

## Priority Goal 2 and Associated Strategies

**Area for improvement and supporting data:**

Reading Proficiency based on standardized test scores. . Other lower quintile groups either had no growth or very little. With regards to proficiency on the 2014-2015 EOGs, our overall proficiency rate was 62.2%.

**School Goal 2:** Increase student reading achievement growth by .03 each year from 2015, 2016, and 2017.

**Supports this district goal:** Focus on bell-to-bell instruction at all levels of instruction

**Target:** To increase student achievement growth by .03 each school year.

**Indicator:** EOG and Benchmark assessments

**Milestone date:** June 2016, June 2017, June 2018

### Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Plan/Do	<b>Strategy 1:</b>	
	<b>Action steps: Continue to utilize existing resources</b>	
	<ul style="list-style-type: none"> <li>1. Reading Plus</li> <li>2. Writing across the curriculum</li> <li>3. Gear Up</li> <li>4. Writing requirements in all classes</li> </ul>	<ul style="list-style-type: none"> <li>5. Essay contests</li> <li>6. Language Live</li> <li>7. SOAR (AA) restructure</li> <li>8.</li> </ul>
	<b>Strategy 2:</b>	
	<b>Action steps: Continue to utilize existing initiatives</b>	
	<ul style="list-style-type: none"> <li>1. LDC</li> <li>2. Emphasizing writing in all content areas.</li> <li>3. Strategically schedule most AT-RISK students</li> <li>4.</li> </ul>	<ul style="list-style-type: none"> <li>5.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ul>
	<b>Strategy 3:</b>	
	<b>Action steps: Use EVAAS more extensively</b>	
	<ul style="list-style-type: none"> <li>1. Data review with principal and teachers</li> <li>2. Disaggregate growth data by quintile</li> <li>3. Make use of differentiation</li> <li>4. Use inclusion teachers for more direct teaching</li> </ul>	<ul style="list-style-type: none"> <li>5. Utilize predictor scores to ensure growth.</li> <li>6.</li> <li>7.</li> <li>8.</li> </ul>

Plan/Do

Professional development - Identify the professional development required to successfully implement the strategies above.

Staff person or group	Course name/title	Course provider	Date completed
Teacher Leadership	Vertical Alignment Meetings, etc.	In-House (teachers/Instructional Coach)	Jun-18
In House Central Staff	EVAAS Curriculum Training	Instructional Coaches, Office Staff,	Same as Above

How will we fund these strategies and associated professional development?

Refer to central office for funding for workshops.

Funding source 1:	Select a funding source	Funding amount:	\$0
Funding source 2:	Select a funding source	Funding amount:	\$0
Funding source 3:	Select a funding source	Funding amount:	\$0
Funding source 4:	Select a funding source	Funding amount:	\$0
Funding source 5:	Select a funding source	Funding amount:	\$0
		<b>Total initiative funding:</b>	<b>\$0</b>

Review frequency: Quarterly

Assigned implementation team: ELA Instructional Coach and ELA/Reading teachers

Check

What data will be used to determine whether the strategies were deployed with fidelity?

Schoolnet results will be used to track progress along with teacher-created benchmark assessments. Teachers will continue to extend their assessment skills by using a mix of benchmark, formative, and summative assessment methods. Formative assessment measures will be relied on to a great extent and should help us know if we have in fact implemented our intervention strategies with fidelity.

<b>Check</b>	<b>How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)</b>
	By the actual outcome of our high stakes EOG.
	<b>What does data show regarding the results of the implemented strategies?</b>
<b>Act</b>	<b>Based upon identified results, should/how should strategies be changed?</b>





