain View Elementary	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	82% (62)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	90% (76)
Granville Elementary School	2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	85% (61)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	86% (346)
Humboldt Elementary School	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	85% (46)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	83% (45)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	90% (62)
Mountain View Elementary	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	91% (48)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	79% (66)
Granville Elementary School	2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	90% (79)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 07 Gr. _Pretest-IE	87% (363)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 07 Gr. _Pretest-IE	90% (64)
Bradshaw Mountain Middle School	2014-15 ATI AZ-CCRS ELA 07 Gr. _Pretest-IE	90% (111)
Glassford Hill Middle School	2014-15 ATI AZ-CCRS ELA 07 Gr. _Pretest-IE	86% (190)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS ELA 08 Gr. _Pretest-IE	74% (308)
Liberty Traditional School	2014-15 ATI AZ-CCRS ELA 08 Gr. _Pretest-IE	80% (39)
Bradshaw Mountain Middle School	2014-15 ATI AZ-CCRS ELA 08 Gr. _Pretest-IE	82% (128)
Glassford Hill Middle School	2014-15 ATI AZ-CCRS ELA 08 Gr. _Pretest-IE	66% (141)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	74% (351)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	95% (41)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	73% (56)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	81% (79)
Mountain View Elementary	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	64% (58)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	68% (50)
Granville Elementary School	2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	75% (69)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	73% (333)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	82% (50)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	65% (41)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	69% (68)
Mountain View Elementary	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	72% (57)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	83% (62)
Granville Elementary School	2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	67% (56)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	73% (359)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	86% (50)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	68% (50)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	78% (69)
Mountain View Elementary	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	65% (60)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	74% (64)
Granville Elementary School	2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	74% (68)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	70% (305)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	75% (38)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	73% (52)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	78% (69)
Mountain View Elementary	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	59% (40)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	68% (47)
Granville Elementary School	2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	66% (59)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	68% (292)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	81% (48)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	61% (39)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	72% (56)
Mountain View Elementary	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	59% (45)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	68% (57)
Granville Elementary School	2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	71% (51)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	67% (268)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	59% (32)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	65% (35)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	66% (47)
Mountain View Elementary	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	68% (36)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	64% (54)
Granville Elementary School	2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	73% (64)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 07 Gr. _Pretest-IE	65% (268)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 07 Gr. _Pretest-IE	66% (47)
Bradshaw Mountain Middle School	2014-15 ATI AZ-CCRS Math 07 Gr. _Pretest-IE	64% (79)
Glassford Hill Middle School	2014-15 ATI AZ-CCRS Math 07 Gr. _Pretest-IE	65% (144)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Math 08 Gr. _Pretest-IE	56% (228)
Liberty Traditional School	2014-15 ATI AZ-CCRS Math 08 Gr. _Pretest-IE	73% (38)
Bradshaw Mountain Middle School	2014-15 ATI AZ-CCRS Math 08 Gr. _Pretest-IE	55% (81)
Glassford Hill Middle School	2014-15 ATI AZ-CCRS Math 08 Gr. _Pretest-IE	51% (109)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	57% (278)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	66% (38)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	49% (36)
Liberty Traditional School	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	53% (47)
Mountain View Elementary	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	53% (49)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	63% (55)
Granville Elementary School	2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	60% (54)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	58% (252)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	58% (30)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	56% (40)
Liberty Traditional School	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	68% (61)
Mountain View Elementary	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	47% (32)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	58% (40)
Granville Elementary School	2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	56% (49)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	54% (233)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	54% (32)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	55% (35)
Liberty Traditional School	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	60% (48)
Mountain View Elementary	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	41% (31)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	52% (44)
Granville Elementary School	2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	62% (45)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	63% (255)
Humboldt Elementary School	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	63% (34)
Lake Valley Elementary School	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	52% (28)
Liberty Traditional School	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	66% (47)
Mountain View Elementary	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	64% (34)
Coyote Springs Elementary	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	61% (51)
Granville Elementary School	2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	69% (61)

Humboldt USD	2014-15 ATI AZ-CCRS Writing 07 Gr. _Pretest-IE	52% (213)
Liberty Traditional School	2014-15 ATI AZ-CCRS Writing 07 Gr. _Pretest-IE	71% (51)
Bradshaw Mountain Middle School	2014-15 ATI AZ-CCRS Writing 07 Gr. _Pretest-IE	40% (46)
Glassford Hill Middle School	2014-15 ATI AZ-CCRS Writing 07 Gr. _Pretest-IE	53% (118)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

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	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ-CCRS Writing 08 Gr. _Pretest-IE	86% (352)
Liberty Traditional School	2014-15 ATI AZ-CCRS Writing 08 Gr. _Pretest-IE	90% (44)
Bradshaw Mountain Middle School	2014-15 ATI AZ-CCRS Writing 08 Gr. _Pretest-IE	85% (128)
Glassford Hill Middle School	2014-15 ATI AZ-CCRS Writing 08 Gr. _Pretest-IE	85% (180)

School Galileo proficiency for percentage passing at each grade level and subject area assessed:

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	69% (301)
Humboldt Elementary School	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	75% (39)
Lake Valley Elementary School	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	68% (48)
Liberty Traditional School	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	71% (64)
Mountain View Elementary	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	62% (42)
Coyote Springs Elementary	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	71% (48)
Granville Elementary School	2014-15 ATI AZ Science 04 Gr. _Pretest-IE	67% (60)

This report displays the percentage of students that passed the benchmark test(s) along with the count of students that passed in parentheses.

	Benchmarks	Overall
Humboldt USD	2014-15 ATI AZ Science 08 Gr. _Pretest-IE	67% (271)
Liberty Traditional School	2014-15 ATI AZ Science 08 Gr. _Pretest-IE	75% (38)
Bradshaw Mountain Middle School	2014-15 ATI AZ Science 08 Gr. _Pretest-IE	67% (97)
Glassford Hill Middle School	2014-15 ATI AZ Science 08 Gr. _Pretest-IE	65% (136)

Test	AS	MS	ES
2014-15 ATI AZ-CCRS ELA 01 Gr. _Pretest-IE	413	476	696
2014-15 ATI AZ-CCRS Math 01 Gr. _Pretest-IE	417	465	575
2014-15 ATI AZ-CCRS ELA 02 Gr. _Pretest-IE	485	526	759
2014-15 ATI AZ-CCRS Math 02 Gr. _Pretest-IE	448	558	704
2014-15 ATI AZ-CCRS Writing 02 Gr. _Pretest-IE	499	580	783
2014-15 ATI AZ-CCRS ELA 03 Gr. _Pretest-IE	583	643	897
2014-15 ATI AZ-CCRS Math 03 Gr. _Pretest-IE	568	671	795
2014-15 ATI AZ-CCRS Writing 03 Gr. _Pretest-IE	605	732	879
2014-15 ATI AZ Science 04 Gr. _Pretest-IE	723	835	938
2014-15 ATI AZ-CCRS ELA 04 Gr. _Pretest-IE	641	731	1032
2014-15 ATI AZ-CCRS Math 04 Gr. _Pretest-IE	682	778	902
2014-15 ATI AZ-CCRS Writing 04 Gr. _Pretest-IE	714	847	1023
2014-15 ATI AZ-CCRS ELA 05 Gr. _Pretest-IE	765	857	1118
2014-15 ATI AZ-CCRS Math 05 Gr. _Pretest-IE	843	907	1037
2014-15 ATI AZ-CCRS Writing 05 Gr. _Pretest-IE	796	953	1123
2014-15 ATI AZ-CCRS ELA 06 Gr. _Pretest-IE	866	960	1248
2014-15 ATI AZ-CCRS Math 06 Gr. _Pretest-IE	931	1022	1120
2014-15 ATI AZ-CCRS Writing 06 Gr. _Pretest-IE	932	1041	1224
2014-15 ATI AZ Science 07 Gr. _Pretest-IE	1054	1117	1182
2014-15 ATI AZ-CCRS ELA 07 Gr. _Pretest-IE	974	1068	1376
2014-15 ATI AZ-CCRS Math 07 Gr. _Pretest-IE	1049	1153	1247
2014-15 ATI AZ-CCRS Writing 07 Gr. _Pretest-IE	1076	1179	1402
2014-15 ATI AZ Science 08 Gr. _Pretest-IE	1125	1201	1266
2014-15 ATI AZ-CCRS ELA 08 Gr. _Pretest-IE	1132	1229	1498
2014-15 ATI AZ-CCRS Math 08 Gr. _Pretest-IE	1172	1235	1349
2014-15 ATI AZ-CCRS Writing 08 Gr. _Pretest-IE	1172	1172	1437

DISCUSSION

Item 6l.

2014-15

Proposed District Goals

District Goal 1

(Reading)



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**District:
Reading Goals**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement: To improve academic achievement for all students by ensuring the delivery of high-quality instruction in all areas through the implementation of the Arizona College and Career Readiness Standards.

SMART Goal: District-wide Reading

In the current school year, 100% of our kindergarten students will show measurable growth.
In the current school year, 80% of our kindergarten students will benchmark on DIBELS.
In the current school year, as a District, our beginning DIBELS benchmark is 43%.

In the current school year, 100% of our first grade students will show measurable growth.
The beginning benchmark Developmental Level on the August Instructional Effectiveness (IE) assessment for a first grade reader is: 476 Dist Avg: 577
In the current school year, the average growth for a first grader will be 62 points. (62 points = one year's growth)
In the current school year, as a District, at least 85% of our first graders will meet or exceed on Galileo.
The District's starting proficiency in first grade is 85%.

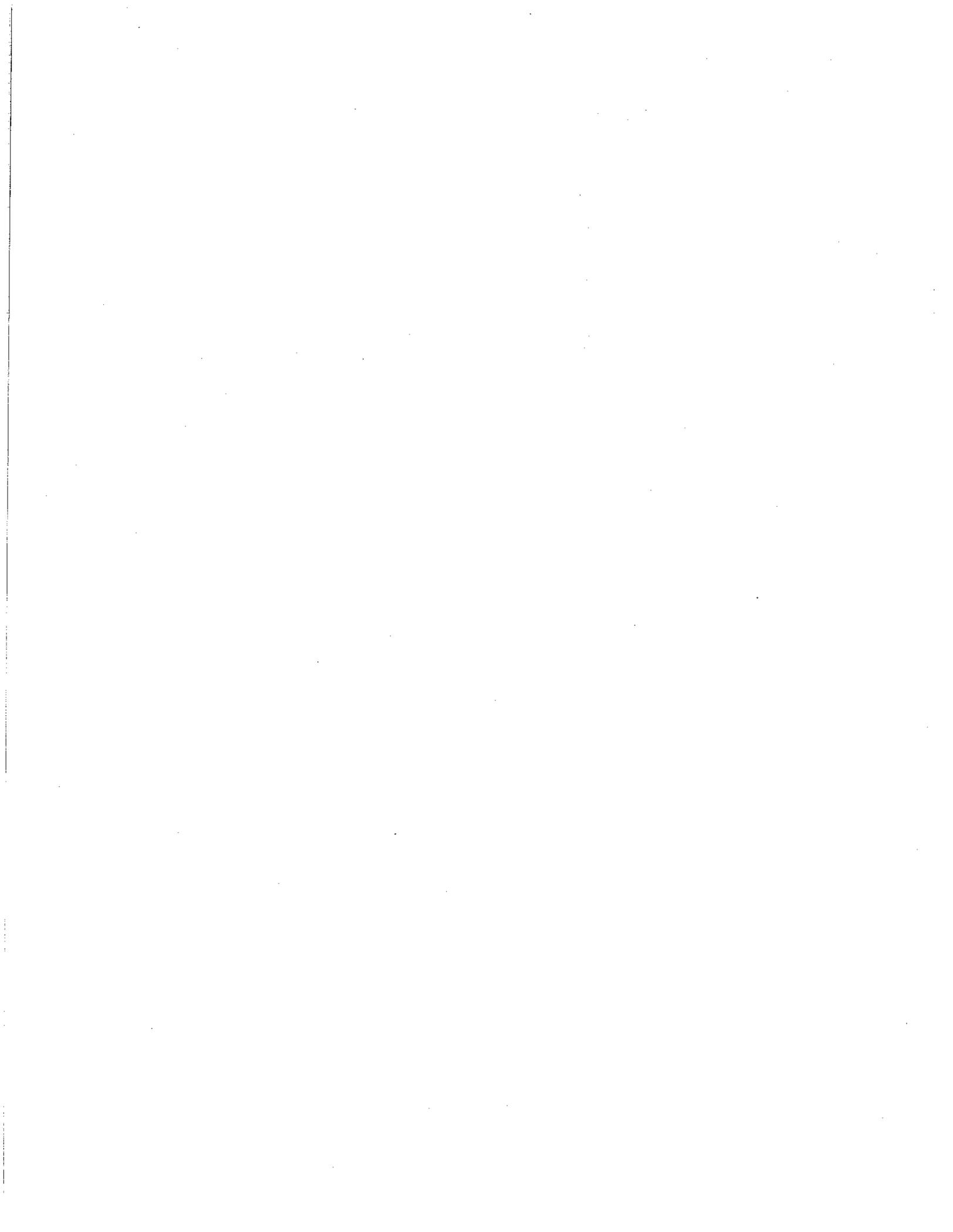
In the current school year, 100% of our second grade students will show measurable growth.
The beginning benchmark Developmental Level on the August IE assessment for a second grade reader is: 526 Dist Avg: 621
In the current school year, the average growth for a second grader will be 92 points. (92 points = one year's growth)
In the current school year, at least 85% of our second grade students will meet or exceed on Galileo.
The District's starting proficiency in second grade is 85%.

In the current school year, 100% of our third grade students will show measurable growth.
The beginning benchmark Developmental Level on the August IE assessment for a third grade reader is: 643 Dist Avg: 763
In the current school year, the average growth for a third grader will be 62 points. (62 points = one year's growth)
In the current school year, at least 85% of our third grade students will meet or exceed on Galileo.
The District's starting proficiency in third grade is 85%.

In the current school year, 100% of our fourth grade students will show measurable growth.
The beginning benchmark Developmental Level on the August IE assessment for a fourth grade reader is: 731 Dist Avg: 863
In the current school year, the average growth for a fourth grader will be 48 points. (48 points = one year's growth)
In the current school year, at least 85% of our fourth grade students will meet or exceed on Galileo.
The District's starting proficiency in fourth grade is 85%.

<p>In the current school year, 100% of our fifth grade students will show measurable growth. The beginning benchmark Developmental Level on the August IE assessment for a fifth grade reader is: 857 Dist Avg: 990 In the current school year, the average growth for first grade will be 54 points. (54 points = one year's growth) In the current school year, at least 87% of our first grade students will meet or exceed on Galileo. The District's starting proficiency in fifth grade is 87%.</p> <p>In the current school year, 100% of our sixth grade students will show measurable growth. The beginning benchmark Developmental Level on the August IE assessment for a sixth grade reader is: 960 Dist Avg: 1104 In the current school year, the average growth for sixth grade will be 55 points. (55 points = one year's growth) In the current school year, at least 86% of our sixth grade students will meet or exceed on Galileo. The District's starting proficiency in sixth grade is 86%.</p> <p>On the Galileo English Language Arts exams, at least 80% of all students (seventh and eighth grade) will show measurable growth from CBAS I to CBAS II. The average growth from the Pre-Assessment to the Post-Assessment will be 30-35 points on the Developmental Level Score. The District's starting proficiency in seventh grade is 87% and in eighth grade is 74%.</p> <p>Bradshaw Mountain High School students will increase their Galileo pre and post reading common formative assessments by 25%.</p>				
Strategy/Intervention	Activities to Implement the Strategy/Intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Teachers will continue to be trained on the implementation of the Arizona College and Career Readiness Standards in English/Language Arts (ELA).	Teachers and principals from across the District will complete a needs assessment to determine the number of staff who will need Phase I and Phase II College and Career Ready Standards and Career Ready Standards training.	Documentation of completed needs assessment surveys.	Needs assessment documentation compiled and sent to District Office by September 30.	Teachers, Principals, Director of Ed. Services.
	Teachers will continue to complete AZ College and Career Ready Standards Phase I training in English/Language Arts.	Walk-throughs.	October 2014 - February 2015	Teachers, Principals, Director of Ed. Services.
	Teachers will continue training in AZ College and Career Ready Standards Phase II components.	Walk-throughs.	November 2014 - March 2015	Teachers, Principals, Director of Ed. Services.

<p>Teachers will implement researched-based practices in their classrooms.</p>	<p>Implement and/or continue embedded professional development focused on workshops targeted on the instructional shifts necessary to provide academically rigorous learning opportunities for students in ELA.</p>	<p>Walk-throughs.</p>	<p>August 2014 - May 2015</p>	<p>Principals - PD, Director of Ed. Services - Classroom walk-through data.</p>
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District Goal 1

(Writing)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**District:
Writing Goals**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading [Based on Galileo pre/post assessments by grade level]

In the current school year, 100% of our third grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a third grader is: 732 Dist Avg: 739

In the current school year, the average growth for a third grader will be 77 points. (77 points = one year's growth)

In the current school year, at least 70% of our third grade students will meet or exceed on Galileo.

The District's starting proficiency in third grade is 57%.

In the current school year, 100% of our fourth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a fourth grader is: 847 Dist Avg: 864

In the current school year, the average growth for a fourth grader will be 55 points. (55 points = one year's growth)

In the current school year, at least 70% of our fourth grade students will meet or exceed on Galileo.

The District's starting proficiency in fourth grade is 58%.

In the current school year, 100% of our fifth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a fifth grader is: 953 Dist Avg: 955

In the current school year, the average growth for a fifth grader will be 54 points. (54 points = one year's growth)

In the current school year, at least 70% of our fifth grade students will meet or exceed on Galileo.

The District's starting proficiency in fifth grade is 54%.

In the current school year, 100% of our sixth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a sixth grader is: 1041 Dist Avg: 1072

In the current school year, the average growth for a sixth grader will be 50 points. (50 points = one year's growth)

In the current school year, at least 70% of our sixth grade students will meet or exceed on Galileo.

The District's starting proficiency in sixth grade is 63%.

In the current school year, 100% of our seventh grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a seventh grader is: 1179 Dist Avg: 1187

In the current school year, the average growth for an seventh grader will be 35 points. (35 points = one year's growth)

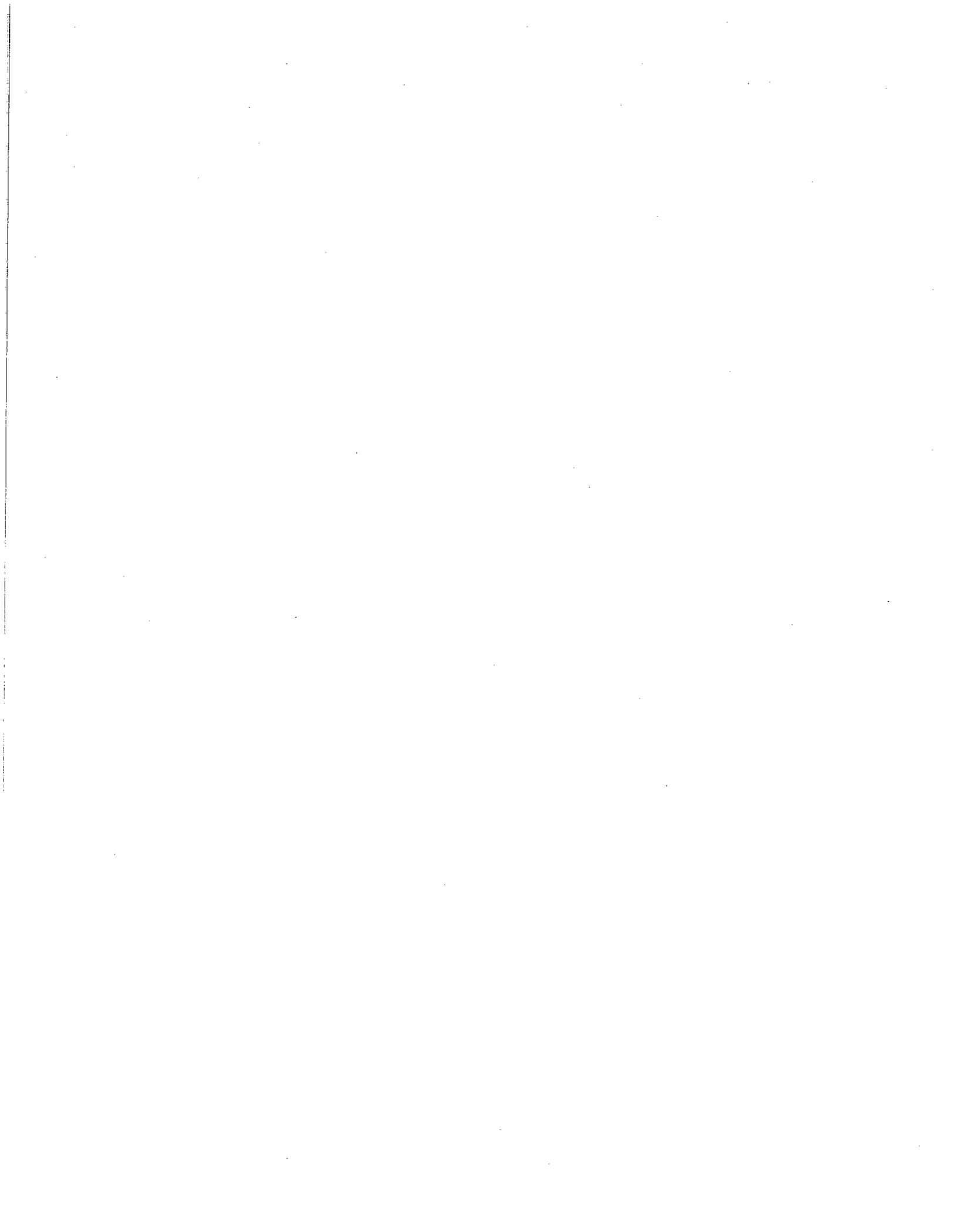
In the current school year, at least 65% of our seventh grade students will meet or exceed on Galileo.

The District's starting proficiency in eighth grade is 52%.

In the current school year, 100% of our eighth grade students will show measurable growth.
 The beginning benchmark Developmental Level on the August IE assessment for an eighth grader is: 1172 Dist Avg: 1296
 In the current school year, the average growth for an eighth grader will be 35 points. (35 points = one year's growth)
 In the current school year, at least 80% of our eighth grade students will meet or exceed on Galileo.
 The District's starting proficiency in eighth grade is 86%.

Bradshaw Mountain High School students will increase their Galileo pre and post common formative writing assessments by 25%.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Teachers will continue to be trained on the implementation of the Arizona College and Career Readiness Standards in English/Language Arts (ELA).	Teachers and principals from across the District will complete a needs assessment to determine the number of staff who will need Phase I and Phase II College and Career Ready Standards training.	Documentation of completed needs assessment surveys.	Needs assessment documentation compiled and sent to District Office by September 30.	Teachers, Principals, Director of Educational Services.
Reconvene the writing cadre to continue to address the needs of our District writing program as it relates to the AZ College and Career Readiness Standards.	Revise the K-6 Writing Curriculum. Produce tools to assist teachers in their instructional delivery of writing (curricular alignment, aligned prompts, scoring rubrics, materials review, etc.).	Meeting agendas, supporting documents.	October 2014-May 2015	Director of Educational Services.
	Pilot curriculum aligned to that of the ELA College and Career Readiness Standards.	Protocol for curriculum selection. Evaluation of piloted materials.	Second Semester of the 2014 school year.	Writing Cadre, Principals, Director of Educational Services.
	Develop a plan that includes: vertical alignment, professional development needs, and materials recommendations (K-6).	Writing support plan, aligned curriculum maps/pacing guides (curricular alignment, aligned prompts, scoring rubrics, materials review, etc.).	2014-15 school year	Writing Cadre, Principals, Director of Educational Services.

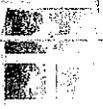


District Goal 1

(Math)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**District:
Math Goals**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math [Based on Galileo pre/post assessments by grade level]

In the current school year, 100% of our first grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a first grader is: 465 Dist Avg: 525

In the current school year, the average growth for a first grader will be 87 points. (87 points = one year's growth)

In the current school year, at least 80% of our first grade students will meet or exceed on Galileo.

The District's starting proficiency in third grade is 74%.

In the current school year, 100% of our second grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a second grader is: 558 Dist Avg: 621

In the current school year, the average growth for a second grader will be 61 points. (61 points = one year's growth)

In the current school year, at least 80% of our second grade students will meet or exceed on Galileo.

The District's starting proficiency in second grade is 73%.

In the current school year, 100% of our third grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a third grader is: 671 Dist Avg: 728

In the current school year, the average growth for a third grader will be 89 points. (89 points = one year's growth)

In the current school year, at least 80% of our third grade students will meet or exceed on Galileo.

The District's starting proficiency in third grade is 73%.

In the current school year, 100% of our fourth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a fourth grader is: 778 Dist Avg: 826

In the current school year, the average growth for a fourth grader will be 61 points. (61 points = one year's growth)

In the current school year, at least 80% of our fourth grade students will meet or exceed on Galileo.

The District's starting proficiency in fourth grade is 70%.

In the current school year, 100% of our fifth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a fifth grader is: 907 Dist Avg: 939

In the current school year, the average growth for a fifth grader will be 53 points. (53 points = one year's growth)

In the current school year, at least 80% of our fifth grade students will meet or exceed on Galileo.

The District's starting proficiency in fifth grade is 68%.

<p>In the current school year, 100% of our sixth grade students will show measurable growth. The beginning benchmark Developmental Level on the August IE assessment for a sixth grader is: 1022 Dist Avg: 1047 In the current school year, the average growth for a sixth grader will be 66 points. (66 points = one year's growth) In the current school year, at least 80% of our sixth grade students will meet or exceed on Galileo. The District's starting proficiency in sixth grade is 67%.</p> <p>60% of the students at both seventh and eighth grade levels will show measurable growth in their Developmental Level score from the CBAS I to the CBAS II. The average growth points on Pre-Assessment to the Post-Assessment will be 45 to 48 on the Developmental Level Score. The District's starting proficiency in seventh grade is 65% and in eighth grade is 56%.</p> <p>Bradshaw Mountain High School students will increase their Galileo pre and post common formative math assessments by 30%.</p>				
Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Teachers will continue to be trained on the implementation of the Arizona College and Career Readiness Standards in Mathematics.	Teachers and principals from across the District will complete a needs assessment to determine the number of staff who will need Phase I and Phase II College and Career Ready Standards training.	Documentation of completed needs assessment surveys	Needs assessment documentation compiled and sent to District Office by September 30.	Teachers, Principals, Director of Educational Services.
Train high school teachers who are either teaching Algebra and/or Geometry in Inductive Math Strategies.	Continue with monthly inquiry-based math professional development opportunities.	PD calendars, walk-throughs.	September 2014-April 2015	Director of Educational Services, High School Principal.
Train principals in Inductive Math.	Specific training in what to look for in the classroom concerning inquiry-based instruction.	Inquiry-based walk-through protocol, scheduled PDs.	September 2014-April 2015	Principals, Director of Educational Services.
Convene the math teacher-leader committee to analyze and assist in the implementation of our newly adopted Georgia and Engage NY curriculum.	Provide in-service opportunities to assist K-6 teachers with the implementation of the new curriculum. Provide feedback from teachers to assist with implementation changes needed.	Sign-in sheets, agendas, talking points, walk-throughs.	August 2014 - May 2015	Teachers, Principals, Director of Educational Services.

	Draft new curriculum based on Georgia, Engage NY, and PLL to meet the needs of HUSD and the alignment to the Arizona College and Career Readiness Standards.	Grade-specific curriculum written for the first and second quarters of 2015-16 school year.	August of 2015	Math Teacher Leaders, Director of Educational Services.
Teachers will implement researched-based practices in their classrooms.	Implement embedded professional development focused on workshops targeted on the instructional shifts necessary to provide academically rigorous learning opportunities for students in mathematics.	Walk-throughs.	August 2014 - May 2015	Teachers, Principals, Director of Educational Services.

District Goal 1

(Science)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**District:
 Science Goals**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science [Based on Galileo pre/post assessments by grade level]

In the current school year, 100% of our fourth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for a fourth grader is: 835. Dist Avg: 872

In the current school year, the average growth for a fourth grader will be 71 points. (71 points = one year's growth)

In the current school year, at least 77% of our fourth grade students will meet or exceed on Galileo.

The District's starting proficiency in third grade is 69%.

In the current school year, 100% of our eighth grade students will show measurable growth.

The beginning benchmark Developmental Level on the August IE assessment for an eighth grader is: 1201. Dist Avg: 1254

In the current school year, the average growth for an eighth grader will be 45 points. (43 points = one year's growth)

In the current school year, at least 75% of our eighth grade students will meet or exceed on Galileo.

The District's starting proficiency in eighth grade is 67%.

SMART Goal: Bradshaw Mountain High School students will increase their overall AIMS science scores by 10% (SY13-14 = 56%)

Strategy/Intervention	Activities to Implement the Strategy/Intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Convene a committee to address the needs of our District's science curriculum as it relates to the current Science Standards.	Study the Science Standards (K-6) and begin curriculum revision to support teachers with the expectations of the state through the newly added Science Accountability Initiative.	Agendas, sign-in sheets.	January 2015 - May 2015	Director of Educational Services.

District Goal 1

(ELL)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



District:
ELL Goals

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: ELL - Reclassify 23% of ELL Students

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
ELL teachers will use AZELLA data to inform instruction.	Teachers will target instruction in proficiency level groups in the Language Domains (reading, writing, oral, and grammar).	AZELLA test scores.	August 2014 - May 2015	ELL Coordinator.
	Planning and instruction will be guided by pacing guides, ELP standards and Discrete Skills Inventory (DSI).	DSI - (Discrete Skills Inventory - Grammar/Language assessment from ELP Standards).	November 5, 2014, January 7, March 4, April 1, 2015	
On-going professional development for ELD teachers.	Monthly focused professional development will take place led and coordinated by the ELL Coordinator.	OELAS Conference, Multisensory Grammar, Grammar Foundations, AZELLA training, disaggregating data, etc.	Monthly - July 2014 - May 2015	
	Peer Observations - New ELL teachers observed ELL methodologies implemented in an HUSD ELL classroom	Check-off sheet of SEI strategies used throughout the lessons.	September 30, 2014	
	Julie Salcedo from Clark Consulting will conduct a two day training/coaching session for the four new ELL teachers on ELL methodologies.	Follow-up observations using SEI Monitoring Protocol (tool used to observe ELL classrooms).	October 13, 2014 November 21, 2014	
Before-and-After School Tutoring for ELL students	Before-and-After School Tutoring will be provided for ELL students using Title III funds.	AZELLA test scores.	November 2014- January 2015	

District Goal 2

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**District:
Goal 2**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
BOARD GOALS
2014-15**

Goal 2. To Focus on Planning for Future Student Needs

SMART Goal: Implement Response to Intervention (RTI) at all schools in order to differentiate instruction to support students in meeting performance standards and behavioral expectations.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Continue to support effective implementation of RTI at all school sites.	Site-based RTI teams will use progress monitoring results and data analysis protocols to develop, track, and share information on the effectiveness of research based interventions.	Plans, protocols, test results.	2014-15 school year	Principals, Teachers, Director of Educational Services.
	Using professional learning communities, educators regularly and collaboratively analyze feedback and performance data to inform instructional and organizational planning and goal setting.	Agendas, reflection forms.	2014-15 school year	Principals, Teachers, Director of Educational Services.
	The school's RTI team will diagnostically formulate plans with the teacher targeting specific interventions for individual student achievement.	Agenda, schedule, pre and post assessment data.	2014-15 school year	Principals, Teachers, Director of Educational Services.
	The District will provide a K-3 summer school for struggling students based upon the May DIBELS benchmark assessment.	DIBELS end-of-year benchmark assessment.	2014-15 school year	Principals, Teachers, Director of Educational Services.
Evaluate programs for instructional effectiveness on student learning.	Select programs that are in the same content area and complete program evaluations.	Program analysis, executive summary.	2014-15 school year	Principals, Teachers, Director of Educational Services.

District Goal 4

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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District

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 BOARD GOALS
 2014-15**

Goal 4. To Attract and Retain Highly Effective Employees

SMART Goal: The Humboldt Unified School District will attract and retain highly effective employees through fair and equitable practices that meet their needs to ensure student success.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Attract highly effective employees to the District.	Continue the implementation of the New Teacher Induction Program.	Implementation Agendas Surveys	Fall 2014 (inaugural training), Spring 2015 (follow-up training), Summer 2015 (Summer Institute), Fall 2015 (year two training)	District Administrators, Principals, Instructional Specialists.
Retain highly effective employees in the organization.	Participation with the YCESA Recruitment and Retainment Task Force (Job Fair and Teacher Education Programs).	Job Fair participation	Spring 2015	District Administrators.
	Identify potential future administrators and teacher leaders within HUSD.	Identify future leaders through preliminary staffing evaluations. Establish Leadership Institute Objectives.	Ongoing	District Administrators, Principals.
	Identify a comprehensive, structured employee recognition program for classified and certified employees.	Establish Program Objectives Identify Existing Programs	June 2015	District Administrators, Principals, Meet and Confer Committee.

<p>To identify and increase the ways in which we can support our employees</p>	<p>Utilize Instructional Specialists to provide professional development focusing on highly effective teaching strategies grounded in the teacher evaluation tool.</p>	<p>Agendas Surveys</p>	<p>Monthly (Early release days), Summer Institute Strand</p>	<p>District Administrators, Principals.</p>
	<p>Identify appropriate professional development opportunities for classified employees.</p>	<p>Classified Employee Professional Development Committee</p>	<p>June 2015</p>	<p>District Administrators, Principals.</p>



School Goals

BMHS

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading Bradshaw Mountain High School students will increase their Galileo pre and post reading common formative assessments by 25% proficiency.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible	Persons/Updates
The monitoring of student assessments drives teacher instruction	1) Conduct Formative and Summative Assessments	Common Content Specific Assessments (Formative) Galileo (Summative pre/post)	Benchmarks (Oct/Dec/Mar)	Teachers -Quarterly CFA's were completed -All English teachers will be trained in how to use Galileo.	
	2) Refine Curriculum Maps, Pacing Guides, Rigorous District Assessments and Data Collection Calendar	Completed Maps, Guides, Rigorous Assessments and Calendar. Galileo.	Aug. - Oct. '13 Maps - Oct. '13 Guides May '14 Rigorous Assessment	Teachers, Principal -All departments are at the implementation level with common core standards. -Utilizing Galileo's "intervention" report	
	3) Improve RTI "IChoose" intervention program	Overall fail rate and grade distribution.	Every Tuesday and Thursday starting the fourth week of school.	All teachers, Principal, APES -Failure Rates SY 12-13 SY13-14 Frosh 12%/21% %/% Sophs 13%/23% %/% Juniors 17%/24% %/% Seniors 12%/5% %/%	

Deliver high quality professional development	Professional Development Related to AVID Strategies	Classroom Walk Through Results	Monthly
			Administration/AVID Site Team Members/All Teachers Professional Development included: -Tutorials (AVID) -Checking for Understanding -Student Engagement Strategies -RTI/PBIS -A revised drop-in form using the "Glow and Grow" model results: -80% Objective posted. -88% Student Engagement strategies. -72% using Proximity effectively.

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing Bradshaw Mountain High School students will increase their Galileo pre and post common formative writing assessments by 25% proficiency.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines	Responsible	Persons/Updates
1) The monitoring of student assessments drives teacher instruction.	1) Conduct formative and summative assessments.	Common content formative assessments (formative) Galileo	Benchmarks (October 2014/December 2014/March 2015)	English Department Science Department CTE Department completed -Galileo CFAs	Social Studies Dept Quarterly CFAs were
2) Refine curriculum maps, pacing guides, rigorous district assessments and data collection calendar.	2) Refine curriculum maps, pacing guides, rigorous district assessments and data collection calendar.	Completed maps, guides, rigorous assessments (CFAs) and calendar.	August – October 2014 Maps August – October 2014 Guides August 2014 – May 2015 Rigorous assessments	English, science, social studies and CTE Department, Principal -Curriculum maps have been completed and cross-walked to align with common core standards. -The use of Galileo assessments and weekly failure report.	

	3) Improve RTI "iChoose" intervention program	Overall fail rate and grade distribution. Grade-level team meetings.	Every Tuesday and Thursday starting the fourth week of school.	<p>All teachers, Principal, APES</p> <p>-Failure Rates</p> <table border="1"> <tr> <td></td> <td>SY 13-14</td> <td>SY 14-15</td> </tr> <tr> <td>Frosh</td> <td>12%/21%</td> <td>%/%</td> </tr> <tr> <td>Sophs</td> <td>13%/23%</td> <td>%/%</td> </tr> <tr> <td>Juniors</td> <td>17%/24%</td> <td>%/%</td> </tr> <tr> <td>Seniors</td> <td>12%/5%</td> <td>%/%</td> </tr> </table>		SY 13-14	SY 14-15	Frosh	12%/21%	%/%	Sophs	13%/23%	%/%	Juniors	17%/24%	%/%	Seniors	12%/5%	%/%
	SY 13-14	SY 14-15																	
Frosh	12%/21%	%/%																	
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Juniors	17%/24%	%/%																	
Seniors	12%/5%	%/%																	
2) Deliver high quality professional development.	1) Professional development related to AVID strategies.	Classroom walk through results.	Monthly	<p>Administration/AVID Site Team Members/All Teachers</p> <p>-Professional Development included:</p> <ul style="list-style-type: none"> -Tutorials (AVID) -Marking the Text/Close Reading -Checking for Understanding <p>Student engagement strategies</p> <ul style="list-style-type: none"> -RTI/PBIS -A revised drop-in form using the "Glow and Grow" model. <p>results:</p> <ul style="list-style-type: none"> -80% Objective posted. -88% Student Engagement strategies. -72% Using proximity effectively. 															

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math Bradshaw Mountain High School students will increase their Galileo pre and post common formative math assessments by 30% proficiency.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
1) The monitoring of student assessments drives teacher instruction.	1) Conduct formative and summative assessments.	Common content formative assessments (formative) Galileo	Benchmarks (Oct 2014/Dec 2014/Mar 2015)	Math Department -Quarterly CFAs -Galileo CFAs
	2) Refine curriculum maps, pacing guides, rigorous district assessments and data collection calendar	Completed maps, guides, rigorous assessments (CFAs) and calendar.	August – October 2014 Maps August – October 2014 Guides August 2013 – May 2015 Rigorous assessments	Math Department, Principal -Curriculum maps have been completed and cross-walked to align with common core standards -The use of Galileo assessments and weekly failure report.

<p>3) Continue 7th period remediation efforts for Algebra I and Geometry students.</p>	<p>Failure rates in Algebra I and Geometry.</p>	<p>Quarterly</p>	<p>Algebra I Teachers, Geometry Teachers, Principal, APES -Failure Rates SY 13-14 Algebra I 3.8%/13% Geometry 3.2%/11% -Trailer-block classes are used as a second tier of intervention</p>
<p>4) Improve RTI "iChoose" intervention program.</p>	<p>Overall fail rate and grade distribution. Grade-level team meetings.</p>	<p>Every Tuesday and Thursday starting the fourth week of school.</p>	<p>All teachers, Principal, APES -Failure Rates SY 13-14 SY14-15 Frosh 12%/21% %/% Sophs 13%/23% %/%</p>

<p>2) Deliver high quality professional development.</p>	<p>1) Professional development related to AVID strategies.</p>	<p>Classroom walk through results.</p>	<p>Monthly</p>	<p>Administration/AVID Site Team Members/All Teachers -Professional Development includes: -Tutorials (AVID) -Marking the Text/Close Reading -Student Engagement Strategies -RTI/PBIS -A revised drop-in form using the "Glow and Grow" model results: -80% Objective posted. -88% Student engagement strategies. -72% Using proximity</p>

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science Bradshaw Mountain High School students will increase their overall AIMS science scores by 10% (SY13-14 = 56%)

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible	Persons/Updates
1) The monitoring of student assessments drives teacher instruction.	1) Conduct formative and summative assessments.	Common content formative assessments (formative) Galileo	Benchmarks (October 2014/December 2014/March 2015)	Science Department completed Galileo CFAs	Quarterly CFAs were
	2) Refine curriculum maps, pacing guides, rigorous district assessments and data collection calendar.	Completed maps, guides, rigorous assessments (CFAs) and calendar.	August – October 2014 Maps August – October 2014 Guides August 2014 – May 2015 Rigorous assessments	Science Department, Principal -Curriculum maps have been completed and cross-walked to align with common core standards. -The use of Galileo assessments and weekly failure report. -AIMS Science	
	3) Improve RTI "iChoose" intervention program	Overall fail rate and grade distribution. Grade-level team meetings.	Every Tuesday and Thursday starting the fourth week of school.	All teachers, Principal, APES -Failure Rates SY 13-14 SY 14-15 1st sem/2nd sem %/% 12%/21% %/% Frosh Sophs 13%/23% %/% Juniors 17%/24% %/% Seniors 12%/5% %/%	

<p>2) Deliver high quality professional development.</p>	<p>Professional development related to AVID strategies.</p>	<p>Classroom walk through results. Monthly</p>	<p>Administration/AVID Site Team Members/All Teachers -Professional Development included: -Tutorials (AVID) -Marking the Text/Close Reading -Checking for Understanding strategies -Student engagement -RTI/PBIS -A revised drop-in form using the "Glow and Grow" model results: -80% Objective posted. -88% Student Engagement strategies. -72% Using proximity effectively.</p>

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science Bradshaw Mountain High School students will increase their overall AIMS science scores by 10% (SY13-14 = 56%)

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible	Persons/Updates
1) The monitoring of student assessments drives teacher instruction.	1) Conduct formative and summative assessments.	Common content formative assessments (formative) Galileo	Benchmarks (October 2014/December 2014/March 2015)	Science Department completed -Galileo CFAs	Quarterly CFAs were
	2) Refine curriculum maps, pacing guides, rigorous district assessments and data collection calendar.	Completed maps, guides, rigorous assessments (CFAs) and calendar.	August – October 2014 Maps August – October 2014 Guides August 2014 – May 2015 Rigorous assessments	Science Department, Principal -Curriculum maps have been completed and cross-walked to align with common core standards. -The use of Galileo assessments and weekly failure report. -AIMS Science	
	3) Improve RTI "Choose" intervention program	Overall fail rate and grade distribution. Grade-level team meetings.	Every Tuesday and Thursday starting the fourth week of school.	All teachers, Principal, APES -Failure Rates SY 13-14 1st sem/2nd sem %/% SY 14-15 Frosh %/% Sophs 13%/23% %/% Juniors 17%/24% %/% Seniors 12%/5%	

<p>2) Deliver high quality professional development.</p>	<p>Professional development related to AVID strategies.</p>	<p>Classroom walk through results. Monthly</p>	<p>Administration/AVID Site Team Members/All Teachers -Professional Development included: -Tutorials (AVID) -Marking the Text/Close Reading -Checking for Understanding strategies -Student engagement -RTI/PBIS -A revised drop-in form using the "Glow and Grow" model results: -80% Objective posted. -88% Student Engagement strategies. -72% Using proximity effectively.</p>

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 2. To Focus on Planning for Future Student Needs

SMART Goal: Bradshaw Mountain High School will prepare students for College and Career Readiness as demonstrated by increasing the graduation rate from 82% (2014) to 84%, using the four year average.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible	Persons/Updates
1) Prepare students for college and career readiness.	1) Conduct formative and summative assessments.	Common content formative assessments (formative) Galileo AIMS Science	Benchmarks (October 2014/December 2014/March 2015) April 2015 Science AIMS	Teachers -Quarterly CFAs were completed -AIMS testing was completed in April (results will be available in July) -Galileo CFAs	
	2) Refine curriculum maps, pacing guides, rigorous district assessments and data collection calendar.	Completed maps, guides, rigorous assessments (CFAs) and calendar.	August - October 2014 Maps August - October 2014 Guides August 2014 - May 2015 Rigorous assessments	Math Department, Principal -Curriculum maps have been completed and cross-walked to align with common core standards. -The use of Galileo assessments and weekly failure report.	
	3) Increase enrollments in honors and AP courses.	Track enrollment numbers and modal scores. AP Academy	Pre-registration August 2014 Course completion enrollment figures August 2014 AP data June 2015	AP Teachers, APES -Enrollment numbers AP Pre-AP/Honors SY 09-10 128 SY 09-10 524 SY 10-11 284 SY 10-11 720 SY 11-12 286 SY 11-12 730 SY 12-13 290 SY 12-13 735 SY 13-14 277 SY 13-14 898 SY 14-15 529 SY 14-15 842 AP Scores SY 09-10 (Total tests passed 47) SY 10-11 (Total tests passed 94) SY 11-12 (Total tests passed 103) SY 12-13 (Total tests passed 135) SY 13-14 (Total tests passed 105)	

	4) Improve RTI "iChoose" intervention program.	Overall fail rate and grade distribution. Grade Level Team meetings.	Every Tuesday and Thursday starting the fourth week of school.	All teachers, Principal, APES -Failure Rates Frosh SY 13-14 SY 14-15 12%/21% %/ Sophs 13%/23% %/ Juniors 17%/24% %/ Seniors 12%/5% %/
	5) Continue 7th period remediation efforts for math students.	Failure rates in Algebra I and Geometry.	Quarterly	Math Teachers, Principal, APES -Failure rates Algebra I SY 13-14 SY14-15 8%/13% %/ Geometry 5%/11% %/ -Trailer-block classes as a second tier of intervention
	6) Increase the Number of Students Taking PSAT, ACT and SAT Tests	Track registration numbers.	Dates vary throughout the year. Final numbers will be reported in June 2015.	Counseling Department -2015 Numbers to be reported in June -Past numbers: SY 12-13 SY13-14 SY14-15 PSAT/PLAN 224 230 300 SAT/ACT 316 302 ?

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Bradshaw Mountain High School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 3. To Increase Parental and Community Involvement

SMART Goal: Increase Participation of Parents and Community Members in Bradshaw Mountain High School Activities by 10%

Evidence: During the Spring Parental Survey, parents responded "strongly disagree or disagree" to the following question:

Q3.14 All of my teachers work as a team to help my students learn. (42%)

my teachers help me to understand my child's progress. (47%)

Q3.16 All of my child's teachers keep me informed regularly of how my child is being graded (42.00%)

Q3.15 All of

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible	Persons/Updates
1) Increase SIT Council Participation by Parents and Community Members	1) Advertise via Website and ConnectEd Messaging System 2) Review Times and Days for Meetings	Participation Numbers	Measure Monthly	Principal messages go out every month. Attendance is improving. SIT meetings average 14 participants each month. We included a student member last year and two this year. We also have been adopted by (Matt Showalter) Prescott Valley Cristian Church -Meeting times were moved to 4:30 on the first Tuesday of every month. -Meeting times were moved to 4:30 pm on the first Tuesday of every month.	-ConnectEd
2) Increase Attendance at School Events (ie. Open House, Future Freshmen Night, Honors and Awards, AP Night)	1) Advertise via Website and ConnectEd Messaging System 2) Utilize Media Outlets for Promotion	Participation Numbers	End of the year 2015	Administrative Team -Activities were administered -Events were well attended. 13-14 - Open House - 680 Students/Parents 12-13 - FFN - 705 Students/Parents	-ConnectEd -Teacher phone logs
3) Improve on Spring AdvancEd Survey Q3.14 "All of my teachers work as a team to help my students learn."	1) ConnectEd Messaging 2) Grade Level Team Meetings 3) Academic Advisors and teacher phone logs	Improve from previous rating of 42% in SY 12-13.	Spring 2015	Administrative Team -Teacher Webpages	-ConnectEd -Teacher phone logs

School Goals

BMMS



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BMMS--Reading

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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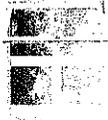
Goal 1. To Raise the Level of Student Achievement

Smart Goal: On the Galileo English Language Arts exams, all students will show growth as measured by the August Galileo pre-test and the February Galileo benchmark test (Grade 7--82%-90%; Grade 8--89% to 94%). BMMS will also increase the percentage of students who exceed on the ELA test (7th Grade: 3% to 10%; 9th grade 3% to 10%).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Emphasis on academic vocabulary in all content areas. AZCCRS Shift #6-- build transferable vocabulary to access complex texts.)	Identify academic vocabulary in each core area. Teach context clues, Greek/Latin roots, and relationships between words. Use schema's (co-taught training), frayer and marzono models, flip vocab book, and other strategies that show application of vocabulary words.	Galileo Nov and Feb	Monthly meetings with grade-level teams, progress and quarterly grades	All teachers, principal
Implement the CLOSE reading technique with fidelity in all BMMS classes to	Wednesday PD review of CLOSE reading strategies. Collaboration time with departments to review pacing guides and lessons and implement more close reading opportunities.	Galileo Nov and Feb, lesson plans	PD September, two lessons each month with close reading.	ELA, SS, and elective teachers
Create a true balance of informational and literacy texts that allow students to integrate knowledge and main ideas from one work to another.	Wednesday PD review AZCCRS with shifts in ELA. Collaboration time with departments to review pacing guides and lessons and implement more close reading opportunities.	Galileo Nov and Feb, lesson plans	PD October, two lessons each month with text comparison with varying points or aligned theme.	ELA, SS, teachers, principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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BMIMS--Writing

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

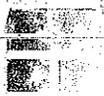
Goal 1. To Raise the Level of Student Achievement

Smart Goal: BMIMS will have students complete four essays during the school year that are graded by a common rubric aligned to the AZCCRS. 80% of students will have a score of 3 or higher (on a 4 point scale) on their final writing assignment.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
HUSD Writing Rubrics implemented school-wide. Implement common language for paragraph/summary that supports the AZCCRS shift requiring students to use text-based answers and use evidence to support their answers.	Work with curriculum coordinator and department to finalize HUSD writing rubrics and train staff on using the rubrics for writing.	4 essays during school year (Oct-Nov, Dec-Jan, Feb-Mar, April-May). System created and practiced by select ELA and SS teachers 2nd quarter, implement 3rd quarter with ELA and SS teachers, Implement school-wide with all teachers.	Every two months after September.	English and Social Studies teachers, principal, curriculum coordinator. ELA and SS teachers, principal.

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Maintaining achievement since 1906.

**BMMS
 Math**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

Smart Goal: On the Galileo Math exams, all students will show growth as measured by the August Galileo pre-test and the February Galileo benchmark test (Grade 7-- 64% to 75%; Grade 8-- 55% to 68%).

Strategy/ Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Instruction focused on student weaknesses as identified by strands on the Galileo assessments and teacher assessments.	Data dialogues and collaborative meeting time with teacher to ensure that the pacing guide and instructional needs are aligned.	Galileo CBAS 1,2, and 3,	CBAS--August, November, and February.	Principal, math teachers, curriculum coordinator
Focus inductive math lessons and increase inductive lessons from 1 per unit to 2 per unit.	Math department meetings, walk-throughs with look-fors for inductive lessons.	Minutes from PDLT and math department meetings, walk-through forms.	Monthly	Math PDLT, math team leader, principal, curriculum coordinator
Focus on AZCCRS Math Practices with emphasis on #1 and #3 (make sense of problems and persevere in solving them and construct viable arguments and critique the reasoning of others.)	Problem of the week in all math classes for students. (Word problem with real-world application that students have to approach from a variety of angles, label the process they chose and explain their reasoning to their teacher/peer).	Completion and accuracy rate on problems of the week.	Each week Oct-May	Math department, principal, curriculum coordinator

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



The Humboldt Schools.
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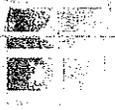
BMMS -Science

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: On the Galileo Science exams, all students will show growth as measured by the August Galileo pre-test and the February Galileo benchmark test (Grade 7 -- 45% to 55%; Grade 8 -- 33% to 45%).

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Emphasis on academic vocabulary for all science concepts. (AZCCRS Shift #6-- build transferable vocabulary to access complex texts.)	Identify academic vocabulary in each core area. Teach context clues, Greek/Latin roots, and relationships between words. Use schema's (co-taught training). Frayer and Marzano models, flip vocab book, and other strategies that show application of vocabulary words.	Galileo Nov and Feb	Monthly meetings with grade-level teams, progress and quarterly grades	Science teachers, principal



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BMMS
High School/College and Career
Readiness

HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 2. Focus on Planning for Future Student Needs

Smart Goal: Bradshaw Mountain Middle School will improve homework completion rates as evidenced by 90% of all BMMS students completing each semester with 70% or higher in 6 out of 7 classes.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Increase tutorials from 2 to 4 days each week and create system of mandatory tutorials for students not completing work.	Implement new BMMS grading policies. Establish activity buses for all students. Schedule teachers in rotating teams to cover tutorials.	Tutorial log and quarterly grades	Every FOUR weeks-- progress and quarterly grades	Bruin Way Team
AVID	Double sections of AVID Elective courses from two to four. Increase WICOR in all content areas. Collaboration time with departments to implement WICOR in lessons.	Master Schedule. Walk throughs and review of lesson plans.	Monthly-- AVID team meets first Monday of each month to review data and WICOR throughout core classes.	AVID Team
Student Advisory Groups	Goal setting and data review with students.	AVID site plan	Monthly-- meet 2nd Tuesday of each month	S.A.G coordinators
Participation in the EXPLORE ACT test for all 8th graders	Test administration, student meeting on results, parent information meeting on results	Completion rate	October with results presented in December	Gear-up coordinator and principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



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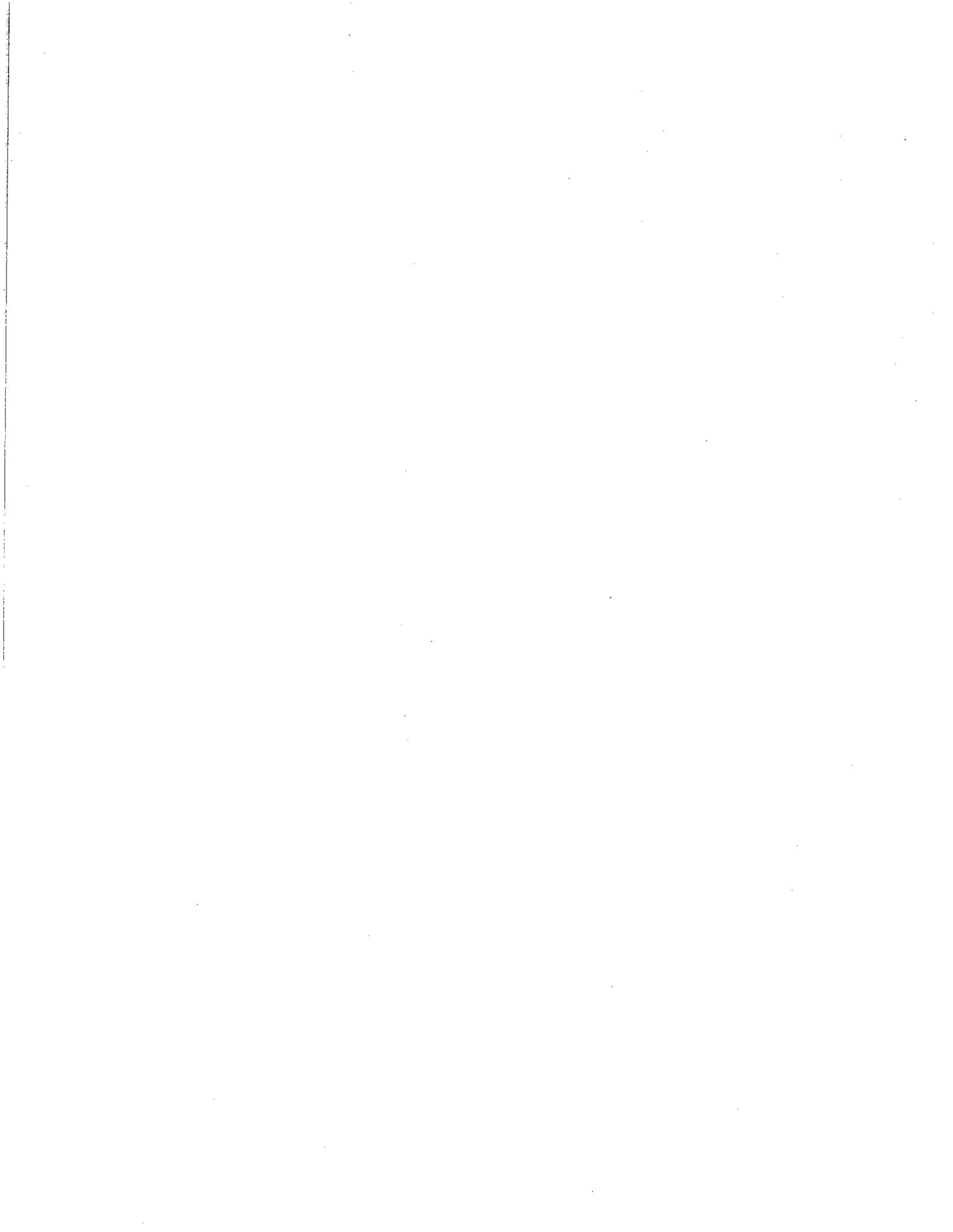
BMMS
Parent/Community

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 3. Increase Parental/Community Engagement

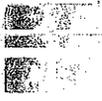
Smart Goal: Bradshaw Mountain Middle School will have five active community partnerships that assist our students and work with the leadership academies.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Each academy/departement will invite two guest speakers to present during the semester	Contact agencies, businesses, and parents and utilize resources. (YRMC, Matforce, Sheriff Dept, Mortimer Farms, Science Foundation, Prescott Astronomy Club, City leaders, school board leaders, PVJUMC, Prescott Arts Board)	Guest presenter forms	Follows semester	Teachers, principal
Invite members from the community to serve as evaluators/judges for the academy projects and presentations.	Find contacts, invite, review expectations.	Semester project dates with evaluators present	Semester-- December and May	Academy teachers, principal
Host a Academy Project Night/Family Fun Night for each semester.	Establish Date, create program, set-up, materials, publicize the event.	Number of families and community members at the event	December and May	Teachers, staff, principal
Increase positive communication about students and programs of BMMS.	Student shout-outs on weekly phone calls. Facebook page promoted, website updated weekly with shout-outs.	Number of positive praises given during the school-year.	Monthly check Sept-May	Principal, Student recognition chairperson, and teachers in charge of FB and webpage



School Goals

GHMS



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Glassford Hill Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

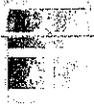
Goal 1. To Raise the Level of Student Achievement

SMART Goal: At least 50% of all students (7th and 8th grade) will show 1 point or more of growth from CBAS I to CBAS II. The average growth from the Pre-Assessment to the Post-Assessment will be 30-35 points on the Developmental Level Score.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Reinforce CBAS concepts in Reading	Exposure to text: <ul style="list-style-type: none"> • Fiction • Non-Fiction • Argumentative • Persuasive • Expository • Narrative • Functional Vocabulary assignments	CBAS results Spelling and Vocab. Tests Reading Counts Tests SRI Assessment	November to February August to May August to May September, January and May	ELA Teachers
Reinforce CBAS concepts in Reading	Literature studies <ul style="list-style-type: none"> • Independent • Small group • class Reading assignments <ul style="list-style-type: none"> • Book cards • Plot diagrams 			

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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Glassford Hill Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: At least 50% of all students (7th and 8th grade) will show 1 point or more of growth from CBAS I to CBAS II. The average gain from Pre-Assessment to the Post-Assessment will be 30 to 35 points on the Developmental Level Score

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Reinforce CBAS concepts in <u>ALL</u> SUBJECTS	Exposure to text: <ul style="list-style-type: none"> • Argumentative • Persuasive • Expository Various writing prompts: <ul style="list-style-type: none"> • Argumentative • Persuasive 	CBAS results	November to February	All Teachers, CORE and Elective
High levels of inquiry	Marking text Discussions Assignments	Writing Prompts analysis		

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Glassford Hill Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

Teachers will spiral Mathematical Practice #1: Make sense of problems and persevere in solving them, throughout individual grade level units. 60% of the students at each grade level will increase the Developmental level score from the CBAS I to the CBAS II by one or more growth points. The average growth points on Pre-Assessment to the Post-Assessment will be 45 to 48 on the Developmental Level Score.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Identify students scoring in the bottom 25% of AIMS 2014 to support foundational skills of number sense.	RTI placement Prentice Hall Corrective Program used as instruction	CBAS Pre/Post Prentice Hall Classroom teacher input	Cohorts of one to four week sessions from August 2014 - May 2015	Classroom Teacher RTI Teacher
Identify students scoring in the bottom 25% of the Pre CBAS to support foundational skills.	RTI placement Prentice Hall Corrective Program used as instruction	CBAS Pre/Post Prentice Hall Classroom teacher input	Cohorts of one to four week sessions from August 2014 - May 2015	Classroom Teacher RTI Teacher
Provide instruction, practice and enrichment for all students.	Classroom Instruction - Includes: Interactive Notebooks Cornell Notes Kagan and AVID Strategies such as Think-Pair-Share, Whiteboards, Ticket Out The Door	CBAS Teacher created exams Evaluation and analysis of student work	September 2014 to May 2015 Quarterly	Classroom Teacher
Identify students who Exceeded AIMS 2014 for possible placement in honors mathematics.	Conversation with individual students to see if the desire to challenge themselves was present	Classroom teacher input Grades	Placement in the first three weeks of school year Re-evaluation at quarter	Honors Teacher

<p>Use Student Advisory Groups to provide continued support for academics through goal setting.</p>		<p>Goal setting Parent communication Team building activities Student accountability for grades, goals and reflections</p>		<p>Quarter grades CBAS Lexile Goal forms</p>		<p>Every 4½ weeks</p>		<p>Advisor Student Parent</p>
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Glassford Hill Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

Goal 1. To Raise the Level of Student Achievement

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
<p>SMART Goal: Science Teachers will spiral Strand 1 Inquiry through the content strands. 60% of the students at each grade level will increase their Developmental level score on the CBAS I to the CBAS II by one or more growth points. The average growth on the Pre-Assessment to Post-Assessment will be 40 to 45 Developmental Level Score points.</p> <ol style="list-style-type: none"> 1. Increase informational text. 2. Utilize AVID and Kagan strategies to increase student engagement with curriculum. 3. Using specific selected informational text pieces focusing on detailed written summaries using the Shafer Model. 4. Spiral STRAND 1 standard into the curriculum throughout the year to support and increase student Galileo CBAS assessment scores. 5. Increase the level of Rigor by using more inquiry based activities that engage students. 6. Increase student accountability for content based vocabulary by utilizing IAN's, Labs and Graphic Organizers. 	<ol style="list-style-type: none"> 1. Utilize Biographies, Newspaper and non-fiction articles that are standards based. 2. Numbered/colored seating to promote collaborative learning. 3. Evidence based Shafer Summaries text from #1 above through IAN's. 4/5. Infuse inquiry through HELIOS activities, STEAM Integration weeks and Laboratory lessons spiraling curriculum throughout STRAND 1. 	CBAS I, CBAS II	CBAS I 8/2014 - 10/2014 CBAS II 8/2014-2/2015	Chris Dalpiaz, Matthew Miraz, Tim Derickson



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Glassford Hill Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 2. To Focus on Planning for Future Student Needs

SMART Goal: Increase and engage students in future STEAM related careers at GHMS through academically planned classes and activities to increase student awareness of the careers of tomorrow.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Organize and plan the activities that will expose students to various careers.	Paxton Patterson Labs, I-choose enrichment classes, Science Olympiad, STEAM Night, Panel of Experts, STEAM Integration Weeks, Engineering Expo.	Student surveys at the end of the year measuring student awareness of STEAM related careers.	2014-2015 Academic Year: Paxton Patterson Labs & I-Choose Enrichment Classes. 10/3/14 Panel of Experts & Engineering Expo 4/15 STEAM Night 10/27/14 STEAM Integration Week	Chris Dalpiaz, Tim Derickson, Matthew Miraz, Nathan Roberts, Bryan Tubera, Mary Supergan, Katherine Davis, Sarah Straus

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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Glassford Hill Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 3. To Increase Parental and Community Involvement

SMART Goal: To increase community outreach by 50% by creating and planning opportunities for parents/families to experience our campus and school events.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Stream Night Concerts/Arts Parent Nights Book Fair Haunted House for GHMS Families Fashion Show Talent Show Campus Tours (including Grandparents Day, Donuts for Dads and Muffins for Moms each semester) Spelling/Geo Bee PTSO Membership Drive	Activities would be planned that provide opportunities for parents and family members to come to GHMS and experience our campus and the events involving our students Principal newsletter, webpages and school marquee will advertise upcoming events Connect Ed and Remind101 can be used to keep parents and families up to date on upcoming events at GHMS that they can attend.	Attendance of Parents and Family members that attend GHMS events will be taken	All Year	GHMS Staff Club Sponsors Event Coordinators

School Goals

CSES

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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**CSES
 KINDER**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

**In the current school year, 100% of our Kindergarten students will show measurable growth on DIBELS.
 In the current school year, 80% of our Kindergarten students will meet or exceed (benchmark) on DIBELS.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	GKIDS DIBELS	Quarterly Aug. / Dec. / May	Teachers, Title One Team
	Balanced Literacy, KPALS, ILT Handwriting Program, Reading Rainbow /Fry's Word List	Mid-quarter progress reports, Quarterly CRT's, Teacher created Assessments, Report Cards	Aug. / Oct. / Jan. / May Quarterly	Teachers, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule 1	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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**CSES
FIRST**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our first grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for first grade will be 62 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 550. In the current school year, 80% of our first grade students will meet or exceed on the Galileo Post-Test.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly Aug. / Dec. / May	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
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**CSES
MATH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our first grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for first grade will be 87 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 500. In the current school year, 80% of our first grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%.	Galileo	Aug. / Oct. / Jan. / May	Teachers, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our second grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth will be 91 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 635. In the current school year, 80% of our second grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly August / Dec. / May	Teachers, Instructional Coaches, Title One Staff, Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students weekly to determine reteaching strategies	DIBELS	Aug. / Dec. / May	Teachers, Title One Staff, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GI Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our second grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
 In the current school year, the average growth will be 61 points as demonstrated by Galileo from Pre-Test to Post-Test.
 The beginning benchmark Developmental Level (DL) on the August Pre-Test was 652.
 In the current school year, 80% of our second grade students will meet or exceed on the Galileo Post-Test.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%.	Galileo	Aug. / Oct. / Jan. / May	Teachers, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-in Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**CSES
 THIRD**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our third grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for third grade will be 62 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 770. In the current school year, 80% of our third grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly August / Dec. / May	Teachers, Instructional Coaches, Title One Staff, Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students weekly to determine reteaching strategies	DIBELS	Aug. / Dec. / May	Teachers, Title One Staff, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our third grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
 In the current school year, the average growth for third grade will be 77 points as demonstrated by Galileo from Pre-Test to Post-Test.
 The beginning benchmark Developmental Level (DL) on the August Pre-Test was 750.
 In the current school year, 80% of our third grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo Writing Prompts	Aug. / Oct. / Jan. / May	Teachers, Instructional Coaches, Title One Staff, Special Education Teachers
	Argumentative, Opinion, Narrative and Persuasive Writing Activities	Writing Prompts	Aug., Sept., Nov., Feb.	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**CSES
 THIRD**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

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Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our third grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
 In the current school year, the average growth will be 89 points as demonstrated by Galileo from Pre-Test to Post-Test.
 The beginning benchmark Developmental Level (DL) on the August Pre-Test was 742.
 In the current school year, 80% of our third grade students will meet or exceed on the Galileo Post-Test.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%.	Galileo	Aug. / Oct. / Jan. / May	Teachers, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**CSES
FOURTH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fourth grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for fourth grade will be 48 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 863. In the current school year, 80% of our fourth grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly Aug. / Dec. / May	Teachers, Title One Staff, Special Education Teachers
	Daily Fluency Passages, Reading Round-Up, Attend PD on High Quality researched based instruction	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly Aug. / Dec. / May	Teachers, Title One Staff, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



CSES
FOURTH

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our fourth grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
 In the current school year, the average growth for fourth grade will be 55 points as demonstrated by Galileo from Pre-Test to Post-Test.
 The beginning benchmark Developmental Level (DL) on the August Pre-Test was 853.
 In the current school year, 80% of our fourth grade students will meet or exceed on the Galileo Post-Test.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Daily writing across the curriculum, Explicit instruction based on Galileo results (grammar, sentence structure, etc.)	Galileo	Aug. / Oct. / Jan. / May	Teachers, Instructional Coaches, Title One Staff, Special Education Teachers
	GL meetings to analyze data and discuss interventions, Attend PD on High Quality researched based instruction	Galileo, Weekly Assessments, Journals, Organizers, Explicit instruction on all 3 forms of writing	Aug. / Oct. / Jan. / May	Teachers, Special Education Teachers
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**CSES
 FOURTH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fourth grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for fourth grade will be 61 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 818. In the current school year, 80% of our fourth grade students will meet or exceed on the Galileo Post-Test.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%.	Galileo	Aug. / Oct. / Jan. / May	Teachers, Special Education Teachers
	Engage NY Lessons, PLL Lessons, Daily Fluency Practice	Weekly assessments, Exit Tickets (NY)	Aug. / Oct. / Jan. / May	Teachers, Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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 FOURTH

HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science

In the current school year, 100% of our fourth grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
 In the current school year, the average growth for fourth grade will be 71 points as demonstrated by Galileo from Pre-Test to Post-Test.
 The beginning benchmark Developmental Level (DL) on the August Pre-Test was 877.
 In the current school year, 80% of our fourth grade students will meet or exceed on the Galileo Post-Test.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. / Oct. / Jan. / May	Teachers
	Weekly Habitat lessons that are aligned with 4th grade AZ State Standards in core content areas	Student Journal/summary; KWL charts	Aug. / Oct. / Jan. / May	Teachers
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers



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**CSES
 FIFTH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fifth grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for fifth grade will be 54 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 994. In the current school year, 80% of our fifth grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly Aug. / Dec. / May	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**CSES
 FIFTH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

**In the current school year, 100% of our fifth grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
 In the current school year, the average growth for fifth grade will be 54 points as demonstrated by Galileo from Pre-Test to Post-Test.
 The beginning benchmark Developmental Level (DL) on the August Pre-Test was 957.
 In the current school year, 80% of our fifth grade students will meet or exceed on the Galileo Post-Test.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	Common Core writing resource, Galileo Daily 5 Think Alouds, FAME progress monitoring	Writing Prompts Galileo	Sept. / Nov. / Feb. Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



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CSES
FIFTH

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fifth grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
In the current school year, the average growth for fifth grade will be 53 points as demonstrated by Galileo from Pre-Test to Post-Test.
The beginning benchmark Developmental Level (DL) on the August Pre-Test was 933.
In the current school year, 80% of our fifth grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



**CSES
SIXTH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

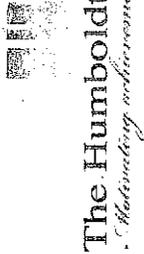
SMART Goal: Reading

In the current school year, 100% of our sixth grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for sixth grade will be 55 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 1082. In the current school year, 80% of our sixth grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo SRI DIBELS	Aug. / Oct. / Jan. / May Quarterly / Dec. / May	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**CSES
SIXTH**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our sixth grade students will show measurable growth on Galileo from Pre-Test to Post-Test. In the current school year, the average growth for sixth grade will be 50 points as demonstrated by Galileo from Pre-Test to Post-Test. The beginning benchmark Developmental Level (DL) on the August Pre-Test was 1064. In the current school year, 80% of our sixth grade students will meet or exceed on the Galileo Post-Test.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	Common Core writing resource, Galileo Daily 5 Think Alouds, FAME progress monitoring	Writing Prompts Galileo	Sept. / Nov. / Feb. Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	Co-Teaching	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our sixth grade students will show measurable growth on Galileo from Pre-Test to Post-Test.
In the current school year, the average growth will be 66 points as demonstrated by Galileo from Pre-Test to Post-Test.
The beginning benchmark Developmental Level (DL) on the August Pre-Test was 1042.
In the current school year, 80% of our sixth grade students will meet or exceed on the Galileo Post-Test.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. / Oct. / Jan. / May	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers
	Grade Level meetings to analyze data and discuss interventions to be used during RTI block	PAW Data Sheet GL Sign-In Sheets	Weekly	Teachers & Special Education Teachers, Instructional Specialist, Principal
	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 2. To Focus on Planning for Future Student Needs

SMART Goal:

**In the current school year, Coyote Springs Elementary School will prepare students for College and Career Readiness as demonstrated by:
 100% of K-6 students showing measurable growth on Galileo from Pre-Test to Post-Test.
 80% of K-6 students meeting or exceeding on the Galileo Post-Test.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Coyote Intervention Team (CIT) meetings to focus growing students in the bottom 25%	CIT Data; student goal and progress monitoring form	Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal, Psychologist
	RTI Grade Level Blocks	PAW Data Review Master Schedule	Bi-Quarterly	Teachers & Special Education Teachers, Instructional Specialist, Principal



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**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 3. To Increase Parental and Community Involvement

SMART Goal: Coyote Springs will decrease Parental Disagree and Strongly Disagree Ratings by 3 - 5% in the following areas as evidenced in the 2014 Advance Ed Survey:

Survey:

All of my child's teachers help me to understand my child's progress.

All of my child's teachers keep me informed regularly of how my child is being graded.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Increase parental access and knowledge of their child's instruction, progress, and grading.	Grade levels K-6 will have parent data nights at least three times per year using the Coyote Partners model	Sing-in Sheets Comment Cards	August 2014 - May 2015	Teachers Instructional Specialist
	Teachers will log all parent communication in a formal manner	Communication Logs	Due Quarterly	Teachers

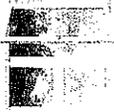


School Goals

GES

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Granville
First**

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

100% of our first grade students will show measurable growth.
In the current school year, the average growth for first grade will be 87 points.
In the current school year, 80% of our first grade students will meet or exceed on Galileo.
The beginning benchmark Developmental Level (DL) on the August IE assessment for first grade reading was: 601

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers



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Granville
 First

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship;

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
<p>SMART Goal: Reading In the current school year, 100% of our first grade students will show measurable growth. In the current school year, the average growth for first grade will be 62 points. In the current school year, 80% of our first grade students will meet or exceed on Galileo. The beginning benchmark Developmental Level (DL) on the August IE assessment for First Grade Math was: 534</p>				
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	<ul style="list-style-type: none"> Activities to implement the strategy/intervention Reteach and retest standards that show 80% of the students performing below 80% Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities Progress monitor intensive students weekly to determine teaching strategies. 	<ul style="list-style-type: none"> Galileo SRI Reading Counts Points Lexia Data Weekly assessments DIBELS 	<ul style="list-style-type: none"> Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Quarterly Weekly Monthly Weekly Aug. 2014, Dec. '14, May '15 	<ul style="list-style-type: none"> Teachers, Title One Staff, Special Education Teachers Teachers, Title One Staff, Special Education Teachers Teachers, Title One Staff, Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Granville
Second

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our second grade students will show measurable growth.
In the current school year, the average growth for second grade will be 91 points.
In the current school year, 80% of our second grade students will meet or exceed on Galileo.
The beginning benchmark Developmental Level (DL) on the August IE assessment for Second Grade Reading was: 609

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers, Title One Staff, Special Education Teachers
* Lexia * Title 1 * Small leveled group instruction * templates * Eclon squares * Strategies that work * Text Dependent questions * Closed reading * Integrated Language arts Equip rubric lessons * Keagan strategies * Daily 5 * Read naturally * Starfall * ABC Ya * Quasion and Answer Relationships * Sonda System * Reading A to Z	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students weekly to determine teaching strategies.	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers
	Weekly phonic assessment	Weekly comprehension assessments		

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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Granville
 Second

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our second grade students will show measurable growth.
 In the current school year, the average growth for second grade will be 61 points.
 In the current school year, 75% of our second grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Second Grade Math was: 614

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
* Symphony math * Leveled Walk to twice a week * Inductive math lessons * Math games * Small group interventions * math fact fluency racing /rockets * DMR daily	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Granville
Third**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 90% of our third grade students will show measurable growth.

In the current school year, the average growth for third grade will be 62 points.

In the current school year, 80% of our third grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Third Grade Reading was: 765

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students weekly to determine teaching strategies.	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing

**Granville
Third**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

in the current school year, 90% of our third grade students will show measurable growth.

In the current school year, the average growth for third grade will be 77 points.

in the current school year, 80% of our third grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Third Grade Writing was: 740

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
		Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

**Granville
Third**

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 90% of our third grade students will show measurable growth.

In the current school year, the average growth for third grade will be 89 points.

In the current school year, 80% of our third grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for third grade math was: 723

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

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Measuring achievement since 1906.

**Granville
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fourth grade students will show measurable growth.

In the current school year, the average growth for fourth grade will be 48 points.

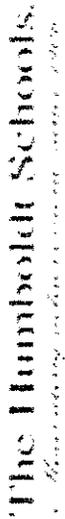
In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Fourth Grade Reading was: 852

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers & Special Education Teachers
	Houghton Mifflin Reading Basal, Literature Sets, Reading Counts Tests, Lexia Reading Program	Weekly Reading Tests, SRI	Quarterly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Granville
Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 55 points.
- In the current school year, 70% of our fourth grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Fourth grade Writing was: 862

	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Teacher made lessons on writing and grammar. DOL morning work. Mini lessons on writing skills as necessary.	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers
Writing projects done with the class.	Writing projects done with the class.	District Writing Prompt	Quarterly	Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Granville
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% will show measurable growth

In the current school year, the average growth for fourth grade will be 61 points.

In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Fourth Grade Math was: 814

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments, District Timed Tests	Weekly	Teachers & Special Education Teachers
	Symphony Math	Symphony Benchmark	Oct. 1- Dec. 1	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maintaining human and financial capital

Granville
Fourth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science

In the current school year, 90% of our fourth grade students will show measurable growth. In the current school year, the average growth for fourth grade will be 71 points. In the current school year, 70% of our fourth grade students will meet or exceed on Gaileo. assessment for Fourth Grade Science was: 874

				The beginning benchmark Developmental Level (DL) on the August IE												in the current											
SMART Goal: Science	Activities to implement the strategy/intervention	Metrics	Timelines Begn/End	Responsible Persons/Updates																							
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Gaileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers																							
	Macmillan McGraw Hill Science lessons, Hands-on labs (when available). Guest speakers for Animal Adaptations, and Water Cycle (Project WET).	Teacher made assessments	Quarterly	Teachers																							

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Granville
 Fifth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fifth grade students will show measurable growth. In the current school year, the average growth for fifth grade will be 54 points.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Fifth Grade Reading was: 998

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program	SRI	Quarterly	Teachers & Special Education Teachers
		Latin Study and Reading Focus Skill Practice (weekly packets)	Weekly	

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Granville
Fifth

HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Language

In the current school year, 100% of our fifth grade students will show measurable growth. In the current school year, 80% of our fifth grade students will meet or exceed on Galileo. for Fifth Grade Writing was: 976

In the current school year, the average growth for fifth grade will be 54 points. The beginning benchmark Developmental Level (DL) on the August IE assessment

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. 14, Jan. '15, May '15	Teachers & Special Education Teachers
		Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers
		Grammar Packets	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

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**Granville
Fifth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fifth grade students will show measurable growth.
 In the current school year, the average growth for fifth grade will be 53 points.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Fifth Grade Math was: 950

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	As needed at conclusion of concepts	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Granville
Sixth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average growth for sixth grade will be 55 points.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

beginning benchmark Developmental Level (DL) on the August IE assessment for Sixth Grade Reading was: 1089

The

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers, Title I
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages, Book Club	SRI	Quarterly	Teachers & Special Education Teachers, Title I
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages, Book Club	Reading Counts Goals	Monthly	Teachers & Special Education Teachers, Title I
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	RTI small group question and answer, Evidence from text, articulate answers/justify	Social Studies Informative Text	Weekly	Social Studies- Peterman
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	RTI small group question and answer, Student Collaboration	Social Studies Atlas Work	Weekly	Social Studies- Peterman

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Granville
Sixth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our sixth grade students will show measurable growth. In the current school year, the average growth for sixth grade will be 50 points.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo. beginning benchmark Developmental Level (DL) on the August IE assessment for Sixth Grade Writing was: 1122

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The

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
		Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Granville

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement.

SMART Goal:

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average for sixth grade will be 66 points.

In the current school year, 70% of our sixth grade students will meet or exceed on Galileo.

The beginning benchmark Developmental Level (DL) on the August IE assessment for Sixth Grade Math was: 1057

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students, hands-on inquiry based instruction, and discovery learning that will enhance classroom instruction and increase student achievement.	Morning tutoring, small group instruction, reteaching of standards of students who are not mastering the content.	Galileo assessments, teacher made assessments, and Georgia Standards assessments.	August 2014, October 2014, January 2015, May 2015	Teachers & Special Education Teacher

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Granville

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 2. To Focus on Planning for Future Student Needs

SMART Goal:

**Granville Elementary School will reduce the number of Special Education Testing Referrals.
Granville Elementary School will reduce the number of Behavior Referrals.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Granville Intervention Team which is our comprehensive Response to Intervention Process.	Implementation of Data Review Process	Meetings every 6 weeks with current data and interventions/with appropriate forms filled out.	August 2014-May 2015	RTI Team
	Lexia and Reading Plus Software Interventions	Lexia and Reading Plus data	August 2014-May 2015	Title 1 Team, Classroom Teachers
	Continual Review of Data	Data Wall Creation	August 2014-May 2015	Principal, Instructional Specialist
	Intervention Schedule	Usage Reports	August 2014-May 2015	Title 1 Team, Classroom Teachers
Granville PBIS Team which is the behavioral team that assists teachers in the creation and monitoring of behavior plans.	PBIS Team Meetings for Individual Students	Meeting Log	August 2014-May 2015	PBIS Team
	Behavior Plan Development	Safe School Report of Students referred to the PBIS Team	August 2014-May 2015	PBIS Team

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Granville Elementary

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 3. To Increase Parental and Community Involvement

SMART Goal: Granville Elementary will decrease Parental Disagree & Strongly Disagree Ratings by 3 - 5% in the following areas as evidenced in the 2013

Advanced Ed Survey :

All of my child's teachers meet his/her learning needs by individualizing instruction. 11.35% to 9.35% minimum

All of my child's teachers help me to understand my child's progress. 9.22% to 6.22% minimum

All of my child's teachers keep me informed regularly of how my child is being graded. 12.77% to 9.77% minimum

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Increase parental access and knowledge of their child's instruction, progress and grading.	Granville Intervention Team Parent Meetings	Completed Granville Intervention Team Parent meeting agendas.	August 2014 – May 2015	GIT Team
	Newsletter	Posted Newsletter on the website and delivered home by students informing them of how to access the teacher's website	October 2014, December 2014, March 2015	Principal
	Teacher Websites	Completed Teacher Websites	August, 2014 - May 2015	Classroom Teachers
	Teacher Call to parents for children receiving an F or U to inform the parent of the situation and strategize how to engage the child.	Parent Call Logs	August 2014- May 2015	Classroom Teachers
	Family Link	Updated Family Link on a weekly basis	August, 2014	Classroom Teachers
	Connect Ed Communication from the Principal	Connect Ed Log	August, 2014 - May 2014	Principal

School Goals

HES

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Humboldt Elementary
Kindergarten**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS**

Goal 1. To Raise the Level of Student Achievement

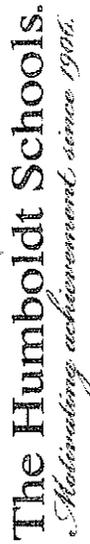
SMART Goal: Reading

In the current school year, 80% of Kindergarten grade students who are currently not meeting or exceeding standard will meet/exceed (green or blue) on the end of year DIBELS reading assessment.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Instructional Routines for LNF, FSF, PSF, & NWF Progress monitor intensive students weekly to determine teaching strategies.	DIBELS, Classroom based formative and summative	Aug. 2014, Jan. '15, May '15 ongoing	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based	Houghton Mifflin Unit Assessments Lexia Core 5 Spaulding Phonograms	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	School-wide ELA blocks, K-Pals	Scholastic Content (CCSS based) the Code Road to	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Humboldt Elementary
First**

**HUMBOLDT UNIFIED SCHOOL
DISTRICT
SCHOOL GOALS**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our first grade students will show measurable growth.
- In the current school year, the average growth will be 62 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 647.
- In the current school year, 80% of our first grade students will meet or exceed on Galileo.
- In the current school year, 80% of first grade students who are currently not meeting or exceeding standard will meet/exceed (green or blue) on the end of year DIBELS reading assessment.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based	Houghton Mifflin Unit Assessments Reading Counts Tests 5 Phonograms SRI, Classroom based formative and summative assessments	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, PALS	Scholastic Content (CCSS based) Road to the Code, Phonics for Reading	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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HUMBOLDT UNIFIED

SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Humboldt Elementary

Panda Pride

First

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our first grade students will show measurable growth.

In the current school year, the average growth for first grade will be 87 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 611.

In the current school year, 80% of our first grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%.	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia inductive lessons, Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Engage NY module Assessments	Weekly or as directed at completion of modules	Teachers & Special Education Teachers
	Daily math talks via whole group calendar activities, Small group interventions, math stations,	Formative assessments, quizzes		

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Humboldt Elementary
Second**

HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our second grade students will show measurable growth.

In the current school year, the average growth for second grade will be 91 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 662.

In the current school year, 80% of our second grade students will meet or exceed on Galileo. In the current school year 80% of 2nd grade class will score at benchmark or above the 238 composite score in DIBELS.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based	Houghton Mifflin Unit Assessments Reading Counts Tests Lexia Core 5 Spaulding Phonograms SRI, Classroom based formative and summative assessments	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, Read Naturally	Scholastic Content (CCSS based) Road to the Code, Phonics for Reading	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers

	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,
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THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Humboldt Elementary
Second

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our second grade students will show measurable growth.

In the current school year, the average growth for second grade will be 61 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 666.

In the current school year, 80% of our second grade students will meet or exceed on Galileo.

In the current school year, 80% of 2nd grade students will score meets or exceeds on the Stanford 10.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia inductive lessons, Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Engage NY module Assessments	Weekly or as directed at completion of modules	Teachers & Special Education Teachers
	Whole class math talks via Engage NY modules, Small group interventions, math stations,	Formative assessments, quizzes	Classroom based as needed	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Humboldt Elementary
Third**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our third grade students will show measurable growth.
 In the current school year, the average growth for third grade will be 62 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 783.
 In the current school year, 87% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based	Houghton Mifflin Unit Assessments Reading Counts Tests Lexia Core 5 Spaulding Phonograms SRI, Classroom based formative and summative assessments, DAZE	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, Read Naturally	Scholastic Content (CCSS based)	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers

	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,
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THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Humboldt Elementary
Third

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our third grade students will show measurable growth. In the current school year, the average growth for third grade will be 77 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 768.

In the current school year, 87% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Classroom based writing prompts, District Writing Prompt, journal writing	Writing Prompt Rubrics	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Right Source - Zaner-Bloser student materials, Houghton Mifflin writing components, grammar, usage and mechanics activities	Right Source Assessments, Houghton Mifflin assessments	Regularly throughout the 2014-2015 school year	Teachers & Special Education Teachers



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**Humboldt Elementary
 Third**

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our third grade students will show measurable growth. In the current school year, the average growth for third grade will be 89 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 749.

In the current school year, 87% of our third grade students will meet or exceed on Galileo. In the current school year, 87% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia inductive lessons, Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Engage NY module Assessments	Weekly or as directed at completion of modules	Teachers & Special Education Teachers
	Whole class math talks via Engage NY modules, Small group interventions, math stations,	Formative assessments, quizzes	Classroom based as needed	Teachers & Special Education Teachers



The Humboldt Schools.

Humboldt Elementary
Fourth

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HUMBOLDT UNIFIED SCHOOL DISTRICT SCHOOL GOALS 2014-15

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fourth grade students will show measurable growth.

In the current school year, the average growth for fourth grade will be 48 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 864.

In the current school year, 90% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based, choose	Houghton Mifflin Unit Assessments Reading Counts Tests Lexia Core 5 Spaulding Phonograms SRI, Classroom based formative and summative assessments, DAZE	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, Read Naturally	Scholastic Content (CCSS based)	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers

	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,
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THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



The Humboldt Schools.
Measuring achievement since 1906.

Humboldt Elementary
Fourth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our fourth grade students will show measurable growth. In the current school year, the average growth for fourth grade will be 55 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 871.

In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Classroom based writing prompts, District Writing Prompt, Journal writing	Writing Prompt Rubrics	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Right Source - Zaner-Bloser student materials, Houghton Mifflin writing components, grammar, usage and mechanics activities	Right Source Assessments, Houghton Mifflin assessments	Regularly throughout the 2014-2015 school year	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Humboldt Elementary
Fourth**

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fourth grade students will show measurable growth.

In the current school year, the average growth for fourth grade will be 61 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 840.

In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based	Houghton Mifflin Unit Assessments Reading Counts Tests Lexia Core 5, DAZE Spaulding Phonograms SRI, Classroom based formative and summative assessments,	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, Read Naturally	Scholastic Content (CCSS based)	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Humboldt Elementary
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science

In the current school year, 100% of our fourth grade students will show measurable growth. In the current school year, the average growth for fourth grade will be 71 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 880.

In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers
	A year-long process of monitoring individual and class achievement through formative and summative assessments to measure student growth in these areas: Inquiry Process, Scientific Testing-investigating and modeling, organization and analysis of data, communication, generation of and contributions to science, changes in environment as related to nature and man, relationships of organisms and their environment, differentiate properties of energy, understand the processes of weathering and erosion-including climatology. The teacher will also provide materials and select inductive activities which follow the Fourth Grade Science Standards to include participation in the annual Science Fair.			
	Houghton Mifflin teacher and student materials, U of A outreach activities	Houghton Mifflin Unit Assessments		

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Humboldt Elementary
Fifth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fifth grade students will show measurable growth. In the current school year, the average growth for fifth grade will be 54 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 1001.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based, ichoose	Houghton Mifflin Unit Assessments Reading Counts Tests Lexia Core 5 Spaulding Phonograms SRI, Classroom based formative and summative assessments, DAZE	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, Read Naturally	Scholastic Content (CCSS based)	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers

	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,
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THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Humboldt Elementary
Fifth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our fifth grade students will show measurable growth.

In the current school year, the average growth for fifth grade will be 54 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 956.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Classroom based writing prompts, District Writing Prompt, journal writing	Writing Prompt Rubrics	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Right Source - Zaner-Bloser student materials, Houghton Mifflin writing components, grammar, usage and mechanics activities	Right Source Assessments, Houghton Mifflin assessments	Regularly throughout the 2014-2015 school year	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Motivating achievement since 1905.

**Humboldt Elementary
 Fifth**

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fifth grade students will show measurable growth.

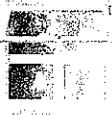
In the current school year, the average growth for fifth grade will be 53 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 968.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia inductive lessons, Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher-Made Assessments, Engage NY module Assessments	Weekly or as directed at completion of modules	Teachers & Special Education Teachers
	Whole class math talks via Engage NY modules, Small group interventions, math stations,	Formative assessments, quizzes	Classroom based as needed	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



The Humboldt Schools.
Maintaining achievement since 1906.

**Humboldt Elementary
 Sixth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average growth for sixth grade will be 55 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 1094.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Grade level collaboration to share instructional strategies, Differentiated instruction in small groups - standards based and skill based, ichoose	Houghton Mifflin Unit Assessments Reading Counts Tests Lexia Core 5 Spaulding Phonograms SRI, Classroom based formative and summative assessments, DAZE	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers
	Reading Counts - goal setting and accountability, school-wide ELA blocks, Close reads, Read Naturally	Scholastic Content (CCSS based)	Quarterly Monthly Weekly Daily	Teachers, Title One Staff, Special Education Teachers

	Progress monitor intensive students every three weeks to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Jan. '15, May '15	Teachers, Title One Staff,
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The Humboldt Schools.
Mobilizing achievement, since 1906.

Humboldt Elementary
Sixth

HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average growth for sixth grade will be 50 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 1068.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Classroom based writing prompts, District Writing Prompt, journal writing	Writing Prompt Rubrics	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Right Source - Zaner-Bloser student materials, Houghton Mifflin writing components, grammar, usage and mechanics activities	Right Source Assessments, Houghton Mifflin assessments	Regularly throughout the 2014-2015 school year	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Humboldt Elementary
Sixth

HUMBOLDT UNIFIED

SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average growth for sixth grade will be 66 points. The beginning benchmark Developmental Level (DL) on the August IE Assessment was 1034.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia inductive lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly or as directed at completion units	Teachers & Special Education Teachers
	Small group interventions, math stations,	Formative assessments, quizzes	Classroom based as needed	Teachers & Special Education Teachers

THREE TO FIVE YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Humboldt Elementary School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

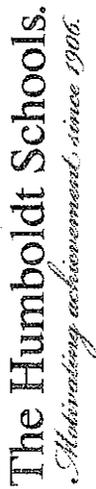
Goal 2. To Focus on Planning for Future Student Needs

SMART Goal: Humboldt Elementary will continue in the development and implementation of the Humboldt Intervention Team modeled after Arizona RTI.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Arizona RTI model and implementation of the Humboldt Intervention Team.	HIT schedule, meeting notes, completion of HIT forms	August 2013 - September 2013	HIT, all teachers and principal
		Meetings every six weeks with current data and interventions with appropriate forms filled out.	August 2013-May 2014	HIT, all teachers and principal
	Implementation and modification of District Assessment Protocols.		Quarterly	Principals, Teachers
	Advanced Accreditation.		January 2013-November 2013	All stakeholders district-wide
	Survey stakeholders for input concerning signature programs.		August 2013-May 2014	Principals, Teachers, Site Council, PTO,

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Humboldt Elementary
Parent Engagement

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 3. To Increase Parental and Community Involvement

SMART Goal: Humboldt Elementary School will decrease Parental Disagree & Strongly Disagree ratings by 3 - 5% in the following areas as evidenced in the 2014 Advanced Survey :

All of my child's teachers meet his/her learning needs by individualizing instruction.
of my child's teachers help me to understand my child's progress.

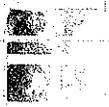
All of my child's teachers keep me informed regularly of how my child is being graded.

All

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Increase parental understanding of how we, as a school, differentiate instruction for their child through the year.	Implementation of I-Choose, Math Groups, Title One, Reading Lab, Homework Club, Learning Center, Guided Reading and Humboldt Intervention Team.	Advanced Survey	August 2014 – May 2015	Building Principal, Teachers
Increase parental awareness of how their child is being graded on a regular basis.	Newsletters, Connect-ED phone calls, updating of Family Link, fliers and Take-Home Tuesday Parent Information.	Advanced Survey	August 2014 – May 2015	Building Principal, Teachers
All of my child's teachers help me to understand my child's progress.	Title 1 Parent information meetings, Family Math Night, Family Reading Night, parent teacher conferences	Attendance at school activities	August 2014 – May 2015	Building Principal, Teachers

School Goals

LVES



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**Lake Valley
 First**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our first grade students will show measurable growth.
- In the current school year, the average growth for first grade will be 62 points.
- In the current school year, 80% of our first grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to lead changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers, Title One Staff, Special Education Teachers
Frequent monitoring of Title I intensive & strategic students and use anecdotal records to allow for flexible grouping to meet individual needs	Differentiate students into reading groups, use daily fluency activities, recognize and use high frequency words, chunk words into word families, write fiction/non-fiction stories, ask higher order questions to improve comprehension question	SRI Reading Counts Tests Weekly assessments DIBELS	Quarterly Weekly Monthly Weekly	Teachers, Title One Staff, & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



**Lake Valley
First**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

in the current school year, 100% of our first grade students will show measurable growth.

In the current school year, the average growth for first grade will be 87 points.

In the current school year, 80% of our first grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to lead changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Use Inductive math lessons with manipulatives, math fact fluency practice, fact practice, participate in math games	Formal/informal classroom assessments, math program assessments, unit tests, walk-throughs	Weekly, Sept.- May	Teachers, Special Education Teachers & aides

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Lake Valley
Second

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our second grade students will show measurable growth.
- In the current school year, the average growth for second grade will be 91 points.
- In the current school year, 80% of our second grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers, Title One Staff, Special Education Teachers
Frequent monitoring of Title I intensive & strategic students and use anecdotal records to allow for flexible grouping to meet individual needs	Differentiated groups, one on one support, use <i>Daily 5</i> centers, a student driven management structure designed to fully engage the student in reading and writing while addressing the students' needs.	SRI, DIBELS, Galileo, Reading Counts Points, Lexia data, weekly assessments	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, aides
	Use choice boards to extend learning, practice reading varied levels of complex text to improve comprehension.	Teacher observation		Teacher

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Lake Valley
Second

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our second grade students will show measurable growth.
In the current school year, the average growth for second grade will be 61 points.
In the current school year, 80% of our second grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to lead changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Use differentiated groups, give one on one support, participate in number talks during inductive math lessons, practice math facts for fluency, make "I can" charts.	Formal/informal classroom assessments, teacher made assessments, math program assessments	Weekly, Aug. -May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Lake Valley
Third**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our third grade students will show measurable growth.
- In the current school year, the average growth for third grade will be 62 points.
- In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo, DIBELS, SRI	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
Frequent monitoring of Title I intensive students to allow for flexible grouping to meet individual needs and determine teaching strategies.	Use skill level based instructional groups; quick fluency sessions, and small group instruction to improve reading skills.	Galileo, DIBELS, SRI	Aug. - May, Aug. - Dec., until exited	Teachers, Title One Staff, ELD Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Lake Valley
Third

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our third grade students will show measurable growth. In the current school year, the average growth for third grade will be 77 points. In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Practice writing to demonstrate proper sentence structure, word usage, and proper paragraph structure by using graphic organizers and sentence frames.	DAZE, formal/informal classroom assessments, rubrics	Monthly, Aug- May	Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Lake Valley
Third

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

- In the current school year, 100% of our third grade students will show measurable growth.
- In the current school year, the average growth for third grade will be 89 points.
- In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Use inquiry based math lessons with hands on exploration of manipulatives, participate in daily fluency practice	Formal/informal classroom assessments, math program assessments	Aug. -May	Teachers & Special Education Teachers



Lake Valley
Fourth

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**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

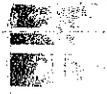
SMART Goal: Reading

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 48 points.
- In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers & Special Education Teachers
	Use higher order questioning techniques, use writing and text dependent questioning to demonstrate comprehension, practice providing evidence to support a topic, use graphic organizers	Formal/informal classroom assessments, Galileo	Aug. -May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Lake Valley
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

**In the current school year, 100% of our fourth grade students will show measurable growth.
 In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Use a specific graphic organizer as a writing planner, use a student-friendly rubric to peer/self assess prior to revision, demonstrate text dependent writing	Writing Prompts, Galileo, teacher observation	Aug. - May.	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Lake Valley
Fourth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fourth grade students will show measurable growth.
In the current school year, the average growth for fourth grade will be 61 points.
In the current school year, 80% of our fourth grade students will meet or exceed on Gaileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Gaileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Instructional Coaches, Title I staff, Special Education Teachers
	Use inductive math lessons with hands on use of manipulatives, ask higher order questions, practice solving higher level, more complex problems by making connections with real-world problems.	Formal/informal teacher made assessments, math program assessments	Weekly, daily, Aug. -May	Teachers, Instructional Coaches, Title I staff, Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Lake Valley
Fourth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 71 points.
- In the current school year, 70% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers
	Use computer based research skills to gather information, ask and answer higher level questions, make connections by using real life comparisons	Galileo, informal/formal classroom assessments	Aug-May	Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

**Lake Valley
Fifth**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fifth grade students will show measurable growth.

In the current school year, the average growth for fifth grade will be 54 points.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Leveled groups use graphic organizers, summaries, word and literature studies, evidence from the text, lan notebooks and reading strategies to increase comprehension and fluency	Reading Counts Tests, SRI, pre/post tests, teacher observation	Quarterly, weekly, Aug.-May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Lake Valley
Fifth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

- In the current school year, 100% of our fifth grade students will show measurable growth.
- In the current school year, the average growth for fifth grade will be 54 points.
- In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Differentiate groups, use quick writes, writing prompts, and essay writing to improve writing	Writing Prompts, Galileo, pre/post tests	Daily, quarterly, Aug. -May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Lake Valley
 Fifth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

- In the current school year, 100% of our fifth grade students will show measurable growth.
- In the current school year, the average growth for fifth grade will be 53 points.
- In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students to initiate changes in classroom instruction and increase growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Place students in intervention groups, practice fact fluency using Rocket math, problem solving, problem of the week, Miraz minute, and spiral warmups. Use inductive math with manipulatives, and lan Notebook	Informal/formal teacher made assessments, math program assessments, pre/post tests	Aug. - May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Lake Valley
Sixth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

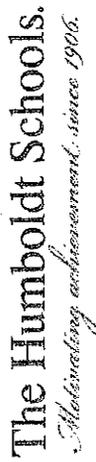
SMART Goal: Reading

- In the current school year, 100% of our sixth grade students will show measurable growth.
- In the current school year, the average growth for sixth grade will be 55 points.
- In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Leveled groups use graphic organizers, summaries, word and literature studies, evidence from the text, lan notebooks and reading strategies to increase comprehension and fluency	Reading Counts Tests, SRI, pre/post tests, teacher observation	Quarterly, weekly, Aug.-May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Lake Valley
Sixth

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our sixth grade students will show measurable growth. In the current school year, the average growth for sixth grade will be 50 points. In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

In

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Differentiate groups, use quick writes, writing prompts, and essay writing to improve writing	Writing Prompts, Galileo, pre/post tests	Daily, quarterly, Aug. -May	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Lake Valley
Sixth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our sixth grade students will show measurable growth.
 In the current school year, the average growth for sixth grade will be 66 points.
 In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Use inductive math with manipulatives, and I-ans Notebook. Practice fact fluency, problem solving, problem of the week, Mraz minute, and spiral warmups.	Informal/formal teacher made assessments, math program assessments, pre/post tests	Weekly, Aug. - May	Teachers & Special Education Teachers



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Lake Valley Elementary

THREE TO FIVE-YEAR DISTRICT PRIORITIES

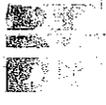
- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2013-14**

Goal 2. Focus on Planning for Future Student Needs

SMART Goal: LVES will continue in the development and implementation of the Lake Valley Intervention Team modeled after Arizona RTI. The Humboldt Unified School District will prepare students for College and Career Readiness Standards.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	In-service of RTI model and Intervention	Sign-in Sheet	August & September 2015	Building Principals, Teachers, Reading Coaches
	Implementation of Data Review Process	Meetings every 6 weeks with current data and interventions/with appropriate forms filled out.	August 2014-May 2015	RTI Team
	Implementation and modification of District Assessment Protocols	Survey feedback from teachers	Quarterly	Principals, Teachers



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Lake Valley Elementary

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-2015**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority** - Academic Excellence for All Students; personalized education; student-centered learning
- Priority** - Partnerships through Collaboration; all stakeholders; effective communication
- Priority** - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority** - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 3. Increase Parental/Community Involvement

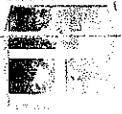
SMART Goal: Lake Valley will decrease Parental Disagree & Strongly Disagree Ratings by 3 - 5% in the following areas as evidenced in the 2013-14 Advanced Ed Survey :

Our school communicates effectively about the school's goals and activities. #8 - 6.35%
 All of my child's teachers provide an equitable curriculum that meets his/her learning needs. #10 - 6.87%
 All of my child's teachers keep me informed regularly on how my child is being graded. #16 - 6.99%
 My child has up-to-date computers and other technology to learn. #22 - 5.43%

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Increase parental access and knowledge of their child's instruction, progress and grading.	Continue parent data nights. Monthly newsletters. Robo Calls. Parent STEAM Nights.		August 2014 – May 2015	Building Principals & Teachers

School Goals

LTS



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Liberty Traditional 1st G

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our first grade students will show measurable growth.

In the current school year, the average growth for first grade will be 87 points.

In the current school year, 80% of our first grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Twice a week monitoring of individual students that improves classroom instruction and increases student achievement a full grade level.	In small groups, reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	daily and bi-weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Liberty Traditional 2nd G

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our second grade students will show measurable growth in DIBELS and SRI.

In the current school year, 80% of our second grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers, Title One Staff, Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students weekly to determine teaching strategies.	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers
	Phonograms and Morrison McCall reading comprehension assessments	Weekly	Academic Year	Classroom Teacher



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**Liberty Traditional 2nd
 Grade**

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

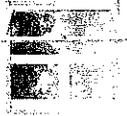
- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our second grade students will show measurable growth.
 In the current school year, the average growth for second grade will be 60 points.
 In the current school year, 80% of our second grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers



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Liberty Traditional 3rd G

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our third grade students will show measurable growth.
- In the current school year, the average growth for third grade will be 62 points.
- In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/ Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor intensive students weekly to determine teaching strategies.	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers
	Spalding phonograms and Morrison McCall reading comprehension assessments	Weekly	Academic year	Classroom Teacher



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Liberty Traditional 3rd G

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

**In the current school year, 100% of our third grade students will show measurable growth.
 In the current school year, the average growth for third grade will be 77 points.
 In the current school year, 80% of our third grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Writing Prompts		Sept., Nov., Feb.	Teachers & Special Education Teachers
	Book reports		Quarterly	Classroom teacher

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Liberty Traditional 3rd G

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

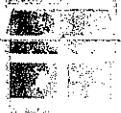
SMART Goal: Math

In the current school year, 100% of our third grade students will show measurable growth.

In the current school year, the average growth for third grade will be 89 points.

In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Bi-weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers



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Liberty Traditional 4th G

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

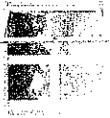
- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 48 points.
- In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Monitor student performance in the classroom and adapt instruction as necessary to increase classroom average by 10% (one letter grade)	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Spalding phonograms and Morrison McCall reading comprehension assessments	Weekly skills test	Academic year	Classroom teacher



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Liberty Traditional 4th G

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our of fourth grade students will show measurable growth.

In the current school year, the average growth for fourth grade will be 61 points.

In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Monitor student performance in the classroom and adapt instruction as necessary to increase classroom average by 10% (one letter grade)	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct.'14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Generated Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers



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Liberty Traditional 4th G

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 71 points.
- In the current school year, 70% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Monitor student performance in the classroom and adapt instruction as necessary to increase classroom average by 10% (one letter grade)	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Liberty Traditional 5th G

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our fifth grade students will show measurable growth.

In the current school year, the average growth for fifth grade will be 54 points.

In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Book Reports (summary to articulate level of comprehension)	Quarterly	October, December, March, May	Teacher

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



Liberty Traditional 5th G

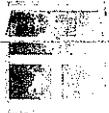
**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Language

- In the current school year, 100% of our fifth grade students will show measurable growth.
- In the current school year, the average growth for fifth grade will be 54 points.
- In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
		Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Book reports and research papers	Rubric for written assignments	Quarterly	ELA and SS/Sc teacher



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Liberty Traditional 5th G

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

- In the current school year, 100% of our fifth grade students will show measurable growth.
- In the current school year, the average growth for fifth grade will be 53 points.
- In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Weekly monitoring of individual students that changes classroom instruction and increases growth in student achievement by one grade level.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers
	fluency reviews, application of word problems, vocabulary review, new concept development	daily/weekly assignments	Academic year	Teacher



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Liberty Traditional 6th G

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average growth for sixth grade will be 55 points.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Daily monitoring of individual students in order to change classroom instruction and increase student growth by one grade level.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	McCall Crabbs reading comprehension assessments	Weekly assesment	Academic year	Teacher

THREE TO FIVE-YEAR DISTRICT PRIORITIES

Priority - Academic Excellence for All Students; personalized education; student-centered learning

Priority - Partnerships through Collaboration; all stakeholders; effective communication

Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition

Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Liberty Traditional 6th G

HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Goal 1. To Raise the Level of Student Achievement

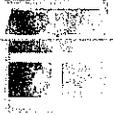
SMART Goal: Writing

In the current school year, 100% of our sixth grade students will show measurable growth.

In the current school year, the average growth for sixth grade will be 50 points.

In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Daily monitoring of individual students in order to change classroom instruction and increase student growth by one grade level.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
		Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Outlining and summarizing the Jane Schafer model	Rubric- Quarterly writing assignment (research project)	Quarterly	Teachers



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Liberty Traditional 6th G

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

- In the current school year, 100% of our sixth grade students will show measurable growth.**
- In the current school year, the average growth for sixth grade will be 66 points.**
- In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Daily monitoring of individual students in order to change classroom instruction and increase student growth by one grade level.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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Liberty Traditional Middle School

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Identify students scoring in the bottom 25% of AIMS 2014 to support foundational skills of number sense.	RTI placement Prentice Hall Corrective Program used as instruction	CBAS Pre/Post Prentice Hall Classroom teacher input	Cohorts of one to four week sessions from August 2014 - May 2015	Classroom Teacher RTI Teacher
Identify students scoring in the bottom 25% of the Pre CBAS to support foundational skills.	RTI placement Prentice Hall Corrective Program used as instruction	CBAS Pre/Post Prentice Hall Classroom teacher input	Cohorts of one to four week sessions from August 2014 - May 2015	Classroom Teacher RTI Teacher
Provide instruction, practice and enrichment for all students.	Classroom instruction - Includes: Interactive Notebooks Cornell Notes Kagan and AVID Strategies such as Think-Pair-Share, Whiteboards, Ticket Out The Door	CBAS Teacher created exams Evaluation and analysis of student work	September 2014 to May 2015 Quarterly	Classroom Teacher
Identify students who Exceeded AIMS 2014 for possible placement in honors mathematics.	Conversation with individual students to see if the desire to challenge themselves was present	Classroom teacher input Grades	Placement in the first three weeks of school year Re-evaluation at quarter	Honors Teacher
Use Student Advisory Groups to provide continued support for academics through goal setting.	Goal setting Parent communication Team building activities Student accountability for grades, goals and reflections	Quarter grades CBAS Lexile Goal forms	Every 4 1/2 weeks	Advisor Student Parent



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Liberty Traditional Middle School

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
<p>SMART Goal: Science Teachers will spiral Strand 1 Inquiry through the content strands. 60% of the students at each grade level will increase their Developmental level score on the CBAS I to the CBAS II by one or more growth points. The average growth on the Pre-Assessment to Post-Assessment will be 40 to 45 Developmental Level Score points.</p> <ol style="list-style-type: none"> 1. Increase informational text. 2. Utilize AVID and Kagan strategies to increase student engagement with curriculum. 3. Using specific selected informational text pieces focusing on detailed written summaries using the Shafer Model. 4. Spiral STRAND 1 standard into the curriculum throughout the year to support and increase student Galileo CBAS assessment scores. 5. Increase the level of Rigor by using more inquiry based activities that engage students. 6. Increase student accountability for content based vocabulary by utilizing IAN's, Labs and Graphic Organizers. 	<ol style="list-style-type: none"> 1. Utilize Biographies, Newspaper and non-fiction articles that are standards based. 2. Evidence based Schafer Summaries text from #1 above through IAN's. 3. STEAM enrichment classes 4. Science Olympian class 	CBAS I, CBAS II, Schafer summary scores	CBAS I 8/2014 - 10/2014 CBAS II 8/2014-2/2015	Science Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



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HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15

Liberty Traditional School

Goal 2. To Focus on Planning for Future Student Needs

SMART Goal: 1. Increase and engage students in future STEAM related careers at LTS through academically planned classes and activities to increase student awareness of the careers of tomorrow.

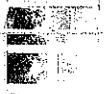
2.

Increase Lexile- 80% of studnets will increase 100 points by the end of the academic year.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Organize and plan the activities that will expose students to various careers.	STEAM Enrichment classes, Science Olympiad, Panel of Experts, Career Night.	Student surveys at the end of the year measuring student awareness of STEAM related careers.	2014-2015 Academic Year: Paxton Patterson Labs & I- Choose Enrichment Classes. 10/3/14 Panel of Experts & Engineering Expo 4/15 STEAM Night 10/27/14 STEAM Integration Week	All Middle School Teachers, ToA, Nurse
Increase student's bell-to-bell attendance	Positive reinforcement of attendance, quarterly reward activity for perfect bell-to-bell attendance	Attendance log (increase in scores due to heightened attendance)	quarterly	All teachers
Increase Lexile for every student	Small group comprehension discussions, Title 1 for struggling students,	SRI scores each quarter	quarterly and end of year	ALL teachers (including Title 1 and Resource)

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

Liberty Traditional School

Goal 3. To Increase Parental and Community Involvement

SMART Goal: To increase community outreach by 50% by creating and planning opportunities for parents/families/community members to experience our campus and school events.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Steam Night Concerts/Arts Parent Nights Book Fair Campus Tours Spelling/Geo Bee PTSO Membership Drive School-wide Walk-a-thon School adoption (AZ Credit Union, Emmanuel Lutheran)	Activities that will increase parent and community awareness and involvement. Positive reinforcement through Character Counts Eagle Shout-outs. AIMS cards for every student from every teacher. Website, Facebook and Newsletter use to consistently communicate events.	Attendance at events end of the year surveys	All Year	LTS Staff Club Sponsors Event Coordinators

School Goals

MVES



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- THREE TO FIVE-YEAR DISTRICT PRIORITIES**
- Priority - Academic Excellence for All Students; personalized education; student-centered learning
 - Priority - Partnerships through Collaboration; all stakeholders; effective communication
 - Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
 - Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Mountain View Kindergarten

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

**In the current school year, 100% of our kindergarten students will show measurable growth.
 In the current school year, 80% of our kindergarten students will benchmark in DIBELS.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Instructional Routines for LNF, FSF, PSF, & NWF Lexia Lab	DIBELS, Quarterly CRT, Lexia Lab progress reports	Aug. 2014 - May '15 Daily	Teachers, Title One Staff, Special Education Teachers, Para-Professionals Teachers, Title One Staff, Special Education Teachers, Para-Professionals
	K-Pals		Daily	Teachers, Title One Staff, Special Education Teachers, Para-Professionals, Volunteers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible

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**Mountain View
 First**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

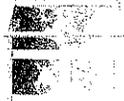
SMART Goal: Reading

**In the current school year, 100% of our first grade students will show measurable growth.
 In the current school year, the average growth for first grade will be 62 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 543.
 In the current school year, 80% of our first grade students will meet or exceed on Galileo.**

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers, Title One Staff, Special Education Teachers, Para-Professionals
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, High-Frequency Word Program, Daily Fluency Activities, Phonograms, Centers	SRI Reading Counts Points Lexia Data Weekly Assessments Phonograms Assessments	Quarterly Weekly Monthly Weekly	Teachers, Title One Staff, Special Education Teachers, Para-Professionals
	Progress monitor intensive students weekly to determine teaching strategies, Nonsense word fluency	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers, Para-Professionals, Volunteers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Mountain View
First**

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

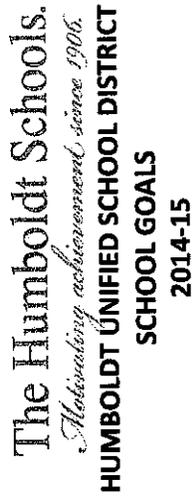
SMART Goal: Math

In the current school year, 100% of our first grade students will show measurable growth. In the current school year, the average growth for first grade will be 87 points. The beginning benchmark Developmental Level (DL) on the August IE assessment was 492. In the current school year, 80% of our first grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80% Give short mini-quizzes in Galileo	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice, Number Talks	Teacher Made Assessments, Math Program Assessments Weekly Fact Assessments	Weekly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



**Mountain View
Second**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our second grade students will show measurable growth.
- In the current school year, the average growth for second grade will be 91 points.
- The beginning benchmark Developmental Level (DL) on the August IE assessment was 613.
- In the current school year, 80% of our second grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers, Title One Staff, Special Education Teachers, Para-Professionals
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities, High-Frequency Word List	SRI	Quarterly Daily	Teachers, Title One Staff, Special Education Teachers, Para-Professionals
	Progress monitor intensive students weekly to determine teaching strategies, PALS, 6-Minute Solutions, Read Naturally	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers, Para-Professionals, Volunteers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**Mountain View
 Second**

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

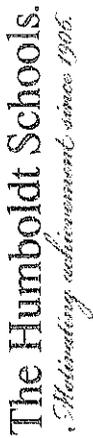
- In the current school year, 100% of our second grade students will show measurable growth.
- In the current school year, the average growth for second grade will be 61 points.
- The beginning benchmark Developmental Level (DL) on the August IE assessment was 621.
- In the current school year, 80% of our second grade students will meet or exceed on Galileo.

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Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers, Para-Professionals
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice, Number Talks	Teacher Made Assessments, Math Program Assessments, Informal and Formal Assessment Check-Off Sheet	Weekly Daily	Teachers & Special Education Teachers, Para-Professionals
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



Mountain View
Third

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

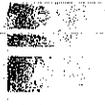
In the current school year, 100% of our third grade students will show measurable growth.

In the current school year, the average growth for third grade will be 62 points.

The beginning benchmark Developmental Level (DL) on the August IE assessment was 751.

In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers, Title One Staff, Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Activities	SRI	Quarterly	Teachers, Title One Staff, Special Education Teachers
	Progress monitor all students monthly to determine teaching strategies.	DIBELS	Aug. 2014, Dec. '14, May '15	Teachers, Title One Staff, Special Education Teachers
	Fab 5 interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers
	Progress monitor all students on Sight Words	High Frequency Word List	Quarterly	Teachers & Special Education Teachers, Para-Professionals, Volunteers



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**Mountain View
 Third**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

In the current school year, 100% of our third grade students will show measurable growth.

In the current school year, the average growth for third grade will be 77 points.

The beginning benchmark Developmental Level (DL) on the August IE assessment was 724.

In the current school year, 80% of our third grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct.'14, Jan. '15, May '15	Teachers & Special Education Teachers
	District Writing Prompts, Quick Writes	Writing Prompt Rubrics Quick Write Rubrics	Sept., Nov., Feb. Twice Weekly	Teachers & Special Education Teachers
	Easy Grammar System	Easy Grammar Assessments	Monthly	Teachers & Special Education Teachers



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**Mountain View
 Third**

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our third grade students will show measurable growth.
 In the current school year, the average growth for third grade will be 89 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 705.
 In the current school year, 80% of our third grade students will meet or exceed on Galileo.**

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
2- frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct.'14, Jan. '15, May '15	Teachers & Special Education Teachers, Para-Professionals
	Georgia & Engage New York Lessons, PLL lessons	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers, Para-Professionals
	Daily Fluency Practice, Homework, Flashcards, Calculator Practice, Number Talks	District and School Addition & Subtraction Assessments	Daily	Teachers & Special Education Teachers, Para-Professionals
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers



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**Mountain View
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 48 points.
- The beginning benchmark Developmental Level (DL) on the August IE assessment was 849.
- In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
2- frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly Aug.	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers
	Close Reads, Partner Shares, 6-Minute Solutions, McCall-Crabbs, Read Works	Comprehension and Fluency Records	Daily/Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**Mountain View
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

**In the current school year, 100% of our fourth grade students will show measurable growth.
 In the current school year, the average growth for fourth grade will be 55 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 841.
 In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	District Writing Prompts, Quick Writes	Writing Prompt Rubrics Quick Write Rubrics	Sept., Nov., Feb. Twice Weekly	Teachers & Special Education Teachers
	Step-Up to Writing, Pen Pals, Writer's Express, Internet Sources, 6-Trait Curriculum	Writing Rubrics	Monthly	Teachers & Special Education Teachers



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**Mountain View
 Fourth**

**HUMBOLDT UNIFIED
 SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

In the current school year, 100% of our fourth grade students will show measurable growth. In the current school year, the average growth for fourth grade will be 61 points. The beginning benchmark Developmental Level (DL) on the August IE assessment was 810. In the current school year, 80% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL's District Fact Drills	Teacher Made Assessments, Math Program Assessments, Informal Assessment & Participation	Weekly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers
	Number Talks, Math-Real-World Applications Related to Reading Standards, SRA Math, Cross-Curricular Integrations of Math Concepts	Informal Assessments and Participation	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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HUMBOLDT UNIFIED SCHOOL DISTRICT

SCHOOL GOALS

2014-15

**Mountain View
Fifth**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

**In the current school year, 100% of our fifth grade students will show measurable growth.
In the current school year, the average growth for fifth grade will be 54 points.
The beginning benchmark Developmental Level (DL) on the August IE assessment was 924.
In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers
	6-Minute Solutions, Text Dependent Questions from Edmodo.com, Read Naturally, Close Reads	Resource Assessments, Informal and Formal Assessment Check-off Sheet	Daily	Teachers & Special Education Teachers



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**Mountain View
 Fifth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

**In the current school year, 100% of our fifth grade students will show measurable growth.
 In the current school year, the average growth for fifth grade will be 54 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 924.
 In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.**

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct.'14, Jan. '15, May '15	Teachers & Special Education Teachers
	District Writing Assessments	Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers
	Quick Writes, Daily Language Review, Daily Six-Trait Writing, Daily Paragraph Editing, Excellence in Writing, G.U.M.	Teacher Made Rubrics	Daily	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

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**Mountain View
Fifth**

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our fifth grade students will show measurable growth.
 In the current school year, the average growth for fifth grade will be 53 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 924.
 In the current school year, 80% of our fifth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
5 frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice, SRA Math, Math Talks	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals, Volunteers
	Entrance & Exit Tickets, Teacher Made Worksheets, Internet Generated Worksheets, District Fact Drills	Assess 80% Accuracy	Daily	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Mountain View
 Fourth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Science

- In the current school year, 100% of our fourth grade students will show measurable growth.
- In the current school year, the average growth for fourth grade will be 71 points.
- The beginning benchmark Developmental Level (DL) on the August IE assessment was 853.
- In the current school year, 70% of our fourth grade students will meet or exceed on Galileo.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers
	Science Newspapers, EIE Curriculum, Project Wild, Habitat Lessons	Daily/Weekly	Aug. 2014 - May '15	Teachers, Highland Center Instructor
	Community Involvement (Highland Center, AZ Game & Fish, Arbor Day)	Student Participation, Surveys	Fall & Spring	Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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**Mountain View
Sixth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Reading

In the current school year, 100% of our sixth grade students will show measurable growth. In the current school year, the average growth for sixth grade will be 55 points. The beginning benchmark Developmental Level (DL) on the August IE assessment was 1111. In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.

Strategy/intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15 Quarterly	Teachers & Special Education Teachers
	Reading Counts Tests, Lexia Reading Program, Differentiated Reading Groups, Daily Fluency Passages	SRI	Quarterly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals,
	Daily Reading Logs	SRI	Daily/Weekly	

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible



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**Mountain View
Sixth**

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Writing

**In the current school year, 100% of our sixth grade students will show measurable growth.
 In the current school year, the average growth for sixth grade will be 50 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 1059.
 In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
		Writing Prompts	Sept., Nov., Feb.	Teachers & Special Education Teachers



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**Mountain View
Sixth**

**HUMBOLDT UNIFIED
SCHOOL DISTRICT
SCHOOL GOALS
2014-15**

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

Goal 1. To Raise the Level of Student Achievement

SMART Goal: Math

**In the current school year, 100% of our sixth grade students will show measurable growth.
 In the current school year, the average growth for sixth grade will be 66 points.
 The beginning benchmark Developmental Level (DL) on the August IE assessment was 1052.
 In the current school year, 80% of our sixth grade students will meet or exceed on Galileo.**

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
2- frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Reteach and retest standards that show 80% of the students performing below 80%	Galileo	Aug. 2014, Oct. '14, Jan. '15, May '15	Teachers & Special Education Teachers
	Georgia & Engage New York Lessons, PLL lessons, Daily Fluency Practice	Teacher Made Assessments, Math Program Assessments	Weekly	Teachers & Special Education Teachers
	Fab 5 Interventions	Galileo Made Assessments	Weekly for 4 week intervals	Teachers & Special Education Teachers, Para-Professionals,
	Scientific Calculations and Formulas	Pop Quizzes	Weekly	Teachers & Special Education Teachers

THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital



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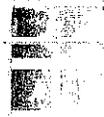
Mountain View

**HUMBOLDT UNIFIED SCHOOL DISTRICT
SCHOOL GOALS
2014-2015**

Goal 2. Focus on Planning for Future Student Needs

SMART Goal: Mountain View will continue in the development and implementation of the Problem Solving Intervention Team for academics and behavior modeled after Arizona RTI to decrease the number of Special Education referrals & discipline referrals.

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Frequent monitoring of individual students that changes classroom instruction and increases growth in student achievement.	Hold RTI meetings every six weeks, FAB 5 interventions, differentiated instruction, Child Study Process	Sign-in Sheet, FAB 5 documentation and achievement of goals, Child Study documentation, and special education placement.	September 2014 -2015	Building Principal, Teachers, Instructional Specialist, Special Education Teachers, ELL Teachers, and RTI Team Members
	Professional Development	sign-in sheets, walk through documentation, teacher evaluation	August 2014-May 2015	Building Principal, instructional Specialist



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THREE TO FIVE-YEAR DISTRICT PRIORITIES

- Priority - Academic Excellence for All Students; personalized education; student-centered learning
- Priority - Partnerships through Collaboration; all stakeholders; effective communication
- Priority - Supporting Outstanding Staff; high quality professional development; organizational recognition
- Priority - Effective Resource Management; responsible stewardship; maximizing human and financial capital

**HUMBOLDT UNIFIED SCHOOL DISTRICT
 SCHOOL GOALS
 2014-2015**

Goal 3. Increase Parental/Community Involvement

SMART Goal: Mountain View will decrease Parental Disagree & Strongly Disagree Ratings by 2% in the following areas as evidenced in the 2015 Advanced Ed Survey :

- All of my child's teachers meet his/her learning needs by individualizing instruction. 6.77%
- Our school communicates effectively about the school's goals and activities. 8.29%
- All of my child's teachers keep me informed regularly of how my child is being graded. 10.88%

Strategy/Intervention	Activities to implement the strategy/intervention	Metrics	Timelines Begin/End	Responsible Persons/Updates
Increase parental access and knowledge of their child's instruction, progress and grading.	Teachers will conduct parent data meetings twice a year showing Galileo data, Lexile scores, DIBELS scores, math timed test scores, and other pertinent information.	Parent sign-in sheets, evaluation forms, parent and student contract goals, and parent survey.	August 2014 – May 2015	Building Principal, Teachers, Special Education Teachers, Title One Teachers, Instructional Specialist, ELL Teachers.
	Facebook, School Website, and Family Link	Parent Survey	September 2014 - 2015	Teachers

