



Goals	Indicators	Measures	Target	Actual			Action Priorities
				06-07	07-08	08-09	
By the spring of 2009 in the reading content area, 82% of third, fourth and fifth grade students (combined) will be proficient or advanced as measured by multiple measures.	Primary Level: Oral Retell, decoding, comprehension, literal and inferential written responses  Intermediate Level: comprehension, literary expression, word meaning and recognition, thinking skills	<input type="checkbox"/> Individual Reading Inventories <input type="checkbox"/> MAP and CSAP Assessments	By the spring of 2007 72% of third, fourth, and fifth grade students will be proficient or advanced as measured by multiple measures.	72% CSAP			<ul style="list-style-type: none"> <li>▪ School Wide Reading Staff Development</li> <li>▪ Shared Reading Strategies</li> <li>▪ Guided Reading Strategies</li> <li>▪ Modeling Reading Strategies</li> <li>▪ Letter/Sound Association</li> <li>▪ Voice/Print Match</li> <li>▪ Picture Clues</li> <li>▪ Multisensory Instruction</li> <li>▪ Phonemic Awareness Instruction</li> <li>▪ Ability Level Clustering</li> <li>▪ Written Responses to Comprehension Questions</li> <li>▪ Para-professional Support</li> <li>▪ Guided Practice</li> <li>▪ Providing Additional Time and Support for Struggling Readers</li> <li>▪ Literacy Support Program</li> <li>▪ DesCartes Framework Support</li> <li>▪ Specific Vocabulary Instruction</li> </ul> <p><b>2007-08 Additions:</b></p> <ul style="list-style-type: none"> <li>▪ Implementation of the Foundations and Wilson Reading Interventions Models</li> </ul>
		<input type="checkbox"/> Individual Reading Inventories <input type="checkbox"/> MAP and CSAP Assessments	By the spring of 2008 77% of third, fourth, and fifth grade students will be proficient or advanced as measured by multiple measures.	77% MAP			
		<input type="checkbox"/> Individual Reading Inventories <input type="checkbox"/> MAP and CSAP Assessments	By the spring of 2009 82% of third, fourth, and fifth grade students will be proficient or advanced as measured by multiple measures.				



Goals	Indicators	Measures	Target	Actual			Action Priorities
				06-07	07-08	08-09	
<p>By the spring of 2009 in the reading content area, 67% of third, fourth, and fifth grade students with disabilities will be proficient or advanced as measured by multiple measures.</p> <p><i>Revised Goal (2007):</i></p> <p>By the spring of 2009 in the reading content area, 67% of third, fourth, and fifth grade students with disabilities <i>who receive reading services</i> will be proficient or advanced as measured by multiple measures.</p>	<p>Literal Comprehension, Main Idea and Supporting Details</p>	<input type="checkbox"/> Individual Reading Inventories <input type="checkbox"/> MAP and CSAP Assessments	<p>By the spring of 2007, 48% of third, fourth, and fifth grade students with disabilities will be proficient or advanced as measured by multiple measures.</p>	<p>0% CSAP</p> <p>23% MAP</p> <p>8% IRI</p>			<ul style="list-style-type: none"> <li>▪ School Wide Reading Staff Development</li> <li>▪ Shared Reading Strategies</li> <li>▪ Guided Reading Strategies</li> <li>▪ Modeling Reading Strategies</li> <li>▪ Letter/Sound Association</li> <li>▪ Voice/Print Match</li> <li>▪ Picture Clues</li> <li>▪ Multisensory Instruction</li> <li>▪ Phonemic Awareness Instruction</li> <li>▪ Ability Level Clustering</li> <li>▪ Written Responses to Comprehension Questions</li> <li>▪ Para-professional Support</li> <li>▪ Guided Practice</li> <li>▪ Providing Additional Time and Support for Struggling Readers</li> <li>▪ DesCartes Framework Support</li> <li>▪ Specific Vocabulary Instruction</li> <li>▪ Story Grammar Marker Strategies</li> <li>▪ Language Program</li> <li>▪ Consultation with building and district Instructional Coaches</li> </ul> <p><b>2007-08 Additions:</b></p> <ul style="list-style-type: none"> <li>▪ Implementation of the Foundations and Wilson Reading Interventions Models</li> </ul>
		<input type="checkbox"/> Individual Reading Inventories <input type="checkbox"/> MAP and CSAP Assessments	<p>By the spring of 2008, 58% of third, fourth, and fifth grade students with disabilities <i>who receive reading services from the SpEd Department</i> will be proficient or advanced as measured by multiple measures.</p>				
		<input type="checkbox"/> Individual Reading Inventories <input type="checkbox"/> MAP and CSAP Assessments	<p>By the spring of 2009, 68% of third, fourth, and fifth grade students with disabilities <i>who receive reading services from the SpEd Department</i> will be proficient or advanced as measured by multiple measures.</p>				

School Improvement Planner  
 Climate/Culture Goal for: Ralph Moody Elementary



Goals	Indicators	Measures	Target	Actual			Action Priorities
				06-07	07-08	08-09	
By the spring of 2009, 95% of parents will indicate they agree or strongly agree with the statement, "I feel positive about the school's efforts to work on the Bully Proofing Program" as indicated on the annual parent survey.  <i>Revised Goal (2007):</i>  By the spring of 2009, 95% of parents will indicate they agree or strongly agree with the statements, "My child feels a sense of belonging at Ralph Moody, I feel my child is safe at school, I feel positive about the school's efforts to work on a "Bully Proofing" program, I feel that Ralph Moody does nurture the emotional needs of my child."	Positive parental response to specific questions on the annual parent survey.	Parent Survey	By the spring of 2007, 93% of parents will indicate they agree or strongly agree with the statement, "I feel positive about the school's efforts to work on the Bully Proofing Program" as indicated on the annual parent survey.	89%			<ul style="list-style-type: none"> <li>▪ Specific Bully-Proofing Instruction</li> <li>▪ Character Education</li> </ul>
		Parent Survey	By the spring of 2008, 92% of parents will indicate they agree or strongly agree with the four climate and culture statements on the annual parent survey (average results from the four questions).				
		Parent Survey	By the spring of 2009, 95% of parents will indicate they agree or strongly agree with the four climate and culture statements on the annual parent survey (average results from the four questions).				