

## Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>School Goal # 3: Differentiated Curriculum for High Achievers</b>			
<b>Teachers will proactively plan curriculum that addresses the needs of the top student achievers.</b>			
<b>What data did you use to form this goal?</b> Reports and observations from teachers and principal. Parent/Teacher conferences. Site Council meeting discussions. Community concern about District GATE program.		<b>How does this goal align to your Local Educational Agency Plan goals?</b> This goal aligns with the District's intent for differentiated curriculum and instruction.	
<b>What did the analysis of the data reveal that led you to this goal?</b> Students at both ends of the spectrum have different needs. All students require PEPs to support individual goals for student learning. We recognize the high achievers still need more opportunities whereas low performing students have a variety of support systems embedded in the special education department.		<b>Which stakeholders were involved in analyzing data and developing this goal?</b> Site Council Members: <ul style="list-style-type: none"> <li>• Parents</li> <li>• Teachers</li> <li>• Principal</li> <li>• Members of the Staff</li> </ul>	
<b>Who are the focus students and what is the expected growth?</b> Top students, Kindergarten through 5 <sup>th</sup> Grade who would benefit from differentiated curriculum. Students will be given more opportunities to interact with curriculum and creatively contribute to their learning outcomes.		<b>What data will be collected to measure student achievement?</b> Collaboration, assessments and reports based on student data and achievements.	
<b>What process will you use to monitor and evaluate the data?</b> Observations & Collaborations			
<b>Strategies/Actions to Implement this Goal</b>	<b>Start/Completion Date/Personnel</b>	<b>Each Funding Source/ Amount</b>	<b>Process for Evaluation of Implementation</b>

Site Work: staff collaboration meetings and site meetings specifically focused on curriculum designed for high achieving students.	2012-2013		Written extensions to lesson plans and assessments.  Peer observations and supervisor observations
Sharing best practices at staff and leadership team meetings  Thursday site meetings offering professional development in Curriculum design.	2012-2013		Group discussions
Trimester reviews – students who are top achievers in any curricular area will receive differentiated curriculum.	2012-2013		Teachers/principal reviews students' report cards and trimester data for areas of academic growth.
Teachers informed of identified GATE students as well as students who are performing above grade level.  Parent/Teacher conferences help identify areas of disengagement due to curriculum not meeting the students' needs and then collaboratively determining necessary curriculum changes.	2012-2013		Teacher assessment of student's engagement and work.  Teacher/Parent
District-wide meetings to discuss curriculum and best practices	2012-2013		