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| **GOAL 1 – Reading achievement goal for *all* students** |
| *Reading achievement for all students will increase by \_\_\_\_\_\_\_\_% moving from \_\_\_\_\_\_\_\_% proficient or highly proficient on 2016 AzMERIT to \_\_\_\_\_\_\_\_% proficient or highly proficient on 2017 AzMERIT.*  ***Example of possible strategies/action steps***  **Strategy:** Provide core reading instruction for all students  **Action Step:** All teachers will provide a minimum of 90 minutes of reading instruction based on the district adopted curriculum for ELA instruction inclusive of writing, vocabulary development, literacy, and grammar.  **Strategy:** Strengthen instruction for all students  **Action Step:** The instructional coach will provide ongoing support in the following areas; direct instruction practices, engagement strategies, cooperative learning strategies  **Action Step:** All teachers will participate in weekly PLC meetings (60 min. as recommended by ADE) for the purpose of looking at individual student work samples, weekly assessments, and benchmark testing etc. to determine achievement levels of all students collectively assigned to them and analyze instructional strategies that prove to be effective in increasing student *achievement .[This action step should be tagged with Comprehensive or Targeted Support tag and also Principle #5 tag (data drives instruction) and Principle #2 tag (Effective Teachers) – as an example of tagging on ALEAT]*  **Action Step:** Provide PD which is ongoing and job embedded, that supports the SCIP. Focus will be placed on the following teacher learning activities: collaborative weekly PLC meetings, Effective RTI strategies, content literacy training provided by the County Educational Service Agency, Kagan engagement strategies provided by district staff, Core Six Strategies provided by Harvey Silver….. |
| **GOAL 2 – Reading goal for the State’s bottom 25%** |
| *The percent of students in the State’s bottom 25% in reading will decrease by \_\_\_\_\_\_\_\_% from \_\_\_\_\_\_\_\_% on 2016 AzMERIT to \_\_\_\_\_\_\_\_% on 2017 AzMERIT.*  ***Example of possible strategies/action steps***  **Strategy:** Provide targeted interventions for students struggling in the content area of reading  **Action Step:** Title I teachers/assistants will focus K-3 instructional interventions as Tier II interventionists and all special area teachers will be assigned to assist students in grades 4-6 by providing small group Tier II interventions for a minimum of 40 daily minutes. . . or perhaps  **Action Step:** A school-wide RTI framework, facilitated by two full-time RTI specialists who are supported by general education and special area teachers, the school psychologist, para-professionals and the building administrator is in place. Tier II and Tier III academic support is provided to students to meet individual student needs as identified through AIMS web, district benchmark data and progress monitoring assessments. |
| **GOAL 3 – English Language Proficiency Goal** |
| *English Language Proficient reclassification will increase by \_\_\_\_\_\_\_\_% moving from \_\_\_\_\_\_\_\_% reclassification as proficient in 2016 to \_\_\_\_\_\_\_\_% reclassification as proficient in 2017, as measured by AZELLA.*  ***Example of possible strategies/action steps***  **Strategy:** Strengthen instruction for students  **Action Step:** Professional learning opportunities will be provided for all staff in the use of effective SEI and differentiated instructional strategies on a monthly basis. |
| **GOAL 4 - Math goal for *all* students** |
| *Math achievement for all students will increase by \_\_\_\_\_\_\_\_%, moving from \_\_\_\_\_\_\_\_% proficient or highly proficient on 2016 AzMERIT to \_\_\_\_\_\_\_\_% proficient or highly proficient on 2017 AzMERIT.*  ***Example of possible strategies/action steps***  **Strategy:** provide math basic skill practice for all students on a daily basis  **Action Step:** All teachers will incorporate *Daily Math Skills* for a minimum of 15 minutes, 5 times a week during the first period class |
| **GOAL 5 – Math goal for Bottom 25%** |
| *The percent of students in the State’s Bottom 25% in math will decrease by \_\_\_\_\_\_\_\_%, from \_\_\_\_\_\_\_\_% on 2016 AzMERIT to \_\_\_\_\_\_\_\_% on 2017 AzMERIT.*  ***Example of possible strategies/action steps***  **Strategy:** provide additional learning time for students in the bottom 25% in the content area of math  **Action Step:** Math intervention classes will be held 3 times per week for a total of 120 weekly minutes for all students who have been identified as students in the BQ in math. Specific targeted skills will be taught as determined by weekly formative assessments.  **Action Step:** After school tutoring will be offered to all students identified as being in the BQ in math – HQ teachers using research-based curriculum and *different* instructional strategies will provide targeted and specific remediation on an individual basis. |
| **\*\*GOAL 6 – Goal addressing STEM (This is an additional required goal for all schools in improvement)** |
| *By spring 2017, all students will have successfully completed four modules of STEM courses offered as elective courses each quarter as evidenced by a passing grade of 80% or better on the EOC assessment in each module.*  ***Example of possible strategies/action steps***  **Strategy:** Teachers will design STEM course modules  **Action Step:** During established summer collaborative PD time, teachers will collaborate, coordinate and design grade level learning modules to be offered to students with emphasis in science, technology, engineering, and/or math. |
| **GOAL 7 – Attendance goal** |
| *Increase attendance by \_\_\_\_\_\_\_% moving from \_\_\_\_\_\_\_% in SY15-16 to \_\_\_\_\_\_\_% in SY16-17*  ***Example of possible strategies/action steps***  **Strategy:** Implement a school-wide program to improve student attendance and reduce tardies and early pull-outs  **Action Step:** 1)School will identify chronic absentees, students who are consistently tardy an those who tend to get pulled out of school early on a regular basis, 2)Positive meetings with students, family, school staff will be ongoing in efforts to relay the critical correlation between attendance and student achievement. 3) Individual attendance tardy/early pullout contracts will be administered as appropriate. 5) Incentive program will be implemented to acknowledge and support students with improved attendance, reduction in tardies, and early pullouts on a weekly basis. |
| **GOAL 8 – Goal addressing graduation rate (high school only)** |
| *Increase graduation rate to\_\_\_\_\_\_\_\_% from \_\_\_\_\_\_\_\_% in 2016 to \_\_\_\_\_\_\_\_% in 2017 as calculated by ADE.*  ***Example of possible strategies/action steps***  **Strategy:** Provide additional support to students  **Action Step:** By providing the following support, ABC High School will provide graduation support opportunities to students identified as “at risk”: daily advisement class, credit recovery, math and reading interventions, increased and additional ESS/ELL supports as appropriate and necessary |