

<p><b>Prerequisites –</b> <i>These areas must be addressed prior to or in conjunction with other strategies. These items are within the direct control or influence of the school or district.</i></p>	<p><b>Short Term –</b> 6 mos. – 2 years <i>These items can bring about rapid improvement. However, their effects may wear off or “top out” rapidly.</i></p>	<p><b>Moderate Term –</b> 2 years – 5 years <i>These items can bring about significant improvement when implemented consistently for all students. Effects take and last longer.</i></p>	<p><b>Long Term –</b> 6 years – 15 years <i>These items should be addressed as soon as possible and must be addressed consistently throughout students’ school experiences.</i></p>	<p><b>Catalysts –</b> <i>These are areas that can support and extend what schools and districts do. These are dependent on your community. Some examples are as follows:</i></p>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyze, comprehend and accept <b>enrollment and demographic realities</b> and trends.</li> <li><input type="checkbox"/> Establish and clearly communicate school and district <b>commitment</b> to serving all students who come through the door.</li> <li><input type="checkbox"/> Identify and eliminate <b>disciplinary and management practices</b> that are harmful to student learning and relationships.</li> <li><input type="checkbox"/> Recruit, select, support, and/or assign to leadership positions <b>teachers, administrators and support staff</b> who have both the</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review assessments and identify assessment specific strategies that will improve student test performance.</li> <li><input type="checkbox"/> Directly teach students how to read, comprehend and appropriately respond to questions and prompts.</li> <li><input type="checkbox"/> Engage students in practicing and developing independence in text attack skills and strategies.</li> <li><input type="checkbox"/> Provide targeted instruction based on skill deficits identified in assessments.</li> <li><input type="checkbox"/> Develop anchor charts with students and routinely use them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and fully implement curriculum resources that are aligned with the current standards.</li> <li><input type="checkbox"/> Routinely utilize text dependent questions and written student response in instruction beginning in Kindergarten.</li> <li><input type="checkbox"/> Routinely engage students in cold, close reads of authentic texts with individual responses.</li> <li><input type="checkbox"/> Implement writing to learn strategies at all grade levels.</li> <li><input type="checkbox"/> Provide high quality early childhood education.</li> <li><input type="checkbox"/> Directly address and promote students’ sense of self-efficacy and ability to</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promote, develop and maintain positive, long-term relationships between each student and school-based adults.</li> <li><input type="checkbox"/> Provide all students in all schools with ready access to ample learning resources.</li> <li><input type="checkbox"/> Systematically identify, plan and implement ample experiences, opportunities, and exposure for students throughout their educational experiences.</li> <li><input type="checkbox"/> Incorporate and promote student executive functioning and self-regulation in instruction and school structures throughout</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide all children with trade books.</li> <li><input type="checkbox"/> Engage parents/families in parent education experiences prior to and during elementary, middle and high school.</li> <li><input type="checkbox"/> Provide access to health care screenings, vaccinations, and other services.</li> </ul>

<p>dedication, talent and ambition to meaningfully improve the achievement of your particular students.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish effective systems and common expectations for <b>ongoing professional development</b> for all teachers, administrators and staff.</li> <li><input type="checkbox"/> Ensure that all classrooms and school building <b>facilities</b> are safe, clean, climate controlled and equipped.</li> <li><input type="checkbox"/> Adopt and implement <b>curricula</b> in all subject areas (not just reading and math).</li> <li><input type="checkbox"/> Develop or identify and implement one or more <b>assessments</b> that can provide detailed, accessible, and meaningful information about student strengths and needs.</li> </ul>	<p>and other classroom resources.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify, teach and use a common set of vocabulary words, graphic organizers and processes across all grades.</li> <li><input type="checkbox"/> Extend in-school time by providing targeted instruction before school, after school, intersession, or on Saturdays.</li> </ul>	<p>persevere with academic tasks.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically engage instructional staff in professional development and collaborative planning on both content and pedagogy.</li> <li><input type="checkbox"/> Develop teacher capacity in teacher need areas. (e.g. math for elementary and non-math teachers, reading for middle and high school and non-reading teachers, etc.)</li> </ul>	<p>their educational experiences.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Systematically incorporate instruction and support for social, emotional, and ethical development in a culturally appropriate way throughout students' educational experiences.</li> <li><input type="checkbox"/> Systematically recalibrate expectations for all students and align curriculum, instruction, and school structures and messages with new expectations.</li> </ul>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--