

GOAL 1: By June 2009, all students will increase in reading achievement and literacy performance as evidenced by:

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
1. All School groups, specifically AA, H, ELL, SPED and FARMS, will achieve 75.9 % or better on MSA reading.	MAP-R scores <i>MSA scores</i> Sligo Middle Reading Assessment (SMRA) <i>leave for professional development</i> Team summary results per SMRA <i>Student goal sheets/dept. action plans</i>	SMRA (Public Release Items proficiency) <i>MAP-R assessments</i> <i>Fall- 213(gr.6), 217(gr.7), 220(gr.8)</i> <i>Spring-217(gr.6), 220(gr.7), 223(gr.8)</i> English Assessments: 65-85% Unit 1 formative 2 Unit 2 formative 1 Unit 2 end of unit Unit 3 formative 1 Unit 3 formative 3 Unit 4 formative 1 Unit 4 end of unit Reading end of unit grades 6 and 7 Reading BCR common task ESOL curriculum based assessments Baseline disaggregate 2008 MSA	SMRA -Oct. 6 (data chat Oct. 20) Feb. 9 (data chat Feb. 23)- Anderson/ Content Specialists MAP- R = Oct., Feb., June- Anderson English/Reading- Quesenberry ESOL- Warrington/Salaam MSA- Anderson
Results (include evaluation of processes for effectiveness and efficiency)			

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2. All students will earn quarterly grades of 80% or higher in Reading and/or English classes.	Quarter grade reports by class, sub group Interims reports	Interims Quarterly report cards	Report cards quarterly & interims/ Quesenberry & dept.
Results (include evaluation of processes for effectiveness and efficiency)			

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3. Use goal strand specific MAP R data to inform content—based literacy practices.	MAP R Scheduled data chats by department	Department action plans	Content specialists and Anderson/Robertson
Results (include evaluation of processes for effectiveness and efficiency)			

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4. Develop rigorous, literacy-based instructional practices such as vocabulary development, questioning techniques, and writing to learn practices.	Professional development	Department action plans Literacy walk-throughs (set goals) Classroom observations	Content specialists Anderson/Robertson Content specialists and administrators
Results (include evaluation of processes for effectiveness and efficiency)			

Action Step/Objective/Timeline	Resources Needed	Monitoring Tools/Data Points (formative and summative)	Monitoring Dates/By Whom
5. Monitor effective use of before, during, and after reading strategies in all content areas.	Professional development	Formal and informal observations <i>Walk-throughs (peer, vertical, team, content) goal setting</i>	Content Specialists Content Teachers Anderson Bowman
Results (include evaluation of processes for effectiveness and efficiency)			

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6. Invite focus students with AIP's to participate in after-school Reading/Literary classes to support their academic progress and achievement in order to prepare them for acceleration into GT/honors levels classes.	After school interventions and enrichment classes (Lights Camera Literacy)	Formative/Summative Classroom Data After school program assessment data After school participation data	ELO coordinator After-school program teachers Grade level teams October - May
Results (include evaluation of processes for effectiveness and efficiency)			

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7. Integrate Technology and Arts in classroom activities in order to enhance daily instruction.	Media center Computer labs/ laptops Activboards	Lesson Plans Formal and Informal Observations	Schwinn Salaam Content Specialists
Results (include evaluation of processes for effectiveness and efficiency)			

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8. Monitor the implementation of reading interventions to ensure fidelity of instruction.	Intensive Reading Needs(Corrective Reading, Read Naturally, Wilson) Read 180	SRI lexiles by grade Corrective Reading assessments Read Naturally assessments Formal and informal observations	SRI- Debord/White Corrective Reading- Robertson Read Naturally- Robertson/Anderson Quesenberry/White
Results (include evaluation of processes for effectiveness and efficiency)			