

Board Priority: Measurable gains/growth as measured by national and state test scores
Goal 1: Ensure success for every student by meeting high standards of performance.

Improvement of student performance on national tests.

Indicators	Baseline						Results					Targets									
	2007-08		2008-09		2009-10		2010-11 Target		2010-11 Actual		Difference	2011-12		2012-13		2013-14		2014-15		2015-16	
	n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%
#/% of students meeting or exceeding the national average on the composite ITBS in grade 3	122	87%	139	85%	148	88%	180	91%	141	87%	-4.00%		92%		95%		97%	0	98%		100%
#/% of students meeting or exceeding the national average on the composite ITBS in grade 5	141	92%	155	90%	143	96%	163	96%	167	89%	-6.00%		94%		96%		97%	0	98%		100%

Students will demonstrate continuous improvement on state indicators and performance assessments.

Improvement on state assessments

Elementary Schools																						
Indicators	Group	Baseline						Results					Targets									
		2007-08		2008-09		2009-10		2010-11 Target		2010-11 Actual		Difference	2011-12		2012-13		2013-14		2014-15		2015-16	
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed standards on Math CRCT	All Students	m=329 e=438	m=40.2 e=53.6	m=236 e=534	m=29 e=67	m=268 e=534	m=31.94 e=63.65	m= e=	m=31.0 e=65.0	m=125 e=364	m=24.18 e=70.41	m= -6 e= +5	m= e=	m=22% e=72%	m= e=	m=20% e=74%	m= e=	m=20% e=76%	m= e=	m=20% e=78%	m= e=	m= 20% e=80%
	Asian	m=45 e=131	m=24.3 e=71	m=37 e=230	m=14 e=85	m=38 e=141	m=20.99 e=77.90	m= e=	m=19.0 e=78.0	m=11 e=105	m=9.32 e=88.98	m= -10 e= +10	m= e=	m=9.00 e=89.0	m= e=	m=8.0 e=90.0	m= e=	m=7.0 e=91	m= e=	m=6 e= 92	m= e=	m= 7 e= 93
	Black	TFC	TFC	TFC	TFC	m=21 e=16	m=50.00 e=38.10	m= e=	m= e=	m=14 e=8	m=46.67 e= 26.67	m= e=	m= e=	m=48 e=28	m= e=	m=51 e=31	m= e=	m=54 e=35	m= e=	m=55 e=40	m= e=	m=55 e=45
	Hispanic	TFC	TFC	TFC	TFC	m=14 e=9	m=53.8e =34.62	m= e=	m= e=	m=3 e=6	m=30 e=60	m= e=	m= e=	m=29 e=61	m= e=	m=30 e=63	m= e=	m=31 e=65	m= e=	m=32 e=67	m= e=	m=32 e=68
	Amer Indian	TFC	TFC	TFC	TFC	m=0 e=1	m=0.00 e=100.0 0	m= e=	m= e=	m= e=1	m=0 e=100	m= e=	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100
	White	m=242 e=282	m=43.5 e=50.8	m=148 e=367	m=26 e=65	m=187 e=344	m=33.5e =61.76	m= e=	m=26.2 e=65.4	m=95 e=229	m=27.94 e=67.35	m=+1.7 e=+2	m= e=	m=26.0 e=68.0	m= e=	m=27.0 e=69.0	m= e=	m=28.0 e=70.0	m= e=	m=29 e=71	m= e=	m=28 e=72
	Multi-racial	TFC	TFC	TFC	TFC	m=8 e=23	m=25.0 e=71.88	m= e=	m= e=	m=2 e=15	m=11.11 e=83.33	m= e=	m= e=	m=10 e=84	m= e=	m=11 e=85	m= e=	m=12 e=86	m= e=	m=12 e=87	m= e=	m=12 e=88
	SWD	m=53 e=25	m=51.5 e=24.3	m=30 e=27	m=44 e=39	m=38 e=21	m=47.5e =26.25	m= e=	m=47.5 e=29.0	m=33 e=14	m=50.77 e=21.54	m=+3 e= -8	m= e=	m=50 e=30	m= e=	m=53 e=33	m= e=	m=56 e=36	m= e=	m=59 e=39	m= e=	m=60 e=40
	ELL	m=16 e=17	m=46.1 e=48.3	TFC	TFC	m=18 e=15	m=54.5e = 45.45	m= e=	m= e=	m=6 e=18	m=24 e=72	m= e=	m= e=	m=24 e=73	m= e=	m=24 e=74	m= e=	m=24 e=75	m= e=	m=24 e=76	m= e=	m=23 e=77
	Econ. Dis.	TFC	TFC	TFC	TFC	m=24 e=10	m=66.6e =27.78	m= e=	m= e=	m=14 e=19	m=33.33 e=45.24	m= e=	m= e=	m=35 e=47	m= e=	m=37 e=50	m= e=	m=38 e=53	m= e=	m=39 e=56	m= e=	m=40 e=60

Note: 2008 through 2010 include grades 1-5. 2011 forward includes only grades 3 through 5



Elementary Schools																						
Indicators	Group	Baseline						Results					Targets									
		2007-08		2008-09		2009-10		2010-11		2010-11 Actual		Difference	2011-12		2012-13		2013-14		2014-15		2015-16	
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed standards on ELA CRCT	All Students	m=699 e=871	m=43.4 e=54.1	m=654 e=923	m=41 e=59	m=655 e=987	m=39.13 e=58.96	m= e=	m=39 e=61	m=314 e=683	m=30.66 e=66.79	m= -9 e= +6		m=31 e=67	m= e=	m=30 e=68	m= e=	m=29 e=70	m= e=	m=28 e=71	m= e=	m=27 e=73
	Asian	m=108 e=227	m=31.3 e=66	m=98 e=237	m=29 e=70	m=83 e=265	m=23.18 e=74.02	m= e=	m=23 e=74	m=42 e=185	m=18.1 e=79.74	m= -5 e= +5	m= e=	m=18 e=80	m= e=	m=17 e=81	m= e=	m=16 e=82	m= e=	m=15 e= 83	m= e=	m= 14 e= 86
	Black	TFC	TFC	TFC	TFC	m=47 e=31	m=55.9e e=36.90	m= e=	m= e=	m= 30 e= 17	m= 51.7 e= 29.31	m= e=	m= e=	m=53 e=31	m= e=	m=55 e=33	m= e=	m=57 e=35	m= e=	m=59 e=37	m= e=	m=61 e=39
	Hispanic	TFC	TFC	TFC	TFC	m=32 e=18	m=61.54 e=34.62	m= e=	m= e=	m=8 e=12	m=40 e=60	m= e=	m= e=	m=39 e=61	m= e=	m=38 e=62	m= e=	m=37 e=63	m= e=	m=36 e=64	m= e=	m=35 e=65
	Amer Indian	TFC	TFC	TFC	TFC	m=0 e=2	m=0.00 e=100.00	m= e=	m= e=	m=0 e=2	m=0 e=100	m= e=	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e= 100	m= e=	m=0 e=100
	White	m=510 e=578	m=45.9 e=52.1	m=479 e=621	m=42 e=55	m=471 e=629	m=42.2e e=56.46	m= e=	m=40 e=60	m=227 e=438	m=33.5 e=64.79	m= -6 e= +5	m= e=	m=34 e=65	m= e=	m=33 e=66	m= e=	m=32 e=67	m= e=	m=31 e=68	m= e=	m=30 e=70
	Multi-racial	TFC	TFC	TFC	TFC	m=22 e=42	m=34.3e e=65.63	m= e=	m= e=	m=7 e=29	m=19.4 e=80.5	m= e=	m= e=	m=20 e=80	m= e=	m=19 e=81	m= e=	m=18 e=82	m= e=	m=17 e=83	m= e=	m=16 e=84
	SWD	m=134 e=58	m=65 e=28	m=79 e=45	m=58 e=33	m=109 e=33	m=68.13 e=20.63	m= e=	m=68 e=23	m=76 e=31	m=58.4 e=23.8	m= -10 e= +8	m= e=	m=60 e=25	m= e=	m=62 e=27	m= e=	m=64 e=30	m= e=	m= 66 e=32	m= e=	m=66 e=34
	ELL	m=17 e=16	m=42.5 e=40	TFC	TFC	m=24 e=32	m=38.71 e=51.61	m= e=	m= e=	m=17 e=21	m=42.5 e=52.5	m= e=	m= e=	m=42 e=53	m= e=	m=43 e=54	m= e=	m=44 e=55	m= e=	m=43 e=57	m= e=	m=42 e=58
	Econ. Dis.	TFC	TFC	TFC	TFC	m=46 e=18	m=65.71 e=25.71	m= e=	m= e=	m=38 e=39	m=45.2 e=46.4	m= e=	m= e=	m=46 e=47	m= e=	m=47 e=48	m= e=	m=48 e=49	m= e=	m=49 e=50	m= e=	m=50 e=50

Note: 2008 through 2010 include grades 1-5. 2011 forward includes only grades 3 through 5



Elementary Schools																			
Indicators	Group	Baseline								Targets									
		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed standards on Science CRCT	All Students	m=168 e=284	m=35 e=59	m=149 e=331	m=30 e=67	m=117 e=380	m=23 e=74	m=114 e=388	m=22 e=75	m= e=	m=22 e=76	m= e=	m=22 e=77	m= e=	m=22 e=78	m= e=	m=20 e=80	m= e=	m=20 e=80
	Asian	m=34 e=65	m=31 e=59	m=21 e=75	m=21 e=75	m=16 e=98	m=13 e=82	m=16 e=99	m=13.5 e=83.9	m= e=	m=14 e=85	m= e=	m=14 e=86	m= e=	m=13 e=87	m= e=	m=12 e=88	m= e=	m=11 e=89
	Black	TFC	TFC	TFC	TFC	TFC	TFC	m=15 e=9	m=50 e=30	m= e=	m=52 e=33	m= e=	m=56 e=39	m= e=	m=58 e=42	m= e=	m=56 e=44	m= e=	m=50 e=50
	Hispanic	TFC	TFC	TFC	TFC	TFC	TFC	m=4 e=5	m=40 e=50	m= e=	m=40 e=52	m= e=	m=40 e=54	m= e=	m=40 e=56	m= e=	m=40 e=60	m= e=	m=38 e=62
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	m=0 e=1	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100
	White	m=113 e=196	m=35 e=61	m=109 e=234	m=31 e=67	m=80 e=248	m=24 e=74	m=75 e=260	m=22 e=76.4	m= e=	m=22 e=78	m= e=	m=21 e=79	m= e=	m=20 e=80	m= e=	m=19 e=81	m= e=	m=18 e=82
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	m=4 e=14	m=22.2 e=77.78	m= e=	m=21 e=79	m= e=	m=20 e=80	m= e=	m=19 e=81	m= e=	m=18 e=82	m= e=	m=16 e=84
	SWD	m=32 e=28	m=43 e=38	m=29 e=25	m=49 e=42	m=27 e=25	m=48 e=45	m=30 e=27	m=46 e=41.5	m= e=	m=46 e=42	m= e=	m=48 e=44	m= e=	m=50 e=44	m= e=	m=52 e=48	m= e=	m=50 e=50
	ELL	m=5 e=3	m=45 e=27	m=4 e=3	m=40 e=30	TFC	TFC	m=7 e=13	m=28 e=52	m= e=	m=30 e=54	m= e=	m=33 e=56	m= e=	m=36 e=58	m= e=	m=40 e=60	m= e=	m=38 e=62
	Econ. Dis.	TFC	TFC	TFC	TFC	m=4 e=6	m=36 e=55	m=15 e=23	m=35.7 e=54.7	m= e=	m=37 e=55	m= e=	m=39 e=57	m= e=	m=40 e=58	m= e=	m=40 e=60	m= e=	m=38 e=62

Note: 2008 through 2010 include grades 1-5. 2011 forward includes only grades 3 through 5



Elementary Schools																			
Indicators	Group	Baseline								Targets									
		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
#/% of students who meet / exceed standards on Social Studies CRCT	All Students	m=193 e=274	m=41 e=58	m=293 e=184	m=59 e=37	m=189 e=303	m=37 e=59	m=184 e=303	m=36.15 e=59.53	m= e=	m=37 e=60	m= e=	m=38 e=61	m= e=	m=38 e=62	m= e=	m=37 e=63	m= e=	m=36 e=64
	Asian	m=39 e=65	m=38 e=62	m=46 e=52	m=46 e=53	m=28 e=86	m=24 e=74	m=27 e=86	m=23.2 e=59.5	m= e=	m=24 e=60	m= e=	m=26 e=63	m= e=	m=28 e=66	m= e=	m=31 e=69	m= e=	m=30 e=70
	Black	TFC	TFC	TFC	TFC	TFC	TFC	m=15 e=5	m=55.5 e=18.5	m= e=	m=57 e=20	m= e=	m=61 e=23	m= e=	m=65 e=26	m= e=	m=67 e=27	m= e=	m=70 e=30
	Hispanic	TFC	TFC	TFC	TFC	TFC	TFC	m=4 e=5	m=40 e=50	m= e=	m=42 e=51	m= e=	m=44 e=52	m= e=	m=46 e=53	m= e=	m=46 e=54	m= e=	m=45 e=55
	Amer Indian	TFC	TFC	TFC	TFC	TFC	TFC	m=0 e=1	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100	m= e=	m=0 e=100
	White	m=120 e=195	m=37 e=61	m=216 e=120	m=62 e=35	m=132 e=194	m=40 e=58	m=134 e=193	m=39.7 e=57.2	m= e=	m=40 e=58	m= e=	m=39 e=61	m= e=	m=38 e=62	m= e=	m=37 e=63	m= e=	m=36 e=64
	Multi-racial	TFC	TFC	TFC	TFC	TFC	TFC	m=4 e=13	m=22.2 e=72.2	m= e=	m=23 e=73	m= e=	m=23 e=74	m= e=	m=23 e=75	m= e=	m=23 e=77	m= e=	m=20 e=80
	SWD	m=43 e=26	m=58 e=35	m=39 e=11	m=66 e=19	m=34 e=16	m=61 e=29	m=31 e=19	m=48.4 e=29.6	m= e=	m=50 e=31	m= e=	m=52 e=35	m= e=	m=54 e=38	m= e=	m=56 e=34	m= e=	m=55 e=45
	ELL	m=7 e=2	m=70 e=20	m=6 e=3	m=60 e=30	TFC	TFC	m=8 e=8	m=40 e=40	m= e=	m=42 e=42	m= e=	m=45 e=45	m= e=	m=46 e=46	m= e=	m=48 e=46	m= e=	m=50 e=50
	Econ. Dis.	TFC	TFC	TFC	TFC	TFC	TFC	m=17 e=17	m=40.4 e=40.4	m= e=	m=42 e=42	m= e=	m=43 e=43	m= e=	m=45 e=44	m= e=	m=48 e=46	m= e=	m=50 e=50

Note: 2008 through 2010 include grades 1-5. 2011 forward includes only grades 3 through 5



(b) Increase state writing performance at grade 5

Indicators	Group	Baseline						Results					Targets										
		2007-08		2008-09		2009-10 Actual		2010-11 Target		2010-11 Actual		Difference	2011-12		2012-13		2013-14		2014-15		2015-16		
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%	
#/% of students who meet / exceed writing standards in grade 5	All Students	m=91 e=18	m=57 e=43	m=124 e=9	m=71 e=26	m=855 e=265	m=59.15 e=74.02	m=	m=72 e=36	m=119 e=15	m=70 e=39.4	m= -1 e=	m=	m=75 e=37	m=	m=72 e=30	m=	m=71 e=31	m=	m=70 e=32	m=	m=72 e=35	
	Asian	m=22 e=18	m=32 e=43	m=24 e=9	m=71 e=26	m=87 e=265	m=23.18 e=74.02	m=	m=62 e=36	m=22 e=15	m=37.8 e=39.4	m= -1 e=	m=	m=60 e=40	m=	m=38 e=42	m=	m=36 e=44	m=	m=34 e=46	m=	m=32 e=48	
	Black	TFC	TFC	TFC	TFC	m=31 e=24	m=36.90 e=26.90	m=	m=	m=2 e=2	m=100 e=25	m=	m=	m=27 e=27	m=	m=30 e=30	m=	m=31 e=31	m=	m=32 e=32	m=	m=35 e=35	
	Hispanic	TFC	TFC	TFC	TFC	m=32 e=18	m=61.54 e=34.62	m=	m=	m=2 e=0	m=100 e=0	m=	m=	m=50 e=50	m=	m=50 e=50	m=	m=0 e=100	m=	m=0 e=100	m=	m=0 e=100	
	Amer Indian	TFC	TFC	TFC	TFC	m=0 e=2	m=100.0 e=100.0	m=	m=	m=0 e=0	m=0 e=0	m=	m=	m=	m=	m=	m=	m=	m=	m=	m=	m=	m=
	White	m=58 e=34	m=56 e=33	m=87 e=31	m=70 e=25	m=471 e=629	m=42.2e e=56.46	m=	m=70.8 e=25.8	m=86 e=29	m=72.8 e=24.5	m= +2 e= -1.3	m=	m=74 e=25	m=	m=74 e=26	m=	m=73 e=27	m=	m=72 e=26	m=	m=70 e=30	
	Multi-racial	TFC	TFC	TFC	TFC	m=22 e=42	m=34.3e e=65.63	m=	m=	m=3 e=1	m=75 e=25	m=	m=	m=50 e=50	m=	m=25 e=75	m=	m=25 e=75	m=	m=0 e=100	m=	m=0 e=100	
	SWD	m=12 e=3	m=46 e=12	m=18 e=3	m=69 e=12	m=109 e=33	m=68.13 e=20.63	m=	m=73 e=19	m=20 e=1	m=86.9 e=4.35	m= +14 e= -15	m=	m=87 e=6	m=	m=87 e=8	m=	m=87 e=10	m=	m=87 e=12	m=	m=85 e=15	
	ELL	TFC	TFC	TFC	TFC	m=24 e=32	m=38.71 e=51.61	m=	m=	m=7 e=1	m=87.5 e=12.5	m=	m=	m=88 e=12	m=	m=86 e=14	m=	m=84 e=16	m=	m=80 e=20	m=	m=75 e=25	
	Econ. Dis.	TFC	TFC	TFC	TFC	m=46 e=18	m=65.71 e=25.71	m=	m=	m=11 e=2	m=84.6 e=15.3	m=	m=	m=84 e=16	m=	m=80 e=20	m=	m=78 e=22	m=	m=76 e=24	m=	m=75 e=25	



Improvement in students reading on grade level at grade 3

Indicators	Group	Baseline				Results						Targets										
		2007-08		2008-09		2009-10		2010-11 Target		2010-11 Actual		Difference	2011-12		2012-13		2013-14		2014-15		2015-16	
		n	%	n	%	n	%	n	%	n	%		n	%	n	%	n	%	n	%	n	%
#/% of students reading on grade level in grade 3 as measured by DRA	All Students	Baseline Data begins in 2009-10				152	0.92	0	93%	140	83.33	-9.7	0	85	0	90	0	95	0	100	0	100
	Asian					46	100%	0	100%	29	93.55	?	0	95	0	96	0	98	0	99	0	100
	Black					5	0.63	0	65%	5	55.56	-10	0	60	0	70	0	80	0	90	0	100
	Hispanic					3	100%	0	100%	3	75%	-25%	0	75	0	82	0	89	0	96	0	100
	Amer Indian					1	100%	0	0%	0	0	0	0	0	0	0	0	0	0	0	0	0
	White					90	0.9	0	93%	96	82.76	-10%	0	85	0	90	0	95	0	100	0	100
	Multi-racial					7	0.88	0	90%	7	87.5	-2.50%	0	89	0	91	0	93	0	95	0	100
	SWD					8	0.57	0	60%	6	35.29	-25%	0	40	0	55	0	70	0	85	0	100
	ELL					4	100%	0	100%	7	87.5	-12.50%	0	90	0	92	0	94	0	96	0	100
	Econ. Dis.					3	0.6	0	0.63	6	37.5	-25.50%	0	45	0	60	0	75	0	90	0	100

ACTION PLAN FOR STUDENT PERFORMANCE

Priority for Student Performance:
Students will improve performance in Reading/ELA. We will maintain and increase a high percentage of students meeting and exceeding the Reading/ELA standards on the CRCT. DRA assessments indicate a downward trend in the number of students reading on or above grade level in third grade. CRCT scores indicate a relative weakness in the area of Reading/ELA in the number/percentage of students exceeding standards.

Student Performance Goal
Student performance in Reading/ELA will show an overall increase in meeting/exceeding on standardized testing as well as a higher percentage of students reading on/above grade level. A greater percentage of students will move from meets to exceeds in the area of reading/ELA. There will also be a decrease in the percentage of students not meeting the standards and more specifically a decrease of SWDs who do not meet the standard.

END-OF-YEAR REVIEW

To be completed at End of Year

I. Goal Attainment: Met Partially Met Did not meet

II. Evidence of change

What evidence supports progress towards attainment of your goal? When analyzing Math CRCT data for all students, the percent of students exceeding standards has risen from 53% in 2008 to 70% in 2011. Therefore we feel it is necessary to maintain our current performance in math and switch our focus to reading/ELA due to the decrease in the number of students reading on/above grade level in third grade from 92% in 2009-2010 to 83% in 2011.

III. Reflections / Next Steps

Based on what you have learned, list adjustments to your plan for next year: Due to the percent of students exceeding standards in math rising from 53% in 2008 to 70% in 2011 and the number of students reading on/above grade level in third grade dropping from 92% in 2010 to 83% in 2011, we will adjust our focus from math to reading/ELA. We will implement a school wide reading workshop model for balanced literacy and use reading assessment formative and summative data and collaborative planning of reading units to support increased student achievement in reading.

	Resources		Evidence of
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Action, Strategies, Interventions by Adults	School Key/Strand	Person Responsible	Timeline		Financial Resources (Cost and Funding Source)	Training	Monitoring Plan	Mid Year Change (2011-2012)
			2011	2016				
Teachers will collaborate to develop units of study for reading/writing workshop.	I1.1,I-2.1, I-2.2	Classroom Teachers	2011	2016	Foundation/PTA	Columbia Teachers College and teacher leaders (Reading Workshop Key Team members)	Units of Study for each nine weeks copied to administration and utilized by team members.	K-3 are very consistently collaboratively planning and teaching common units. Factions of fourth and fifth grade have begun to implement parts of reading workshop.
Teachers will create and utilize leveled classroom libraries to differentiate reading instruction for all readers.	I-2.1,I-2.3, I-2.5	Classroom Teachers	2011	2016	Free	N/A	Observation by administration of student use of leveled books, differentiated lessons created by teams, and informal walk-throughs.	Most classrooms have leveled libraries that are being actively used by students during reader's workshop. Continued training from Columbia College will support implementation of leveled libraries.
Teachers will regularly conference with students in reading to set goals for students to become proficient readers.	I-2.5, I-2.6, A-1.2	Classroom Teachers	2011	2016	Foundation/PTA	Columbia Teacher's College	Teachers will maintain a data notebook for reading including student reading levels and anecdotal notes from student conferences. Lesson plans will reflect time for student conferencing.	Teachers' data notebooks have been reviewed by administration with commentary provided to teachers. Over half the staff have well developed and consistently utilized notebooks.
Teachers will collaborate to create differentiated lessons for guided reading and strategy groups.	C3.2, I-2.6, A1.3, PL1.4	Classroom Teachers	2011	2016	Free	Teacher leaders	Administrative review of lesson plans and observations of differentiation during reading workshop.	Primary grades are demonstrating strong collaboration and differentiation within readers workshop. Intermediate grades are beginning to implement
Teachers will observe one another and debrief to provide feedback as learning communities to improve implementation of reading workshop.	A-1.3,I-1.1, I-2.6, PL-1.2, SC-1.5	Certified Teachers	Jul-05	Jul-05	Foundation/PTA	N/A	Observation reflections turned in to administration.	As of 2/14/12 62% of the staff have observed another teacher, debriefed with team members, and reflected.