

GOALS	BARRIERS	STRATEGIES	ACTION STEPS	MONITORING										
<p><b>G1.</b> If Standards-based Instruction is taught to the full intent, then student achievement will increase in all content areas.</p> <p><b>Plan to Monitor Progress Toward G1:</b> Observations of instructional tasks that align to standards-based instruction, support for teachers who need coaching and mentoring.</p> <p><b>Schedule:</b> Weekly, from 10/10/2016 to 5/26/2017.</p> <p><b>Person Responsible:</b> Latricia Woulard</p> <p><b>Evidence of Completion:</b> CWT data, coaches logs, coaches agendas, evaluation data (instructional strategies), assessment data</p>	<p><b>G1.B1:</b> Teachers lack understanding of standards-based instruction</p>	<p><b>G1.B1.S1:</b> Structure common planning to support teachers understanding of standards-based instruction.</p> <p><b>Strategy Rationale:</b> Teachers do not understand the full intent of the standard.</p>	<p><b>A1:</b> Build capacity of teachers' knowledge of standards/ item specs through the planning process and instructional coaching.</p> <p><b>Person Responsible:</b> Latricia Woulard</p> <p><b>Schedule:</b> Daily, from 8/22/2016 to 6/2/2017</p> <p><b>Evidence of Completion:</b> "Look for" documents, Coaching cycle forms, CWT, coaching logs, assessment data</p>	<p><b>Plan to Monitor Fidelity of Implementation of G1.B1.S1:</b> Monitoring the understanding of standards / item specs through the collaborative planning process.</p> <p><b>Person Responsible:</b> Erin Celano</p> <p><b>Schedule:</b> Daily, from 10/5/2015 to 5/27/2016. <b>Evidence of Completion:</b> Lesson plans, Walkthroughs,</p> <p><b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1:</b> Administration will monitor the frequency and consistency of coaching for the teachers in need of support</p> <p><b>Person Responsible:</b> Angela Patton</p> <p><b>Schedule:</b> On 5/27/2016. <b>Evidence of Completion:</b> Coaching cycle forms, coaching logs, classroom walkthroughs, assessment data, "Look for" documents, and informal/formal observations.</p>										
<p><b>Targets to Reach Goal</b></p> <table border="0"> <thead> <tr> <th><u>Indicators</u></th> <th><u>Targets</u></th> </tr> </thead> <tbody> <tr> <td>ELA Achievement District Assessment</td> <td><b>50.0</b></td> </tr> <tr> <td>FSA English Language Arts - Achievement Math</td> <td><b>50.0</b></td> </tr> <tr> <td>Achievement District Assessment</td> <td><b>50.0</b></td> </tr> <tr> <td>FSA Mathematics - Achievement</td> <td><b>50.0</b></td> </tr> </tbody> </table>	<u>Indicators</u>	<u>Targets</u>	ELA Achievement District Assessment	<b>50.0</b>	FSA English Language Arts - Achievement Math	<b>50.0</b>	Achievement District Assessment	<b>50.0</b>	FSA Mathematics - Achievement	<b>50.0</b>	<p><b>G1.B2:</b> Teachers lack of content knowledge and/or pedagogy</p>	<p><b>G1.B2.S1:</b> Support identified teachers in need.</p> <p><b>Strategy Rationale:</b> Teachers struggle with the delivery of the standards-based content. Several require additional support with their knowledge of the content and how to teach to students.</p>	<p><b>A1:</b> Utilize walkthrough data to identify and prioritize teachers in need of additional support in various content areas and provide support through the coaching cycle.</p> <p><b>Person Responsible:</b> Latricia Woulard</p> <p><b>Schedule:</b> Weekly, from 9/6/2016 to 6/2/2017</p> <p><b>Evidence of Completion:</b> walkthrough data, informal/formal observations, coaching logs</p>	<p><b>Plan to Monitor Fidelity of Implementation of G1.B2.S1:</b> Classroom observation "look fors" will be used to monitor fidelity of implementation.</p> <p><b>Person Responsible:</b> Latricia Woulard</p> <p><b>Schedule:</b> Weekly, from 8/29/2016 to 6/2/2017. <b>Evidence of Completion:</b> Coaching cycle forms, coaching logs, classroom walkthrough "look for" documents, assessment data.</p> <p><b>Plan to Monitor Effectiveness of Implementation of G1.B2.S1:</b> Support provided to the teachers will be monitored by the increased knowledge of the content/Pedagogy.</p> <p><b>Person Responsible:</b> Marcy Luckey</p> <p><b>Schedule:</b> Monthly, from 9/9/2016 to 6/2/2017. <b>Evidence of Completion:</b> classroom walkthrough data, evaluation ratings, assessment data</p>
<u>Indicators</u>	<u>Targets</u>													
ELA Achievement District Assessment	<b>50.0</b>													
FSA English Language Arts - Achievement Math	<b>50.0</b>													
Achievement District Assessment	<b>50.0</b>													
FSA Mathematics - Achievement	<b>50.0</b>													

GOALS	BARRIERS	STRATEGIES	ACTION STEPS	MONITORING								
<p><b>G2.</b> If the use of a school-wide data drive instruction cycle was implemented and utilized with fidelity, then corrective instruction can be delivered to increase achievement.</p> <p><b>Plan to Monitor Progress Toward G2:</b> Data Spreadsheets to include monitored standards-based assessments  <b>Person Responsible:</b> Marcy Luckey  <b>Schedule:</b> Biweekly, from 8/25/2016 to 5/26/2017  <b>Evidence of Completion:</b> Spreadsheets, tracking sheets</p> <p><b>Targets to Reach Goal</b></p> <table border="0"> <thead> <tr> <th><u>Indicators</u></th> <th><u>Targets</u></th> </tr> </thead> <tbody> <tr> <td>FSA Mathematics - Achievement</td> <td><b>50.0</b></td> </tr> <tr> <td>FSA English Language Arts - Achievement</td> <td><b>50.0</b></td> </tr> <tr> <td>Effective Teachers (Performance Rating)</td> <td><b>40.0</b></td> </tr> </tbody> </table>	<u>Indicators</u>	<u>Targets</u>	FSA Mathematics - Achievement	<b>50.0</b>	FSA English Language Arts - Achievement	<b>50.0</b>	Effective Teachers (Performance Rating)	<b>40.0</b>	<p><b>G2.B1:</b> Teachers lack of understanding on how to use assessments and data to plan and deliver instruction.</p>	<p><b>G2.B1.S1:</b> Implement process to analyze assessments, collect and analyze the data and use data for corrective instruction.</p> <p><b>Strategy Rationale:</b> Instructors need to have a clear process for data collection and analysis. This process will provide teachers with procedures on how to address struggling students and determine those who will need corrective instructional opportunities for improvement.</p>	<p><b>A1:</b> Build capacity of teachers' understanding of assessment design in order to plan and deliver instruction.  <b>Person Responsible:</b> Angela Patton  <b>Schedule:</b> Monthly, from 9/8/2016 to 5/18/2017  <b>Evidence of Completion:</b> professional development agendas, collaborative planning lesson plans, assessment data,</p> <p><b>A2:</b> Build Capacity of teachers' understanding on data collection and analysis to drive initial instruction and corrective instruction.  <b>Person Responsible:</b> Latricia Woulard  <b>Schedule:</b> Weekly, from 8/25/2016 to 5/26/2017  <b>Evidence of Completion:</b> Professional development agenda, assessments, planned list for remediation, regrouping and corrective teaching, written protocol and data collection tools.</p>	<p><b>Plan to Monitor Fidelity of Implementation of G2.B1.S1:</b> Understanding of assessment questioning, standards, shifts, test item specs, etc.  <b>Person Responsible:</b> Marcy Luckey  <b>Schedule:</b> Biweekly, from 10/3/2016 to 5/5/2017.  <b>Evidence of Completion:</b> Professional development agenda and assessments</p> <p><b>Plan to Monitor Effectiveness of Implementation of G2.B1.S1:</b> Monitor the analysis of common assessments.  <b>Person Responsible:</b> Angela Patton  <b>Schedule:</b> Biweekly, from 9/5/2016 to 5/19/2017.  <b>Evidence of Completion:</b> Common standards-based assessments, assessment data.</p>
<u>Indicators</u>	<u>Targets</u>											
FSA Mathematics - Achievement	<b>50.0</b>											
FSA English Language Arts - Achievement	<b>50.0</b>											
Effective Teachers (Performance Rating)	<b>40.0</b>											