<table>
<thead>
<tr>
<th>STUDENT GOAL</th>
<th>SYSTEM-LEVEL GOAL</th>
<th>PD GOAL</th>
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<tbody>
<tr>
<td>ELA MCAS scores will increase by 20 percent for grades 3-5 students who are more than two years below grade level and by 10 percent for all students over the next two years</td>
<td>100% of Grade 3-5 teachers will incorporate research-based reading comprehension strategies in their lessons during this school year and track students’ improvement on reading comprehension tasks.</td>
<td>School Level: All teachers will (1) actively participate in the school’s identified professional development program on reading comprehension strategies this fall (2) create an action plan in teams on ways to incorporate those strategies in classrooms for students this fall (3) incorporate these strategies in their classroom winter through spring and (4) in teams throughout this school year, regularly discuss student progress on reading comprehension to ensure all students are increasing their reading comprehension skills.</td>
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<td>100% of students with novice teachers will receive equitable access to quality/effective instruction throughout this grant period.</td>
<td>100% of novice teachers will show improvements in scores on at least 5 elements in indicators I and II on the educator evaluation teacher rubric by the end of the grant period.</td>
<td>District Level: All novice teachers (0-3 years of experience) will acquire the relevant knowledge and skills to be a skilled teacher by participating in the district’s mentoring program for a minimum of two years. Participation includes two mandatory 1-credit courses, 4-6 trainings, and regular coaching sessions (as outlined in district policy) with a mentor.</td>
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| Student performance on complex tasks will increase by 20% each year over three years on the District’s 1 Determined Measure:  
  (a) All students grades 9-12 will be frequently exposed to complex tasks over the course of three years.  
  (b) All students grades 9-12 will have multiple opportunities to do complex tasks. | All content teachers in grades 9-12 will adjust their instructional core to increase access to and proficiency of complex learning, over the next three years. | Over the next 3 years:  
  (1) Increase staff exposure to complex tasks – provide examples – during each PD session focused on this goal.  
  (2) Discuss the characteristics of complex learning, what does it look like and how do we achieve it?  
  (3) Establish the expectation that staff will try out |

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1 The student, system, and PD goals were adapted from Easthampton High School’s goals.
(c) As measured by a rubric, student achievement on complex task will increase.

(4) Quarterly, work in inquiry teams to identify challenges and possible solutions to complex learning – challenges in teaching as well as challenges in student learning.

(5) Document those challenges, possible solutions, and results of the solution “try-outs.”

(6) Bring and discuss evidence of student progress - both qualitative and quantitative data.