

## STUDENT ACHIEVEMENT GOALS – Bryan DeAugustine, Principal, Aspen Ridge School

	<b>Goals &amp; Objectives</b>	<b>Strategies</b>	<b>Measure</b>	<b>Evidence</b>	<b>Support</b>	<b>Discussion &amp; Summary</b>
1.	Raise writing scores by at least 10% over the next three years. *	a) Implement 6+1 Writing Traits b) Implement writing across the curriculum K-8 c) Implement locally-developed writing assessments K-8	Improved performance by students on state and local assessments  Reduction of referrals for additional assistance	MEAP results (2012 and 2013)  Results from locally-developed grade-level writing assessments  Documentation of staff meetings and professional development activities	Professional development time  Support for necessary changes to programming and delivery of instruction	
2.	Work with the Coordinator of State and Federal Programs to close the gap between students with disabilities (SWD) and their non-disabled peers on state and local assessments.	a) Allocate time for Special Education and General Education teachers to collaborate on differentiated instruction b) Support the efforts of the CSFP to increase the volume and quality of communication between Special Ed. and General Ed. staff.	Improved performance by students on state and local assessments  Reduction of referrals for additional assistance  SWD involvement in the General Ed. curriculum	MEAP results (2012 and 2013)  Results from core content area assessments  Documentation of staff meetings and professional development activities  Teacher evaluations	Allocate time or resources needed	
3.	Establish and communicate the importance that the educational program be tailored to meet the academic, disciplinary, social, and emotional needs of all students	a) The Principal will ensure that the <i>Student Assistance Team, Behavior Management Team and Individualized Education Plan</i> teams follow established protocols to ensure a timely response to all learning needs b) The Principal will utilize staff meetings, individual communication and professional development opportunities to reinforce the importance the instruction be differentiated	Formal and informal feedback regarding approaches to academic programming, discipline management, and student support systems  Improved performance and success by all students identified for assistance	District/building surveys  Quarterly reports to Superintendent and AD Team  Meeting agendas and minutes: <i>Student Assistance Team, Behavior Management Team</i> and professional development meetings	Support for necessary changes to programming and delivery of instruction  Allocate time or resources needed- including time to collaborate with the <i>Coordinator of State and Federal Programs</i>	

\* As this is a multi-year objective, the initial evaluative rating will be based on successful implementation of the strategies listed.