

Goal 1: Work with all professional staff in the areas of English Language Arts and in mathematics to improve MCAS scores in grades 3-5.				
Strategy	Specific Students Targeted	Timeline	Person(s) responsible for implementation	Evidence of Quality Implementation
<i>1. Use professional development day to explore spring 2006 test data</i>	3-5	October 2006	Principal, Staff	Identification of areas of strengths and weaknesses
<i>2. Install, run and explore data using Test Wiz that will show areas of relative weakness</i>	3-5	Fall 2006	Principal, Director of Language Arts	New understanding of this computer program and how it can help analyze data
<i>3. Examine test results of individual students as they move from 3rd-4th and from 3rd to 4th to 5th. Determine gains achieved and areas that need to be improved</i>	3-5	Fall 2006	Entire teaching staff	Individualization of skills for all students
<i>4. Examine, analyze and use test data to inform instruction for all teaching staff</i>	3-5	Monthly grade level team meeting beginning once the MCAS scores and data are released.	Entire teaching staff	Reallocate time in the day to support areas of relative weakness
<i>5. Explore three year averages in ELA (reading, writing, language and literacy) and math</i>	3-4	Fall and Winter 2006, 2007	Entire teaching staff	Identification of three year trends for the Cunniff School

Goal 1 (cont'd): Work with all professional staff in the areas of English Language Arts and in mathematics to improve MCAS scores in grades 3-5.				
Strategy	Specific Students Targeted	Timeline	Person(s) responsible for Implementation	Evidence of Quality Implementation
<i>6. Use the professional development day in November to work in grade level teams as well as in upper and lower elementary levels (K-2, 3-5) to determine areas of the curriculum that need to be enriched and modified to ensure all content standards are being taught</i>	K-5	November	All teaching staff	Teachers and student support services staff communicate and work together to interpret important data which will help tailor and drive their curriculum delivery
<i>7. Examine the math assessments and math pacing guide by grade levels and make necessary modifications and changes to ensure that the appropriate content is being taught</i>	K-5	Fall and Winter 2006	Assistant Superintendent, Math teachers	Second year of implementation of the math pacing guide which means there will be more time to be more critical of specific assessments and create stronger tools
<i>8. Continue exploring ways to embed effective test taking strategies in the classroom (as described in Chapter 27 of Fountas and Pinnel)</i>	K-5	Winter and spring 2007	All teaching staff	Reading teachers and all classroom teachers will embed these practices into their everyday instruction

Goal 2: To strengthen parent understanding of the School Evaluation/IEP process, 504 and Student Success Plans and initial evaluations. This will include facilitating understanding of the components of the IEP (timelines, process, testing, how it is written and the service delivery grid).				
Strategy	Specific Students Targeted	Timeline	Person(s) responsible for Implementation	Evidence of Quality Implementation
<i>1. School staff will meet with Team Chair and liaisons during the first 10 days of school to review IEPs, 504 plans, student service plans, and disseminate IEP goals and objectives and IEP at a Glance</i>	Students on an IEP, 504 and School Service Plans	First two weeks of school	Team Chair, special education teacher, guidance counselor principal	All teachers will have met with their grade specific special education teacher
<i>2. Special education liaisons will contact parents/guardians during the first four weeks of school and inform them of tentative meeting dates and schedule for the year</i>	Students on an IEP, 504 and School Service Plan	Third and fourth week of school	Student Support Services liaisons and guidance counselor	Parents will have been communicated with regarding their child's specific plan. Monitoring document for parent contact.
<i>3. A fall parent Coffee will be held for all parents with a focus for parents that have students on an IEP or 504 plan. Discussion will center around this goal and solicit parent thoughts regarding the process</i>	Students on an IEP, 504 or School Service Plan or going through an initial evaluation	Fall and Winter 2006	Team Chair, all teachers and related service providers, principal	Parent participation and feedback.
<i>4. Work with Watertown's SEPAC to encourage more participation from our parent body in that organization</i>	Students on an IEP, 504 or School Service Plan or going through an initial evaluation	Academic school year	Principal, Team Chair and guidance counselor	Greater Cunniff representation at monthly meetings

Goal 2 (cont'd.): To strengthen parent understanding of the School Evaluation/IEP process, 504 and Student Success Plans and initial evaluations. This will include facilitating understanding of the components of the IEP (timelines, process, testing, how it is written and the service delivery grid).				
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<i>5. Hold two Student Support Services "Summits" to bring together all the professionals for clarifying recent mandates and special education initiatives</i>	Students on an IEP, 504 or School Service Plan or going through an initial evaluation	Fall and winter	Principal, Student Support Staff	Timelines, professional responsibilities and services are implemented effectively.
<i>6. Review IEP's to ensure that the current service delivery of services is in alignment with the IEP service grid</i>	Students on an IEP, 504 or School Service Plan or going through an initial evaluation	Academic year 2006-2007	Special education teachers	IEP's are being implemented according to their service delivery grid
<i>7. Work with the various district wide psychologists to ensure that proper communication takes places before testing begins on a child AND prior to the team meeting to review the test results</i>	Students undergoing an initial or three year re-evaluation	2006-2007 School year	Director of Student Support Services, Principal, Team Chair, Barbara Gortych	Team meetings run efficiently and effectively as all professionals have the pertinent information

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<i>8. Explore the possibilities of funding a school based psychologist (half or full time)</i>	All students	Winter 2007	Principal, Director of Business Services, Director of Special Education	Decision package will show consideration of this idea
<i>9. Review the Grade Level Outcomes and Summary Reports with parents of students on IEP's to facilitate understanding that IEP goals often represent entry points to the continuum of Grade Level Outcomes Skills and that student achievement may not always be consistent with the grade placement</i>	Students on an IEP	November 2006	Student Support Services teachers and classroom teachers	Parents will work with their child's team to determine what academic gain and progress is realistic for their child
<i>10. Establish a meeting with Cat Lyons, the district's special education lawyer, so she may review IDEA 04 with all staff</i>	All students	Fall 2006	Team Chair	All staff will become more aware of the required special education laws
<i>11. Create clearer guidelines for when testing should take place and whether an IEP/504/School Service Plan is required or necessary</i>	All students	Winter 2006	OT, Team Chair, Student Support Teachers	Provide support to students that need access to the curriculum with equal and consistent distribution

Goal 3: To strengthen the professional partnership between the Cunniff School staff with the parents and greater community.				
Strategy	Specific Students Targeted	Timeline	Person(s) responsible for implementation	Evidence of Quality Implementation
<i>1. Host 4 Principal Parent Coffees during the school year to address various issues and concerns</i>	K-5	Fall, Winter and Spring	Principal, School Council	Principal will evaluate feedback from coffees and communicate information in newsletter
<i>2. Explore ways to expand links on the school's web page which can help communicate what is happening in our classrooms and at our school</i>	K-5	Summer 06 and ongoing through the school year	Web Master, Principal, secretary, teachers	Frequent communication with staff to ensure that school events are included on the web page
<i>3. Explore school-business partnerships in the Watertown community that may be able help expand our after school programs, create some mentoring programs, and/or provide financial assistance</i>	Whole School	Winter 06/07	Principal, PTO chairs, After-school program directors	Meetings are held to gauge potential interest by local businesses
<i>4. Inform parents of the various local agencies that are in Watertown that parents may call upon for support and help</i>	K-5	Fall 06	Principal, Guidance, Social Worker	Information is updated and communicated to parents via web page and newsletter
<i>5. Work with the new Cunniff Connection editor to publicize newsletter deadlines for publication</i>	Parents/staff	Academic Year	Principal	Parents, staff and community members are aware of when they need to have to submit information

Goal 3 (cont'd.): To strengthen the professional partnership between the Cunniff School staff with the parents and greater community.				
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<i>6. Develop a monthly calendar of events to be sent home with at the start of each month</i>	K-5	2006-2007 School year	Principal, Secretary, Teachers	Parents are better informed in advance of school events
<i>7. Create and distribute an updated Cunniff School handbook to parents, students, and staff</i>	K-5	Summer 2006	Principal	Students and parents are better informed about Cunniff School policy
<i>8. Create email distribution list, so parents and guardians may receive bi-weekly newsletter directly to their preferred email address</i>	K-5	October 2006	Principal and secretary	Parents and guardians will have quicker and more reliable ways of receiving important school news
<i>9. Translate more of our communication tools into various languages</i>	K-5	Winter 2006-2007	ELL Director, ELL teacher, principal	Parents of English Language Learners will be better informed with information about their children and about the school