



Student Learning Goal for Laura Ingalls Wilder Elementary

Goals	Indicators	Measures	Target	Actual			Action Priorities
				09-10	10-11	11-12	
<p>98% of students in grades two, three, four and five will be proficient writers by 2012 as measured by the Student Achievement Index</p> <p>2008-09 = 94.12%</p> <hr/> <p>2009-10 Progress 96%</p> <hr/> <p>2010-11 Progress 97%</p> <hr/> <p>2011-12 Progress 98%</p>	Paragraph Writing	<p>CSAP</p> <p>Grade Level Common Assessments (Rubrics)</p> <p>MAP</p> <p>Teacher Grades</p>	<p>2% increase per grade level in proficient range by the end of year one.</p> <p>Additional 2% per grade level in proficient range by the end of year two.</p> <p>Additional 2% per grade level in proficient range by the end of year three.</p>				<p><u>Kindergarten:</u> Improve phonetic spelling skills. Improve sight word recognition and use in writing. Provide focus activities on letter/sound identification and letter recognition. Provide student activities that focus on understand and applying simple sentence structure. Provide student activities that focus on students being able to write 2-3 sentences about a topic.</p> <p><u>1st Grade:</u> Use friendship prompt as the first common assessment. Score using 1st grade rubric and establish a baseline.</p> <p><u>2nd Grade:</u> Provide opportunities for Daily Oral language. Provide meaningful feedback to students re: 2nd grade writing assessment. Implement Lucy Caulkins to increase stamina in writing. Focus on vocabulary expansion Generate commas pacing guide. Implement writers workshop. Introduce Big Mac for structural paragraph organizations</p> <p><u>3rd Grade:</u> Align essential learnings with Lucy Caulkins materials for writing. Implement grade level rubric to provide meaningful feedback to students.</p> <p><u>4th and 5th Grade:</u> Implement writer's workshop per Lucy Caulkins. Use writing rubrics for peer conferences and student and teacher conferences. Use common pacing guide.</p>



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Goals	Indicators	Measures	Target	Actual			Action Priorities
				09-10	10-11	11-12	
<p>90% of students in grades three, four and five will be proficient writers by 2012 as measured by the Writing CSAP</p> <p>Baseline:</p>	Ideas & Content Word Choice	Writing CSAP	2% increase per grade level in proficient range by the end of year one. Additional 2% per grade level in proficient range by the end of year two. Additional 2% per grade level in proficient range by the end of year three.				<p><u>Kindergarten:</u> Provide student opportunities for drawing a detailed picture related to student writing (can include labels.) Provide student opportunities for writing 2 or more sentences that are sequenced. Provide student opportunities for using proper capitalization. Provide student opportunities for using punctuation and spacing between words. Provide student opportunities for using correct letter formation</p> <p><u>1st Grade and 2nd grade:</u> Focus on personal narratives with a beginning, middle and end. Implement Lucy Caulkins program. Establish baseline of letter and sound awareness with dictated sentences.</p> <p><u>3rd Grade to 5th Grade:</u> Implement common assessments. Use guided writing and Words Their Way.</p>
	Organization Sentence Fluency	Writing CSAP	2% increase per grade level in proficient range by the end of year one. Additional 2% per grade level in proficient range by the end of year two. Additional 2% per grade level in proficient range by the end of year three.				
	Conventions	Writing CSAP	2% increase per grade level in proficient range by the end of year one. Additional 2% per grade level in proficient range by the end of year two. Additional 2% per grade level in proficient range by the end of year three.				



Equity Access Goal for Laura Ingalls Wilder Elementary

Goals	Indicators	Measures	Target	Actual			Action Priorities
				09-10	10-11	11-12	
<p>25% of the students in grades three, four and five will score in the advance category in Reading by 2012 as measured by CSAP</p>	<p>Reading Comprehension</p>	<p>CSAP DRA2 MAP</p>	<p>2% increase per grade level in proficient range by the end of year one. Additional 2% per grade level in proficient range by the end of year two. Additional 2% per grade level in proficient range by the end of year three.</p>				<p><u>Kindergarten:</u> Work with students on answering questions based on oral comprehension. Work with students on retelling stories to include beginning, middle and end. Work with students to identify main character and setting.</p> <p><u>1st and 2nd Grades:</u> Increase opportunities to use constructed responses to fiction and non-fiction text. Implement grade level and above reading strategies utilizing Sundance reading materials and leveled texts. Use flexible instruction groupings to better meet student's academic needs. Use MAP and DRA2 data to drive instructional activities.</p> <p><u>3rd Grade:</u> Comprehension instruction will be assigned to elicit critical thinking analysis and higher level thinking skills. Provide opportunities to extend vocabulary at all levels.</p> <p><u>4th and 5th Grade:</u> Use common pacing guide. Use Literary essays that focus on writing about reading. Emphasize reading strategies at higher level. Use flexible instructional groupings.</p>



Climate/Culture Goal for Laura Ingalls Wilder Elementary

Goals	Indicators	Measures	Target	Actual			Action Priorities
				09-10	10-11	11-12	
<p>School to home communication will improve by 2012 as measured by a parent survey.</p>	<p>Parent concerns are handled quickly and efficiently.</p>	<p>Wilder Accountability Survey</p>	<p>88% of parents feel their concerns are handled quickly and efficiently by the end of year one. 90% of parents feel their concerns are handled quickly and efficiently by the end of year two 92% of parents feel their concerns are handled quickly and efficiently by the end of year three.</p>				<p>Provide opportunities throughout the year for parents to meet with the principal in formal and informal settings.</p> <p>Increase opportunities for parents to receive information by providing an on-line newsletter.</p> <p>Use the PTO Manager System as an additional means of school to home communication.</p> <p>Provide opportunities for staff and parent interaction and feedback through PTO and WAC presentations.</p>
	<p>Principal Accessibility</p>	<p>Wilder Accountability Survey</p>	<p>88% of parents feel the principal is accessible by the end of year one. 90% of parents feel the principal is accessible by the end of year two. 92% of parents feel the principal is accessible by the end of year three.</p>				<p>Increase awareness of teacher wiki pages and other channels of electronic/digital communications.</p>