| ACADEMIC EXCELLENCE STRATEGIES | | | |
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| **District Name:** | **School Name:** | **School Code:** | **Year:** |
| Person County School District | Southern Middle School | 360 | 2015-2016 |
| **GOAL #1:** | **Southern Middle School will increase their 2015-2016 reading EOG proficiency by 20% (6th Grade - 63.6%, 7th Grade - 63.6%, 8th Grade - 51.48%) for each grade level cohort of students.** | | |
| **Strategy #1:** | **Southern Middle School will administer the STAR reading assessment quarterly (Fidelity = Students will grow at least 20 Scaled Score Points with each test.).** | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | |

| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Star Assessment will be administered quarterly to identify progress towards Goal #1 and allow school personnel to adjust and target the skills needed to reach Goal #1. | |
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| | Evidence: (Identify documents and artifacts) | STAR Reading Report, Student Data Notebook | |
| | Person(s) Responsible: | ELA Teachers | |
| | Timeline: | 2015-2016 - Quarterly Review | |
| | Budget Amount: (if applicable) | $4,752 | Budget Source: (if applicable) SMS |

| **Strategy #2:** | **Southern Middle School will implement and use the Journeys reading program with fidelity (Quizzes, assignments, and tests will be completed with at least 70% proficiency or higher.) via Panther Time reading groups and reading intervention electives for students, based on past year EOG scores, who are performing 2 or more years below grade level.** | | |
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| **Progress:** | Progress Monitoring Status: | Has Begun | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation: All students enrolled in a Journey's class. Effectiveness will be defined as students who have achieved 75% on all benchmark test. Growth will be gauged by student lexile scores. | |
| | Evidence: (Identify documents and artifacts) | Journeys Reports, Student Work Samples | |
| | Person(s) Responsible: | Journeys' Teacher's, Baum (Elective) | |
| | Timeline: | 2015-2016 - Quarterly Review | |
| | Budget Amount: (if applicable) | $18,000 | Budget Source: (if applicable) SMS & Central Services |

| **Strategy #3:** | **Southern Middle School will implement and use with fidelity Accelerated Reader (Quizzes completed with 85% proficiency or higher) and Achieve 3000 (Teen Biz) (Students will have a modified proficiency of at least 90%.) at all grade levels.** | |
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| **Progress:** | Progress Monitoring Status: | Has Begun |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation of Accelerated Reader: Schoolwide; Effectiveness of Accelerated Reader will be defined as students who achieve 85% accuracy on Accelerated Reader quizzes. Implemenation of TeenzBiz: Schoolwide; Effectiveness of Achieve 3000 will be defined as students who are accessing two articles per week and obtain 75% accuracy on quizzes. |

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| | Evidence: (Identify documents and artifacts) | Accelerated Reader Reports, Achieve 3000 (TeenBiz) Reports | | |
| | Person(s) Responsible: | Accelerated Reader: ELA Teachers Achieve 3000: ELA, Social Studies, and Science Teachers | | |
| | Timeline: | 2015-2016 - Monthly Review | | |
| | Budget Amount: (if applicable) | $2,900 | Budget Source: (if applicable) | SMS |
| **Strategy #4:** | **Southern Middle School will implement and use with fidelity Language Live! (A 45-minute instructional block with one day for teacher-led instruction in the classroom and one day for online instruction in a computer lab.) for EC students in reading intervention groups who are performing 2 or more years below grade level.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation: Targeted EC Students | | |
| | Evidence: (Identify documents and artifacts) | Language Live! Quarterly Benchmarks; Language Live! Lexile Growth | | |
| | Person(s) Responsible: | EC Teachers | | |
| | Timeline: | 2015-2016 - Monthly Review | | |
| | Budget Amount: (if applicable) | ~$4000.00 | Budget Source: (if applicable) | EC Department |
| GOAL #2: | **100% of students will achieve 40 SGP (Student Growth Percentile) on the Star Reading Assessment Benchmark by the end of the 2015-2016 school year.** | | | |
| **Strategy #1:** | **Southern Middle School students regularly performing at 85% proficiency on Accelerated Reader and Achieve 3000 quizzes will have a modified proficiency goal of 90%.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Accelerated Reader and Achieve 3000 Reports | | |
| | Person(s) Responsible: | ELA, Social Studies and Science Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #2:** | **Southern Middle School will implement and use the Journeys reading program with fidelity (Quizzes, assignments, and tests will be completed with at least 70% proficiency or higher.) via Panther Time reading groups and our reading Intervention electives for students, based on past year EOG scores, who are performing 2 or more years below grade level.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation: All students enrolled in a Journey's class. Effectiveness will be defined as students who have achieved 75% on all benchmark test. Growth will be gauged by student lexile scores. | | |
| | Evidence: (Identify documents and artifacts) | Journeys Reports, Student Work Samples | | |
| | Person(s) Responsible: | Journeys Teacher's, Baum (Elective) | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |

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| | Budget Amount: (if applicable) | $18,000 | Budget Source: (if applicable) | SMS & Central Services |
| **Strategy #3:**<br>**Describe the strategy that**<br>**will support this goal** | Southern Middle School will implement and use with fidelity Language Live! (A 45-minute instructional block with one day for teacher-led instruction in the classroom and one day for online instruction in a computer lab.) for EC students in reading Intervention groups who are performing 2 or more years below grade level. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation: Targeted EC Students | | |
| | Evidence:<br>(Identify documents and artifacts) | Language Live! Quarterly Benchmarks; Language Live! Lexile Growth | | |
| | Person(s) Responsible: | EC Teachers | | |
| | Timeline: | 2015-2016 - Monthly Review | | |
| | Budget Amount: (if applicable) | ~$4000.00 | Budget Source: (if applicable) | EC Department |
| **Strategy #4:** | 100% of students will produce 2 writing samples per semester with 1 being the genre focus for their grade level (6th - Narrative, 7th - Persuasive, and 8th - Argumentative). | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Students will produce a minimum of 4 written essays based on SMS's Writing Action Plan. One of the four must be based in the grade level genre focus. | | |
| | Evidence:<br>(Identify documents and artifacts) | ELA Writing Action Plan, Student Writing Samples, Achieve3000 Thought Question Samples | | |
| | Person(s) Responsible: | ELA Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **GOAL #3:** | Southern Middle School will increase their 2015-2016 math EOG proficiency by 20% (6th Grade - 50.4%, 7th Grade - 57.84%, 8th Grade - 43.32%) for each grade level cohort of students. | | | |
| **Strategy #1:** | Students who receive a 70 or below on a major test will be required to retake the test to show mastery after additional instruction is provided. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence:<br>(Identify documents and artifacts) | Schoolnet Test Attempts | | |
| | Person(s) Responsible: | Math Teachers | | |
| | Timeline: | 2015-2016 | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #2:** | An additional course will be offered for targeted students who received an EOG level 2 or 3 in order to pre-teach mathematical concepts at grades 7 & 8. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: | Additional Details: | | | |

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| | Evidence: (Identify documents and artifacts) | Star Assessment and Powerschool | | |
| | Person(s) Responsible: | Rich Kozak | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #3:** | 100% of sixth grade students will be provided an intensive EOG prep course during the 4th quarter of the 2015-2016 school year. | | | |
| **Progress:** | Progress Monitoring Status: | Will Begin 4th Quarter | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Student Workbooks and Grades | | |
| | Person(s) Responsible: | 6th Grade Math Teachers & Elective Teachers | | |
| | Timeline: | 4th Quarter | | |
| | Budget Amount: (if applicable) | $3,000 | Budget Source: (if applicable) | SMS |
| **Strategy #4:** | Southern Middle School will implement and use with fidelity Think-Through-Math (Students who achieve 75% on each module and complete 30 modules over the course of the 2015-2016 school year), IXL (Average 45 minutes of IXL per week and have a smart score of 80.), and V-Math (Targeted EC & General Education Students) at all grade levels to differentiate learning for all students. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation of Think-Through-Math: Schoolwide; Effectiveness of Think-Through-Math will be defined as students who achieve 75% on each module and complete 30 modules over the course of the 2015-2016 school year. Implementation of IXL: Schoolwide; Effectiveness of IXL will be defined as students who average 45 minutes of IXL per week and have a smart score of 80. Implementation of V-Math: Targeted EC & General Education Students | | |
| | Evidence: (Identify documents and artifacts) | Think Through Math, IXL, V-Math | | |
| | Person(s) Responsible: | Rich Kozak, Think Through Math; Megan Concepcion, IXL; Rachel Martin, V-Math | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **GOAL #4:** | 100% of students will achieve 40 SGP (Student Growth Percentile) on the Star Math Assessment benchmark by the end of the 2015-2016 school year. | | | |
| **Strategy #1:** | Southern Middle School will implement and use with fidelity Think-Through-Math(Students who achieve 75% on each module and complete 30 modules over the course of the 2015-2016 school year), IXL (Average 45 minutes of IXL per week and have a smart score of 80.), and V-Math (Targeted EC & General Education Students) at all grade levels to differentiate learning for all students. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |

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| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Implementation of Think-Through-Math:  Schoolwide; Effectiveness of Think-Through-Math will be defined as students who achieve 75% on each module and complete 30 modules over the course of the 2015-2016 school year.  Implementation of IXL:  Schoolwide;  Effectiveness of IXL will be defined as students who average 45 minutes of IXL per week and have a smart score of 80.  Implementation of V-Math: Targeted EC & General Education Students | | |
| | Evidence: (Identify documents and artifacts) | Think Through Math, IXL, V-Math | | |
| | Person(s) Responsible: | Rich Kozak, Think Through Math; Megan Concepcion, IXL; Rachel Martin, V-Math | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount:  (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #2:** | **An additional course will be provided to all students in Math I, targeted EC students, and targeted students who received an EOG level 2 or 3 in order to introduce and reintroduce grade level math content.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Math I students are enrolled in Panther Time for Math 8 or Math 7. EC students are enrolled in a pullout V-Math class. Non-EC level 2/3s are enrolled in Math Academy. | | |
| | Evidence: (Identify documents and artifacts) | Star Assessment and Powerschool | | |
| | Person(s) Responsible: | SMS Administrators | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount:  (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #3:** | **All math teachers will use spiral review on a weekly basis to ensure students retain content throughout the year.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Minimum Five Question Weekly Review. | | |
| | Evidence: (Identify documents and artifacts) | Math Portfolio | | |
| | Person(s) Responsible: | Math Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount:  (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #4:** | **All math teachers will actively participate in Project C3M (MSP grant) professional development in order to build content knowledge, conceptual understanding, and increase their ability to provide students with rigorous mathematical task.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Photographs of Projects Created, Mathematical Tasks, Project C3M Teacher Homework | | |
| | Person(s) Responsible: | Math Teachers | | |
| | Timeline: | 2015-2016 School year | | |

| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
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| **GOAL #5:** | **81% of Southern Middle School students will reach proficiency on the 8th grade science EOG.** | | | |
| **Strategy #1:** | **AIG and high achieving students will pass science classroom tests and benchmarks with an 85% or higher proficiency score.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Data Analysis Notebook, Classroom Tests/Retest Opportunities, and Benchmark Scores | | |
| | Person(s) Responsible: | Science Teacher and AIG Teacher | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| **Strategy #2:** | **8th grade teachers will create at least one collaboratively designed integrated science unit each nine weeks.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Lesson Plans, Project, Student Work | | |
| | Person(s) Responsible: | 8th Grade Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #3:** | **Implement differentiated teaching strategies and flexible grouping techniques with 8th grade science teachers to develop a highly targeted EOG prep program for 8th grade students.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Student Lists; Lesson Plans; Student Work Samples; PLC Minutes | | |
| | Person(s) Responsible: | 8th Grade Science Teachers | | |
| | Timeline: | 4th Quarter | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **Strategy #4:** | **Increase exposure to microbiology concepts through integrated units with 8th grade science and and health teachers.** | | | |
| **Progress:** | Progress Monitoring Status: | 2nd Nine Weeks | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Lesson Plans; Projects; Videos of Science Labs; PLC Minutes | | |
| | Person(s) Responsible: | 8th Grade Science Teachers & Health Teachers | | |
| | Timeline: | 2nd Nine Weeks | | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| **GOAL #6:** | **100% of 8th grade students will show 15% growth above their EVAAS predicted percentile score on the science EOG test.** | | | |

| Strategy #1: | 8th grade science teachers will increase the rigor associated with labs, test, and projects. | | |
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| Progress: | Progress Monitoring Status: | Has Begun | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Target Population: AIG & High Performing Students | |
| | Evidence: (Identify documents and artifacts) | Test Question Analysis Utilizing Bloom's Taxonomy/DOK; Student Work | |
| | Person(s) Responsible: | 8th Grade Science Teachers | |
| | Timeline: | 2015-2016 - Quarterly Review | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| Strategy #2 | Students who receive a 70 or below on a major test will be required to retake the test to show mastery after additional instruction is provided. | | |
| Progress: | Progress Monitoring Status: | Has Begun | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | |
| | Evidence: (Identify documents and artifacts) | Copy of Grading/Retest Policy; Student Test & Retest | |
| | Person(s) Responsible: | 8th Grade Science Teachers | |
| | Timeline: | 2015-2016 - Quarterly Review | |
| | Budget Amount: (if applicable) | 0 | Budget Source: (if applicable) | NA |
| Strategy #3: | AIG and high achieving students will pass science classroom tests and benchmarks with an 85% or higher proficiency. | | |
| Progress: | Progress Monitoring Status: | Has Begun | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | |
| | Evidence: (Identify documents and artifacts) | Data Analysis Notebook, Classroom Tests/Retest Opportunities, and Benchmark Scores | |
| | Person(s) Responsible: | Science teacher and AIG Teacher | |
| | Timeline: | 2015-2016 - Quarterly Review | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| GOAL 7: | 100% of teachers will implement self-monitoring and goal-setting strategies that lead students to the highest level of academic achievement. | | |
| Strategy #1: | 2/3 of grade levels will pilot student data notebooks to increase student reflection in regards to grades and other academic progress indicators. | | |
| Progress: | Progress Monitoring Status: | Has Begun | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | |
| | Evidence: (Identify documents and artifacts) | Student Data Notebooks; Student Reflections, Instructional Audit (tool linked in evidenc | |
| | Person(s) Responsible: | 6th and 8th Grade Teachers | |
| | Timeline: | 2015-2016 - Quarterly Review | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| Strategy #2: | All grade levels will implement the use of grade level data boards to focus on academic goals. | | |

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| **Progress:** | Progress Monitoring Status: | | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | | |
| | Evidence: (Identify documents and artifacts) | | Picture of Grade Level Data Boards | | |
| | Person(s) Responsible: | | SMS Administration | | |
| | Timeline: | | Biweekly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | | NA |
| **Strategy #3:** | **All teachers will provide students with exemplars of high quality work that meet the performance standard or level so that students know what high quality work should be like.** | | | | |
| **Progress:** | Progress Monitoring Status: | | | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | | |
| | Evidence: (Identify documents and artifacts) | | Copies of Exemplars/Models | | |
| | Person(s) Responsible: | | All Teachers | | |
| | Timeline: | | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | | NA |
| **Strategy #4:** | **All teachers will provide students with rubrics that make academic expectations clear for all students.** | | | | |
| **Progress:** | Progress Monitoring Status: | | | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | | |
| | Evidence: (Identify documents and artifacts) | | Copies of Projects & Rubrics | | |
| | Person(s) Responsible: | | All Teachers | | |
| | Timeline: | | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | | |
| **GOAL #8:** | **100% of teachers will use PLCs to plan and implement Learning Focused strategies and higher order thinking activities that are clearly related to the grade-level standards, concepts, and skills.** | | | | |
| **Strategy #1:** | **100% of staff members will create a daily essential question (EQ), have it posted within their classrooms, and ensure that students are able to answer the EQ question upon leaving class.** | | | | |
| **Progress:** | Progress Monitoring Status: | | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | | |
| | Evidence: (Identify documents and artifacts) | | Lesson Plan; Picture of Whiteboard, Student Work (i.e. Exit Slips) | | |
| | Person(s) Responsible: | | All Teachers | | |
| | Timeline: | | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | | NA |
| **Strategy #2:** | **100% of staff members will design and incorporate a summarizing activity after each learning activity in a lesson.** | | | | |
| **Progress:** | Progress Monitoring Status: | | Has Begun | | |

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| **Tasks/Action Steps:** Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Lesson Plans, Pictures, Videos | | |
| | Person(s) Responsible: | All Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| **Strategy #3:** | 100% of staff members will implement collaborative pairs/numbered heads into their lessons at least twice per week. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| **Tasks/Action Steps:** Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Lesson Plans, Pictures, Videos | | |
| | Person(s) Responsible: | All Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| **Strategy #4** | 100% of staff members will utilize Bloom's Taxonomy to increase the rigor of assignments and instruction. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| **Tasks/Action Steps:** Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | Lesson Plans, Assignments | | |
| | Person(s) Responsible: | All Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| **Strategy #5** | 100% of staff members will be involved in Professional Learning Communities at least twice per week to assist in utilizing highly effective and engaging instructional strategies. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| **Tasks/Action Steps:** Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
| | Evidence: (Identify documents and artifacts) | PLC Minutes, Lesson Plans | | |
| | Person(s) Responsible: | All Teachers | | |
| | Timeline: | 2015-2016 - Quarterly Review | | |
| | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| GOAL #9: | 100% of teachers will use data-monitoring and assessment to track and monitor the progress of student learning. | | | |
| **Strategy #1:** | 2/3 of grade levels will pilot student data notebooks to increase student reflection in regards to grades and other academic progress indicators. | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: | Additional Details: | | | |

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|  | Evidence:<br>(Identify documents and artifacts) | Student Data Notebooks; Student Reflections | | |
|  | Person(s) Responsible: | 6th and 8th Grade Teachers | | |
|  | Timeline: | 2015-2016 - Quarterly Review | | |
|  | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |
| **Strategy #2:** | **All grade levels will administer the STAR Reading and Math assessments quarterly (Students will grow at least 20 Scaled Score Points with each test.).** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | Star Assessment will be administered quarterly to identify progress towards proficiency and growth goals in ELA and math. | | |
|  | Evidence:<br>(Identify documents and artifacts) | STAR Reading & Math Reports, Student Data Notebook | | |
|  | Person(s) Responsible: | All Teachers | | |
|  | Timeline: | 2015-2016 - Quarterly Review | | |
|  | Budget Amount: (if applicable) | $4,752 | Budget Source: (if applicable) | SMS |
| **Strategy #3** | **100% of core teachers and elective teachers (when applicable) will create and implement all unit tests (common assessments) using SchoolNet to disaggregate and inform instructional practices.** | | | |
| **Progress:** | Progress Monitoring Status: | Has Begun | | |
| Tasks/Action Steps: Describe the action steps that will be taken to support this strategy. | Additional Details: | | | |
|  | Evidence:<br>(Identify documents and artifacts) | Test Result Data, Copy of the Test | | |
|  | Person(s) Responsible: | All Teachers | | |
|  | Timeline: | 2015-2016 - Quarterly Review | | |
|  | Budget Amount: (if applicable) | $0 | Budget Source: (if applicable) | NA |