

2. SCHOOL IMPROVEMENT GOALS

2.2 OverarchingNeed # 1

Overarching Need

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| Overarching Need as identified in CNA Section 3.2 | Improving students' written English literacy by improving the quality of formative assessments and using analyzed data to maximize the benefits of instruction.        |
| Root Cause # 1                                    | Teachers have not completed Formative Instructional Practices (FIP) training.  |
| Root Cause # 2                                    | The majority of students are not reading on grade level.   |
| Root Cause # 3                                    | Not all teachers have the skills necessary to analyze or apply data in a way that provides maximum benefit for literacy instruction.                                   |
| Root Cause # 4                                    | Teachers need more training in data analysis and application.  |
| Root Cause # 5                                    | Teachers need to develop better skills of formative assessment selection, use, and analysis.   |
| Goal  | By the end of the 2018-2019 school year, GSD teachers will use formative instructional practices (FIP) to collect, analyze, and document evidence of student learning. |

Action Step # 1

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| Action Step  | Administrators will assign facilitator(s) to lead FIP module professional learning. |
| Funding Sources  | N/A   |
| Subgroups  | Student with Disabilities   |
| Systems  | Effective Leadership  |
| Method for Monitoring Implementation and Effectiveness | email to staff; staff attendance  |
| Position/Role Responsible                              | administrators  |
| Timeline for Implementation                            | Others : August 2018  |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 2

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| Action Step     | Instructional coach/administrators/teachers in PLCs will provide feedback and guidance on teacher-developed formative assessments and data analysis. |
| Funding Sources | N/A  |
| Subgroups       | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities   |

Action Step # 2

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| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity |
| Method for Monitoring Implementation and Effectiveness | lesson plan feedback; notes from PLC meetings                         |
| Position/Role Responsible                              | teachers, leaders, instructional coach                                |
| Timeline for Implementation                            | Monthly   |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 3

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| Action Step  | Teachers and leaders will complete FIP Module 3 (Collecting and Documenting Evidence of Student Learning). |
| Funding Sources  | N/A  |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities                     |
| Systems  | Coherent Instruction<br>Professional Capacity  |
| Method for Monitoring Implementation and Effectiveness | certificates of module completion  |
| Position/Role Responsible                              | teachers and leaders   |
| Timeline for Implementation                            | Others : August 2018   |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 4

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| Action Step  | Teachers will implement feedback on assessments received from coaches/peers/administrators. |
| Funding Sources  | N/A   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities      |
| Systems  | Coherent Instruction<br>Professional Capacity   |
| Method for Monitoring Implementation and Effectiveness | lesson plan feedback; observation feedback  |
| Position/Role Responsible                              | teachers  |
| Timeline for Implementation                            | Weekly  |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 5

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| Action Step  | After using FIP strategies to analyze learning targets, teachers will develop and use formative assessments. |
| Funding Sources  | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>IDEA   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities                       |
| Systems  | Coherent Instruction   |
| Method for Monitoring Implementation and Effectiveness | lesson plans; observations, work samples   |
| Position/Role Responsible                              | teachers   |
| Timeline for Implementation                            | Weekly   |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in |  |
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Action Step # 5

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 6

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| Action Step  | Teachers will collect and analyze formative and summative data on student mastery of learning targets.                              |
| Funding Sources  | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>IDEA  |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities  |
| Systems  | Coherent Instruction  |
| Method for Monitoring Implementation and Effectiveness | data notebooks, lesson plans, grade book, IEP progress reports, student work samples, student conferences, progress monitoring logs |
| Position/Role Responsible                              | teachers  |
| Timeline for Implementation                            | Weekly  |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 7

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| Action Step  | Preschool will use age-appropriate assessments correlated to early learning standards  |
| Funding Sources  | IDEA   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems  | Coherent Instruction   |
| Method for Monitoring Implementation and Effectiveness | progress monitoring logs/checklists, lesson plans, data meetings                       |
| Position/Role Responsible                              | preschool teachers   |

Action Step # 7

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| Timeline for Implementation | Weekly |
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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 8

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| Action Step  | Teachers will communicate with parents/guardians regarding student progress (based on assessments) on learning targets. |
| Funding Sources  | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>IDEA<br>N/A   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities                                  |
| Systems  | Family and Community Engagement   |
| Method for Monitoring Implementation and Effectiveness | contact log notes   |
| Position/Role Responsible                              | teachers  |
| Timeline for Implementation                            | Weekly  |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 9

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| Action Step     | Based on assessment analysis, teachers will provide remediation (or enrichment) on learning targets as needed. |
| Funding Sources | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>Title IV, Part A                                 |

Action Step # 9

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| Funding Sources  | IDEA   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities |
| Systems  | Coherent Instruction<br>Supportive Learning Environment                                |
| Method for Monitoring Implementation and Effectiveness | student conferences, lesson plans, progress monitoring logs, data meetings             |
| Position/Role Responsible                              | teachers   |
| Timeline for Implementation                            | Weekly   |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 10

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| Action Step  | Students will demonstrate mastery of learning targets on a variety of formative and summative assessments. |
| Funding Sources  | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>IDEA   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities                     |
| Systems  | Coherent Instruction<br>Supportive Learning Environment  |
| Method for Monitoring Implementation and Effectiveness | student assessments, data notebooks, progress monitoring logs, grade book, work samples                    |
| Position/Role Responsible                              | students, teachers   |
| Timeline for Implementation                            | Weekly   |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 11

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| Action Step  | Teachers will be provided with teacher/student technology, appropriate software/subscriptions, and training (if needed) to design, administer, and analyze assessments and support student success on assessments. |
| Funding Sources  | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>IDEA   |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities   |
| Systems  | Coherent Instruction<br>Professional Capacity<br>Supportive Learning Environment   |
| Method for Monitoring Implementation and Effectiveness | twice-yearly inventory checks; reported needs; POs, budgets  |
| Position/Role Responsible                              | IT specialist, technology committee  |
| Timeline for Implementation                            | Others : ongoing through year  |

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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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Action Step # 12

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| Action Step  | Teachers will attend PL (Fairview, Thinking Maps, Vizitech, SMART, and others) to support student mastery of learning targets and strategies for developing/applying/analyzing assessments. |
| Funding Sources  | Title I, Part A<br>Title I, Part A SIG<br>Title II, Part A<br>IDEA  |
| Subgroups  | Economically Disadvantaged<br>Race / Ethnicity / Minority<br>Student with Disabilities  |
| Systems  | Coherent Instruction<br>Effective Leadership<br>Professional Capacity   |
| Method for Monitoring Implementation and Effectiveness | sign in sheets, PL materials, lesson plans, PL leave approvals, budgets   |
| Position/Role Responsible                              | teachers, administrators  |

Action Step # 12

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| Timeline for Implementation | Others : as appropriate |
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| What partnerships with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)? |  |
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