



Target #1: Improvement of student achievement in writing. 75% of fifth graders will Meet or Exceed in writing on the 2008 ISAT.

- Review the use of the writing portfolios at grades three through five in the instructional model as designed by the 2002 Standards Aligned Classroom as well as individual teacher materials with professional development opportunities.
- Implementation of writing conferencing building-wide with professional development.
- Pilot new student-friendly writing rubrics written to respond to the new ISAT writing rubrics developed in October 2006.



Target #2: Improvement of student achievement in reading. 67% of students will Meet or Exceed in reading on the 2008 ISAT.

- 80% of students in the Title I Literacy Program will show at least one year's improvement in reading.
- Provide students with practice on activities similar to the extended response section of the reading ISAT. Research examples to use in professional development opportunities with teachers.
- Continue the "Leap Into Reading" incentive program to assist students in setting goals for students' independent reading (based on grade levels) and the implementation of project-oriented assessment of students' independent reading based on different genre of literature.



Target #3: Increase participation of staff in professional development activities. 100% of certified staff will participate in at least one professional development activity during the 2007-2008 school year with an emphasis on differentiated instruction for at least one academic area.

- Tenured teachers will produce Professional Growth Plans based on teacher need and in accordance with the alternative teacher evaluation procedures.
- Provide on-going morning trainings for Glendale teachers on the philosophy and practices of classrooms based on differentiated instruction.
- Classroom teachers will pilot a "home practice" philosophy in at least one academic area during the 2007-2008 school year.
- Provide training inside and outside of the building/district in research-based interventions to serve students needing a more differentiated approach to learning.
- Provide teachers of the 2007 summer and throughout the school year with professional books and articles from professional journals related to differentiated instruction.
- Research alternative resources that may be useful to classroom teachers in differentiating curriculum for students – especially in the area of technology with software and online resources.