

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Reading scores of our Black, Hispanic, LEP, and SWD subgroups are below state and federal proficiency targets for the 2010-2011 school year. There is also an achievement gap between our White and minority subgroups.

School Goal 1:	To increase the reading scores of our Black, Hispanic, LEP, and SWD subgroups.
Supports this district goal:	Improve student achievement gap - reduce the achievement gap by 25%.
Target:	Increase the proficiency rate of the above subgroups by 15 percentage points from their 2009-10 EOG scores.
Indicator:	EOG scores in grades 3, 4, 5
Milestone date:	10-Jun-11

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	Strategy: Align 90% of classroom instruction in all K-5 classrooms with the Anatomy of a Lesson framework.	
	Action steps:	
	1. Provide professional development on the Anatomy of a Lesson framework.	5.
	2. Monitor implementation through classroom walkthroughs.	6.
	3. Provide teachers feedback on the classroom walkthrough data collected.	7.
	4. Facilitate small group teacher discussion groups to review and analyze collected data pertaining to classroom instruction.	8.
	Strategy: Create, post and utilize learning targets for all lessons.	
	Action steps:	
	1. Review elements of learning targets with all certified staff members.	5.
	2. Align all learning targets with the NCSCOS.	6.
3. Post learning targets in kid-friendly language for all lessons.	7.	
4. Conduct classroom walkthroughs to ensure that learning targets are posted and students understand them.	8.	
Strategy: Utilize data to establish whole and small flexible reading groups based on student needs.		

Strategy 3:	Action steps:	
	1. Analyze formal and informal data to reteach and accelerate student learning.	5.
	2. Teachers work collaboratively to form appropriate groupings of students.	6.
	3. Conduct classroom walkthroughs to verify that both whole and small group instruction is occurring.	7.
	4. Administrators facilitate teacher discussions to review student performance data and grouping success.	8.

Plan/Do

How will we fund these strategies?

Funding source 1: Federal funds - Title I
Funding source 2: Select a funding source
Funding source 3: Select a funding source
Funding source 4: Select a funding source
Funding source 5: Select a funding source

Funding amount:
Funding amount:
Funding amount:
Funding amount:
Total initiative funding:

Review frequency: Quarterly

Assigned implementation team: Administrators, teachers, literacy coach

Check

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

Classroom walkthrough data, quarterly data reports, lesson plans.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Comparing EOG results from 2010-2011 to 2009-2010 scores.
Data First data.

Monitor My

What does data show regarding the results of the implemented strategies?

Based upon identified results, should/how should strategies be changed?

Act



Priority Goal 2 and Associated Strategies

Area for improvement and supporting data:

Math scores of our Black, Hispanic, LEP, and SWD subgroups are below state and federal proficiency targets for the 2010-2011 school year. There is also an achievement gap between our White and minority subgroups.

School Goal 2:	To increase the math scores of our Black, Hispanic, LEP, and SWD subgroups.
Supports this district goal:	Improve student achievement - remove LEA Improvement status by meeting AYP in math.
Target:	Increase the proficiency rate of the above subgroups by 15 percentage points from their 2009-10 EOG scores.
Indicator:	EOG scores in grades 3, 4, 5
Milestone date:	10-Jun-11

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

Plan/Do

Plan/Do	Strategy 1:	Strategy: Strategy: Align 90% of classroom instruction in all K-5 classrooms with the Anatomy of a Lesson framework.			
		Action steps:			
		1. Provide professional development on the Anatomy of a Lesson framework.			5.
		2. Monitor implementation through classroom walkthroughs.			6.
		3. Provide teachers feedback on collected classroom data.			7.
	4. Facilitate small group teacher discussion groups to review and analyze collected data pertaining to classroom instruction.			8.	
	Strategy 2:	Strategy: Create, post, and utilize learning targets for all lessons.			
		Action steps:			
		1. Review elements of learning targets with all certified staff members.			5.
		2. Align all learning targets with the NCSCOS.			6.
3. Post learning targets in kid-friendly language for all lessons.				7.	
4. Conduct classroom walkthroughs to ensure that learning targets are posted and students understand them.			8.		

Strategy 3:	Strategy: Utilize data to establish whole and small flexible math groups based on student needs.		
	Action steps:		
	1. Analyze formal and informal data to reteach and accelerate student learning (quarterly benchmark assessments).		5. Administrators facilitate teacher discussions to review student performance data and grouping success.
	2. Teachers work collaboratively to form appropriate groupings of students.		6.
	3. Teachers deliver quality differentiated instruction that responds to students needs identified through benchmarks.		7.
4. Conduct classroom walkthroughs to verify that both whole group and small group instruction is occurring.		8.	

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$1,000-2,000
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
		Total initiative funding:	#VALUE!

Review frequency: Quarterly

Assigned implementation team:

Check

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

Classroom walkthrough data, quarterly data reports, lesson plans.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Monitor results from quarterly math benchmark assessments. results from 2010-2011 to 2009-2010 scores.	Comparing EOG
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What does data show regarding the results of the implemented strategies?



Act

Based upon identified results, should/how should strategies be changed?

Empty response area for the 'Act' step.



Priority Goal 3 and Associated Strategies

Area for improvement and supporting data:

There is a need at Longview School to establish baseline literacy data in the areas of phonological awareness, phonics, spelling, fluency, and comprehension.

School Goal 3:	Provide K-2 teachers and support staff (ESL, EC, Literacy Coaches, & Media Specialists) with a systematic approach to teaching and assessing reading.
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Supports this district goal:	Improve student achievement gap - reduce the achievement gap by 25%.
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Target:	100% of K-2 and support staff will implement Phase 1 of training and implement identified components.
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Indicator:	Student assessment data, lesson plans, classroom walkthrough data
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Milestone date:	10-Jun-11
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Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

	Strategy: K-2 teachers and support staff will implement assessments and instructional strategies related to phonological awareness, phonics, spelling, fluency, and comprehension.		
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	Action steps:		
Strategy 1:	1. Teachers attend professional development sessions scheduled for the 2010-2011 school year.		5. Administrators and literacy coach will conduct classroom walkthroughs to ensure that the literacy first framework is being properly utilized.
	2. Complete student assessments and enter data in My Data First management system in order to diagnose student strengths and weaknesses.		6. Administrators and literacy coach facilitate teacher discussions to review student performance data and evaluate the success of small groups.
	3. Prescribe the most appropriate curriculum and learning strategies for flexible small group and whole group instruction.		7.
	4. Monitor student progress and reteach as needed.		8.

	Strategy: Utilize literacy first coach to extend teacher knowledge and support effective implementation of literacy first strategies.		
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	Action steps:		
Strategy 2:	1. Hire and train literacy coach.		5. Literacy coach will give model lessons in classrooms.
	2. Literacy coach will analyze student data, conduct walkthroughs, and evaluate implementation.		6.
	3. Literacy coach will meet weekly with principal and grade level teams.		7.
	4. Literacy coach will conduct daily instructional walkthroughs and analyze student data.		8.



Strategy 3:	Strategy:		
	Action steps:		
	1.		5.
	2.		6.
	3.		7.
	4.		8.

Plan/Do

How will we fund these strategies?

Funding source 1:	Federal funds - Title I	Funding amount:	\$10,000+ for instructional materials
Funding source 2:	Local district funds	Funding amount:	\$7,000 for non-fiction classroom books
Funding source 3:	Select a funding source	Funding amount:	
Funding source 4:	Select a funding source	Funding amount:	
Funding source 5:	Select a funding source	Funding amount:	
		Total initiative funding:	\$17,000+

Review frequency: Quarterly

Assigned implementation team:

Check

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

Feedback from Literacy First consultant; My Data First; CWT data; Literacy First walkthrough data; teacher grouping reports; attendance at staff development sessions; minutes from grade level meetings.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

All classroom teachers and support staff will be able to independently utilize Phase 1 strategies and the data collection system; students will progress through the reading continuum.

What does data show regarding the results of the implemented strategies?



Based upon identified results, should/how should strategies be changed?

Act

