

STUDENT ACHIEVEMENT GOALS – Tonya Perry, Coordinator of State & Federal Programs

	Goals & Objectives	Strategies	Measure	Evidence	Support	Discussion & Summary
1.	Close the gap between students with disabilities (SWD), At Risk and Title-eligible students and their non-disabled peers	<p>a. Provide information regarding differentiated instruction to General Ed. staff</p> <p>b. Engage in collegial conversation with all staff, emphasizing the key role they play in educating those at risk or students with special needs</p> <p>c. Allocate time for Special Ed. and General Ed. teachers to analyze data and establish common goals</p>	<p>Improved student performance on state and local assessments</p> <p>SWD' involvement in the General Ed. curriculum</p> <p>Observable shift in classroom instructional practices; less resistance to accommodating students' learning needs</p>	<p>MEAP results and results from core content area assessments</p> <p>Documentation of staff meetings and professional development activities</p> <p>Intervention logs (Title students)</p> <p>Teacher evaluations</p>	<p>Reinforce the priority that all students achieve at high levels, thereby valuing the work of the staff who are charged with the responsibility to ensure SWD achieve</p> <p>Provide conspicuous support for necessary changes to programming and delivery of instruction.</p> <p>Professional development time</p>	
2.	Work with staff to establish priorities for Title I	<p>a. Engage staff formally and informally regarding the Title program (including survey)</p> <p>b. Assist in the development of the consolidated application</p> <p>c. Collaborate with experienced Title I colleagues and make use of training available at MARESA</p>	<p>High level of parent involvement</p> <p>Increased level of staff involvement in the establishment of Title priorities</p> <p>Quarterly report to administrators pertaining to research-based practices being utilized/studied</p>	<p>Documentation of meetings and Title I priorities for 2012-2013</p> <p>Attendance logs at family events</p> <p>Successful completion of consolidated application</p>	<p>Make Title I spending decisions based on staff input and student need</p> <p>Work with Superintendent to complete the consolidated application activities including setting timelines for work completion</p>	
3.	Oversee and manage the Continuous Improvement Monitoring (CIMS) process	Attend monthly Special Ed. Coordinator meetings and utilize MARESA resources	CIMS reporting will be accurate and timely	CIMS report	Allocate time or resources needed	
4.	Identify programs/services to benefit students at risk of exhibiting unhealthy behaviors (substance abuse, sexual activity, obesity)	<p>a. Complete and review student eligibility worksheets K-12</p> <p>b. Convene meeting with administrators, counselors and school nurse to discuss needs present</p> <p>c. Determine, through research of best practices the intervention/prevention programs that will benefit identified students</p>	Decrease in frequency of unhealthy behaviors (measured over multiple years)	<p>Eligibility worksheets</p> <p>Personnel logs documenting time spent implementing programs/services</p>	Professional development and collaboration time	