

School Goal		
<p>By June 2019, we will increase the percentage of College and Career Ready students in reading from 75% to 81% as measured by the End of Grade test, and will increase the percentage of K-2 students reading at or above grade level from 81% to 86% as measured by mCLASS TRC.</p>		
Goal Manager	Strategic Objective	State Board of Education Goal
Amanda Nichols	Achievement	21st Century Students
Resources		
Common Core Lesson Plan Book K-5, literacy coach, IRT, administration, CMAPP, Unpacking documents		

Key Process
<p>1. Teachers and staff will utilize backwards design principles to plan and implement rigorous lessons aligned to standards and the 4C's to increase reading achievement.</p>
Tier
Tier 1 / Core
Process Manager
Steph Chase
Measurable Process Check(s)
The grade level SIP representative will gather data quarterly on the number of standards unpacked to plan rigorous units of study that incorporate the 4Cs. The SIT will analyze mCLASS and benchmark assessment data three times a year to determine effectiveness of rigorous units.

Action Step(s)
<p>1. Administrative staff and IRT will organize professional development for all teachers on ways to create and implement challenging learning units that address the 4C's.</p>
<p>Timeline From 8/2016 To 6/2019</p>
<p>2. Grade level teams will collaboratively unpack standards to plan rigorous units of study for literacy that incorporate the 4C's and include opportunities for real world application.</p>
<p>Timeline From 8/2016 To 6/2019</p>
<p>3. Certified staff and administration will plan and organize a variety (Twitter, Ship Notes, SeeSaw, etc.) of ways to inform parents about the components and importance of the 4C's in order to bridge the home-school connection.</p>
<p>Timeline From 11/2016 To 6/2019</p>
<p>4. Teachers will have the opportunity to visit another teacher during literacy through a "Peek to Peak" observation at least 1 time during the year.</p>
<p>Timeline From 1/2017 To 6/2019</p>

- Administration and IRT will review Peek to Peak data and compile positive ideas to share with grade level PLTs once a semester.

Timeline From 1/2017 To 6/2019

Key Process

- Teachers and staff will work collaboratively to use data to plan literacy instruction to increase reading achievement.

Tier

Tier 1 / Core

Process Manager

Jen Cento

Measurable Process Check(s)

The SIP Data team will conduct an instructional strategies implementation checklist twice a year to inform progress towards the goal. Certified staff will analyze data such as mCLASS, EOG, report card, and benchmark assessments quarterly to assess the effectiveness of differentiated literacy instruction.

Action Step(s)

- SIP data team will develop a survey to collect differentiated literacy instruction data. K-5 Teachers will take the survey and SIP data team will review the data to identify research based practices.

Timeline From 12/2016 To 4/2017

- SIP data team and staff will facilitate professional development on identified research based practices and the use of data to drive instruction.

Timeline From 8/2017 To 6/2019

- SIP data team will develop and administer a checklist to gauge comfort level of implementation of research based practices learned from professional development.

Timeline From 8/2018 To 6/2019

- Grade level teams will discuss literacy data during weekly PLT meetings, which are embedded within the school day.

Timeline From 8/2016 To 6/2019

Key Process

- Teachers and staff will use various vocabulary strategies with rigorous text to build background knowledge and expose students to a variety of science, social studies, and current event topics.

Tier

Tier 1 / Core

Process Manager

Karen Marquard

Measurable Process Check(s)

Grade level PLTS will document in PLT minutes vocabulary strategies used and the SIT representative for the team will collect data on how the research based strategies are improving reading comprehension quarterly. The Vocabulary Team will analyze the CORE Vocabulary data and BURST annually to determine student growth.

Action Step(s)

1. SIT team will develop a survey to assess current vocabulary practices.
Timeline From 11/2016 To 1/2017
2. 1st-5 students will take the "Core" Vocabulary Assessment as a baseline to understand the need; Kindergarten students will take the BURST Reading Assessment through mCLASS.
Timeline From 3/2017 To 4/2017
3. Vocabulary Team will present survey, Core Vocabulary, and BURST assessment data with staff in order to understand the need.
Timeline From 4/2017 To 5/2017
4. Teachers will participate in a book study using Word Nerds (3-5) and Bringing Words to Life (K-2) to learn strategies to teach Tier 2 and Tier 3 words.
Timeline From 6/2017 To 6/2018
5. School will create a school wide strategy for what a reader does when they come to a word they do not know what it means (ex. RUNNERS for reading).
Timeline From 1/2018 To 6/2019
6. Professional Development on vocabulary strategies will be delivered to teachers.
Timeline From 8/2017 To 6/2019
7. Teachers will utilize common tools and strategies for vocabulary instruction gained from professional development.
Timeline From 8/2017 To 6/2019