

Priority Goal 1 and Associated Strategies

Area for improvement and supporting data:

Adequate Yearly Progress (AYP) is a major focus area for improvement because our school is currently in "school improvement status" under ABC guidelines. This was due to failure to meet growth in reading for 2 consecutive years (from 2006-2008).

School Goal 1:	To raise the number of students demonstrating proficiency in Reading and Math on the North Carolina End-of-Grade Test
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Supports this district goal:	To have all students on/above grade level in Reading and Math
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Target:	Increase the number of students proficient by 10%
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Indicator:	End-of-grade results will be the indicator.
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Milestone date:	June 9,2010
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Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

Plan/Do

Strategy 1:	Strategy: We will provide differentiated instruction to individuals and small groups based on assessment data.		
	Action steps:		
	1. Utilize formative assessments		5. Create instruction based on individual needs and skill levels
	2. Correlate materials to the standard course of study		6. Create positive classroom environment conducive to learning
	3. Tutoring: during the school day and after school		7. Teacher-led small groups
	4. Reduce class size		8.
Strategy 2:	Strategy: Based on research on multiple intelligences, we will assess the preferred learning styles of individual students to insure the most effective teaching approaches.		
	Action steps:		
	1. Choose or create a tool to assess learning styles		5. Staff development on Multiple Intelligences
	2. Integrate lesson planning as a school-wide project		6. Uniform method lesson (School-wide)
	3. Rubrics to address varying learning styles		7.
	4. Vocabulary awareness relevant to subject		8.
Strategy 3:	Strategy: We will insure vertical alignment in the curriculum based on the standard course of study.		
	Action steps:		
	1. PLC's will identify subject misalignment		5. Visual matrix display of gap findings in the curriculum
	2. Include, inform, and ask for faculty input		6.
	3. Vocabulary awareness relevant to content areas		7.
	4. Integrate lesson planning as a school-wide project		8.

Plan/Do	How will we fund these strategies?		
	Funding source 1:	Select a funding source	Funding amount: \$25,000
	Funding source 2:	Select a funding source	Funding amount: \$36,000
	Funding source 3:	Select a funding source	Funding amount: \$20,000
	Funding source 4:	Select a funding source	Funding amount: \$100,000
	Funding source 5:	Select a funding source	Funding amount: \$20,000
		Total initiative funding:	\$201,000
	Review frequency:	Quarterly	
	Assigned implementation team:		
Check	What data will be used to determine whether the strategies were deployed with fidelity?		
	In grades K-3 Reading First Assessment including: Texas Primary Reading Inventory(TPRI), Iowa Test of Basic Skills(ITBS) are examples of the data used to drive instruction. Classroom Observations by administrators, coaches and lead teachers will be used to formulate Professional Development for staff as a whole and individuals. Lesson Plans will document the practice of differentiated instruction and relevant objectives. Schedules and Minutes for Vertical Alignment Meetings will be shared among staff.		
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)		
	We will determine progress toward our goal by comparing data provided by each reading assessment. Our goal is to increase the amount of students performing at or above grade level on any assessment by 5%-10% (comparing Fall to Spring on comparable objectives and goals). CPAA (Children's Progress Academic Assessment) our K-3 assessment, shows our students performing at expectation. Current level 2.7 which is one-tenth below the average of the district. An increase of 0.8 will accomplish our growth goal. County Benchmark Assessment for third grade indicates that our students are performing at 65.67% for reading which is below the benchmark of 70% set by the county. Our goal is to increase this percentage by 10% for comparable goals/objectives. For fourth grade, ClassScape showed our students at 45% which is below the County's overall average of 48%. We would like to increase our overall score by 5-10% for comparable goals/objectives. The 5th grade's ClassScape results showed our students at 61% and the district's average at 61%. We would like increase by 5-10% which would exceed the districts average.		
	What does data show regarding the results of the implemented strategies?		
	Data currently being gathered is preliminary. Students were identified as being eligible for Corrective Reading based on EOG percentiles. These students were administered the Corrective Reading Placement Test and assigned to the appropriate level for reading intervention.		

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

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