

## 2013 - 2014 CCSS SCHOOL IMPROVEMENT PLAN

**Elementary School Name: Ruth Hill Elementary School**

### PART ONE: CONTENT MASTERY

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use current data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Use subgroup targets for 2013 – 2014.

Column IV: Your school's goals for each subgroup.

| Measurable Goals:<br>CRCT | CCRPI<br>11-12 | CCRPI<br>12-13 | CCRPI<br>13-14                | CCRPI<br>13-14           | Measurable Goals:<br>CRCT   | CCRPI<br>11-12 | CCRPI<br>12-13 | CCRPI<br>13-14                | CCRPI<br>13-14           |
|---------------------------|----------------|----------------|-------------------------------|--------------------------|---|----------------|----------------|-------------------------------|--------------------------|
| <b>1 - ELA</b>            | Meets/Exceeds  | Meets/Exceeds  | GA Targets %<br>Meets/Exceeds | GOALS %<br>Meets/Exceeds | <b>2 - READING</b>  | Meets/Exceeds  | Meets/Exceeds  | GA Targets %<br>Meets/Exceeds | GOALS %<br>Meets/Exceeds |
| All                       | 88.5%          | 85.9%          | 93%                           | 88%                      | All   | 90.4%          | 92%            | 94.6%                         | 93%                      |
| Am. Ind./Alaskan          | N/A            | N/A            | N/A                           | N/A                      | Am. Ind./Alaskan  | N/A            | N/A            | N/A                           | N/A                      |
| Asian/Pac. Islander       | N/A            | N/A            | N/A                           | N/A                      | Asian/Pac. Islander   | N/A            | N/A            | N/A                           | N/A                      |
| Black                     | 84.7%          | 80.2%          | 89.9%                         | 83%                      | Black   | 85.8%          | 86.8%          | 91.5%                         | 88%                      |
| Hispanic                  | 88.2%          | 88.2%          | 92.1%                         | 90%                      | Hispanic  | 94.1%          | 94%            | 94%                           | 95%                      |
| Multi Racial              | N/A            | N/A            | N/A                           | N/A                      | Multi Racial  | N/A            | N/A            | N/A                           | N/A                      |
| White                     | 93.3%          | 89.1%          | 95.7%                         | 92%                      | White   | 94.4%          | 95.6%          | 97.2%                         | 97%                      |
| Econ. Dis.                | 87.6%          | 84.2%          | 90.1%                         | 86%                      | Econ. Dis.  | 89.1%          | 91.8%          | 92.2%                         | 93%                      |
| SWD                       | 55.1%          | 54.5%          | 78%                           | 58%                      | SWD   | 72.4%          | 72.7%          | 81.6%                         | 70%                      |
| EL                        | N/A            | N/A            | N/A                           | N/A                      | EL  | N/A            | N/A            | N/A                           | N/A                      |
| <b>3 - MATH</b>           | Meets/Exceeds  | Meets/Exceeds  | GA Targets %<br>Meets/Exceeds | GOALS %<br>Meets/Exceeds | <b>4 - SCIENCE</b>  | Meets/Exceeds  | Meets/Exceeds  | GA Targets %<br>Meets/Exceeds | GOALS %<br>Meets/Exceeds |
| All                       | 78.9%          | 75.1%          | 88.1%                         | 78%                      | All   | 73.2%          | 77.4%          | 82.3%                         | 79%                      |
| Am. Ind./Alaskan          | N/A            | N/A            | N/A                           | N/A                      | Am. Ind./Alaskan  | N/A            | N/A            | N/A                           | N/A                      |
| Asian/Pac. Islander       | N/A            | N/A            | N/A                           | N/A                      | Asian/Pac. Islander   | N/A            | N/A            | N/A                           | N/A                      |
| Black                     | 71.7%          | 65.9%          | 81.9%                         | 70%                      | Black   | 60.8%          | 69.2%          | 72.3%                         | 71%                      |
| Hispanic                  | 88.2%          | 77.7%          | 87.8%                         | 80%                      | Hispanic  | 76.4%          | 88.8%          | 79.7%                         | 80%                      |
| Multi Racial              | N/A            | N/A            | N/A                           | N/A                      | Multi Racial  | N/A            | N/A            | N/A                           | N/A                      |
| White                     | 84.4%          | 80.4%          | 92.8%                         | 82%                      | White   | 84.4%          | 81.5%          | 90.4%                         | 85%                      |
| Econ. Dis.                | 75.6%          | 76.1%          | 83.5%                         | 79%                      | Econ. Dis.  | 68.2%          | 74.8%          | 75.5%                         | 76%                      |
| SWD                       | 34.4%          | 39.3%          | 72.9%                         | 40%                      | SWD   | 44.8%          | 42.4%          | 64.4%                         | 59%                      |
| EL                        | N/A            | N/A            | N/A                           | N/A                      | EL  | N/A            | N/A            | N/A                           | N/A                      |
| <b>5 – SOC. STUDIES</b>   | Meets/Exceeds  | Meets/Exceeds  | GA Targets %<br>Meets/Exceeds | GOALS %<br>Meets/Exceeds | <a href="#"><u>Click here for the Elementary School CCRPI Calculator.</u></a> |                |                |                               |                          |
| All                       | 73.2%          | 72.7%          | 81.3%                         | 75%                      |   |                |                |                               |                          |
| Am. Ind./Alaskan          | N/A            | N/A            | N/A                           | N/A                      |   |                |                |                               |                          |
| Asian/Pac. Islander       | N/A            | N/A            | N/A                           | N/A                      |   |                |                |                               |                          |
| Black                     | 63%            | 63.7%          | 72.1%                         | 65%                      |   |                |                |                               |                          |
| Hispanic                  | 82.3%          | 83.3%          | 78.4%                         | 85%                      |   |                |                |                               |                          |
| Multi Racial              | N/A            | N/A            | N/A                           | N/A                      |   |                |                |                               |                          |
| White                     | 80%            | 77.1%          | 88.8%                         | 81%                      |   |                |                |                               |                          |
| Econ. Dis.                | 69.5%          | 69.1%          | 74.1%                         | 73%                      |   |                |                |                               |                          |
| SWD                       | 44.8%          | 39.3%          | 62.2%                         | 47%                      |   |                |                |                               |                          |
| EL                        | N/A            | N/A            | N/A                           | N/A                      |   |                |                |                               |                          |

**PART TWO: POST ELEMENTARY SCHOOL READINESS**

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use any data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Your school's goals for each indicator from Part Two.

| <b>PART TWO:<br/>Post Elementary School Readiness<br/>INDICATORS:</b>   | <b>CCRPI %<br/>2011 - 2012</b> | <b>CCRPI %<br/>2012 – 2013</b> | <b>CCRPI % GOAL<br/>2013 – 2014</b> |
|---|--------------------------------|--------------------------------|-------------------------------------|
| <b>6 – % English Learners with next highest Performance Band on ACCESS.</b>   | N/A                            |                                |                                     |
| <b>7 – % SWD students served in general education +80% of the school day.</b>   | 100%                           | 100%                           | 100%                                |
| <b>8 – % students scoring Meets/Exceeds grade 5 writing assessment.</b>   | 70%                            | 60%                            | 70%                                 |
| <b>9 – % students grade 3 with Lexile 650 or greater.</b>   | 50.7%                          | 70%                            | 72%                                 |
| <b>10 – % students grade 5 with Lexile 850 or greater.</b>  | 54.8%                          | 57.3%                          | 60%                                 |
| <b>11 – % students grades 1-5 completing the identified number of grade specific career awareness lessons aligned to GA's 17 Career Clusters.</b> | N/A                            | 100%                           | 100%                                |
| <b>12 – Student Attendance Rate (%).</b>  | 97.01%                         |                                |                                     |

**PART THREE: PREDICTOR FOR HIGH SCHOOL GRADUATION:**

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use any data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Your school's goals for each indicator from Part Three.

| <b>PART THREE: Graduation</b>   | <b>CCRPI %<br/>2011 - 2012</b> | <b>CCRPI %<br/>2012 – 2013</b> | <b>CCRPI % GOAL<br/>2013 – 2014</b> |
|---|--------------------------------|--------------------------------|-------------------------------------|
| <b>13 - % students Grade 5 passing at least 4 content area courses.</b> | 100%                           | 100%                           | 100%                                |
| <b>14 - % students scoring Exceeds on CRCT.</b>                         | 24.7%                          | 29%                            | 35%                                 |

**CCRPI SUMMARY CHART FOR 2013 – 2014:**

Column I: Use data from the May, 2013 release of CCRPI.

Column II: Use any data that is available now. When FALL CCRPI is released, adjust and review with SBLT. Make goal adjustments if needed.

Column III: Your school's goals for each CCRPI section.

| <b>SUMMARYPOINTS</b>                    | <b>CCRPI %<br/>2011 - 2012</b> | <b>CCRPI %<br/>2012 – 2013</b> | <b>CCRPI % GOAL<br/>2013 – 2014</b> | <b>SUMMARYPOINTS</b>                       | <b>CCRPI %<br/>2011 - 2012</b> | <b>CCRPI %<br/>2012 – 2013</b> | <b>CCRPI % GOAL<br/>2013 – 2014</b> |
|---|--------------------------------|--------------------------------|-------------------------------------|--|--------------------------------|--------------------------------|-------------------------------------|
| <b>Achievement Points</b>               | 53.7                           | 52.9 (est)                     | 55                                  | <b>Challenge Points:<br/>Exceeding Bar</b> | 1                              | 1                              | 1                                   |
| <b>Progress Points</b>                  | 9.4                            | 10.4 (est)                     | 11                                  | <b>Financial Efficiency<br/>Rating</b>     | N/A                            | <b>To Be Released<br/>2013</b> |                                     |
| <b>Achievement Gap<br/>Points</b>       | 8.3                            | 8.5 (est)                      | 9                                   | <b>School Climate Rating</b>               | N/A                            | <b>To Be Released<br/>2013</b> |                                     |
| <b>Challenge Points:ED/<br/>ELL/SWD</b> | 2.3                            | 2.5 (est)                      | 3                                   | <b>Overall Points</b>                      | <b>74.7</b>                    |                                |                                     |

**2013 – 2014 SCHOOL GOALS TO MEET THE ABOVE CCRPI TARGETS:**

| <b>GOAL 1: To increase CONTENT MASTERY (CCRPI Part I) for all students:<br/>To increase content mastery and the number of students who meet and/or exceed standards on the 2013-2014 CRCT in Reading, English/Language Arts, and Math. Specifically, increase Reading mastery from 92% meets/exceeds to 93% meets/exceeds, increase ELA mastery from 85.9% to 88% meets/exceeds, and increase Math mastery from 75.1% to 78% meets and exceeds.</b> |  |  |   |
|---|--|--|---|
| <u>Research-Based Strategies</u>  | Utilization of Technological Resources   | Evaluation and Assessment Data   | Professional Development  |
| <b>Implement a balanced assessment approach (combination of diagnostic, formative, and summative assessments) to determine level of mastery and adjust instruction accordingly in all content areas.</b>  | <ul style="list-style-type: none"> <li>• ExamView</li> <li>• Active Boards</li> <li>• Document Cameras</li> <li>• CCSS Literacy Website</li> <li>• Edmodo</li> <li>• Student Responders</li> </ul> | <ul style="list-style-type: none"> <li>• Standardized and Teacher-Created Common Assessments</li> <li>• Student Work Displays</li> <li>• Observations/Walkthroughs</li> <li>• IC Grade Book</li> <li>• Math/Reading GRASP</li> <li>• SST/Tier II/RTI Process</li> <li>• Common Curriculum Frameworks</li> </ul>                    | <ul style="list-style-type: none"> <li>• TAPS Professional Development on planning assessment strategies that meets the needs of diverse learners and informs instruction and learning (TK5, TK6)</li> </ul>                |
| <b>Utilize backwards design when developing lessons in core content areas so that learning expectations are clear to students and activities are delivered in a sequence that gradually builds content mastery.</b>   | <ul style="list-style-type: none"> <li>• GeorgiaStandards.org</li> <li>• CCSS Literacy Website</li> <li>• Edmodo</li> </ul>  | <ul style="list-style-type: none"> <li>• Minutes of grade level and vertical teaming meetings</li> <li>• Common Curriculum Frameworks</li> </ul>   | <ul style="list-style-type: none"> <li>• TAPS Professional Development on planning assessment strategies that meets the needs of diverse learners and informs instruction and learning (TK2, TK3)</li> </ul>                |
| <b>Utilize flexible grouping and differentiated instruction in content areas to address student learning differences and assist students in mastering content.</b>  | <ul style="list-style-type: none"> <li>• ExamView</li> <li>• STAR/AR/Accelerated Math Data</li> <li>• Math/Reading GRASP</li> <li>• OAS/IXL</li> <li>• Student Responders</li> </ul>               | <ul style="list-style-type: none"> <li>• Common Assessments</li> <li>• Diagnostic Assessments</li> <li>• Formative Assessments</li> <li>• Progress Monitoring of Students</li> <li>• Observations/Walkthroughs</li> <li>• Math/Reading GRASP</li> </ul>  | <ul style="list-style-type: none"> <li>• TAPS Professional Development on differentiated instruction and planning for diverse learning needs (TK2, TK3, TK4)</li> </ul>   |
| <b>Continuously collect and analyze formative and summative assessment data to plan, monitor, and assist students in mastering core content.</b>  | <ul style="list-style-type: none"> <li>• ExamView</li> <li>• STAR/AR/Accelerated Math Data</li> <li>• Math/Reading GRASP</li> <li>• OAS/IXL</li> <li>• Student Responders</li> </ul>               | <ul style="list-style-type: none"> <li>• CRCT/Benchmark Data</li> <li>• Diagnostic Assessments</li> <li>• Grade Level Meeting Minutes</li> <li>• Progress Monitoring</li> <li>• Math/Reading GRASP</li> <li>• STAR/AR/Accelerated Math Data</li> <li>• Observations/Walkthroughs</li> <li>• Disaggregated Subgroup Data</li> </ul> | <ul style="list-style-type: none"> <li>• TAPS Professional Development on instructional and assessment planning and using assessment data to measure, inform, and provide appropriate feedback to students (TK6)</li> </ul> |

**GOAL 1: To increase CONTENT MASTERY (CCRPI Part I) for all students:**

**To increase content mastery and the number of students who meet and/or exceed standards on the 2013-2014 CRCT in Reading, English/Language Arts, and Math. Specifically, increase Reading mastery from 92% meets/exceeds to 93% meets/exceeds, increase ELA mastery from 85.9% to 88% meets/exceeds, and increase Math mastery from 75.1% to 78% meets and exceeds.**

| <u>Research-Based Strategies</u>   | Utilization of Technological Resources   | Evaluation and Assessment Data  | Professional Development   |
|--|--|---|--|
| <b>Involve students in setting learning goals and monitoring their progress in mastering standards.</b>  | <ul style="list-style-type: none"> <li>• Math/Reading GRASP</li> <li>• STAR/AR/Accelerated Math Data</li> <li>• Student Responders</li> <li>• Active Boards</li> </ul>                               | <ul style="list-style-type: none"> <li>• Observations/Walkthroughs</li> <li>• Classroom Goal Setting Charts (AR/AM, Fluency, Fry Words, etc.)</li> <li>• Classroom/wall displays of student progress</li> <li>• Teacher Created Assessments</li> <li>• CAFÉ Notebook/Pensive</li> </ul> | <ul style="list-style-type: none"> <li>• TAPS Professional Development on assessment strategies and uses and designing an academically challenging learning environment (TK5, TK6, TK8)</li> </ul> |
| <b>Provide additional instructional assistance during the school day to students who struggle with mastering core content.</b>   | <ul style="list-style-type: none"> <li>• Student Computers/Tech Lab/Mini-Lab</li> <li>• IXL Math</li> <li>• OAS</li> <li>• Instructionally-Appropriate Websites</li> <li>• Laptop Station</li> </ul> | <ul style="list-style-type: none"> <li>• STOP/Recovery Room Grade Level Support Schedule</li> <li>• EIP/Special Education/Title I Support Schedules/Rosters</li> <li>• Math Madness Roster</li> <li>• Flexible Grouping Schedule</li> <li>• Grade Level/SBLT Minutes</li> </ul>         |  |
| <b>Provide ongoing professional development to teachers explicitly targeting how to plan for diverse learners, designing assessment strategies that inform instruction, providing meaningful feedback to students, and differentiating for diverse learning needs.</b> | <ul style="list-style-type: none"> <li>• Active Boards</li> <li>• Student Responders</li> <li>• DOE Teacher Keys Website</li> </ul>  | <ul style="list-style-type: none"> <li>• Professional Development Schedule</li> <li>• Observations/Walkthroughs</li> <li>• Displays of Student Work</li> <li>• Grade Level Meeting Minutes</li> </ul>   | <ul style="list-style-type: none"> <li>• Monthly TAPS Professional Development on Teacher Keys (TK2-8, 10)</li> </ul>  |

**GOAL 2: To increase POST ELEMENTARY SCHOOL READINESS (CCRPI Part II) for all students:**

**To increase student Lexile Measures and the number of students who meet and/or exceed standards on the 5<sup>th</sup> Grade Writing Test. Specifically, increase the number of 3<sup>rd</sup> Grade students who have a Lexile 650 or greater from 70% to 72% and the number of 5<sup>th</sup> Grade students who have a Lexile 850 or greater from 57.3% to 60%. Additionally, increase the percentage of 5<sup>th</sup> Grade students who meet or exceed on the 5<sup>th</sup> Grade Writing Test from 60% to 70%.**

| <u>Research-Based Strategies</u>  | Utilization of Technological Resources   | Evaluation and Assessment Data  | Professional Development  |
|---|--|---|---|
| <p><b>Increase student Lexile measures for all students by providing teachers with professional development on how to use Lexiles in the classroom to improve reading fluency and comprehension.</b></p>  | <ul style="list-style-type: none"> <li>• Lexile Website</li> <li>• Active Boards</li> <li>• Interactive Student Tablets (Nook, Nabis, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>• Summative Data on Student Lexile Measures</li> <li>• Progress Monitoring</li> <li>• STAR/AR Growth and Progress</li> <li>• CAFÉ Data</li> </ul>  | <ul style="list-style-type: none"> <li>• Professional Development on how to Effectively Use Student Lexile Measures to Enhance Instruction</li> </ul>   |
| <p><b>Provide consistent exposure to meaningful, content-driven or interest-driven vocabulary through Café, flex, and differentiated learning groups and provide varied print and digital resources to increase text exposure.</b></p>  | <ul style="list-style-type: none"> <li>• Active Boards</li> <li>• Interactive Student Tablets (Nook, Nabis, etc.)</li> <li>• Document Cameras</li> </ul> | <ul style="list-style-type: none"> <li>• CAFÉ/Daily 5 Student Data</li> <li>• Observations/Walkthroughs</li> <li>• Flexible Grouping Schedule</li> <li>• Diagnostic and Formative Assessments</li> </ul>  | <ul style="list-style-type: none"> <li>• TAPS Professional Development on differentiated instruction, instructional planning, and designing an academically challenging learning environment (TK4, TK2, TK3, TK8)</li> <li>• Professional Development on how to Effectively Use Student Lexile Measures to Enhance Instruction</li> </ul> |
| <p><b>Utilize GaDOE Writing Assessment online resources (examples, rubrics, prompts, etc.) to guide and provide a model for writing instruction and assessments. Students will use the resources to self-asses their writing and compare /contrast their samples against writing exemplars.</b></p> | <ul style="list-style-type: none"> <li>• GaDOE Writing Assessment Resource Website</li> <li>• Active Boards</li> <li>• Document Cameras</li> </ul>       | <ul style="list-style-type: none"> <li>• Writing Assessment Resources (Exemplars, Rubrics, Writing Test Documents)</li> <li>• Vertical Teaming Schedule</li> <li>• Mock Writing Test Schedule</li> <li>• Georgia Center on Assessment Training Schedule and Scored Student Writing Samples</li> <li>• Mock Writing Assessments (3-5)</li> </ul> | <ul style="list-style-type: none"> <li>• RESA Professional Learning</li> <li>• School wide practice on scoring writing assessments</li> <li>• Vertical Collaboration Meeting on Effective Writing Strategies</li> </ul>   |
| <p><b>Provide students with opportunities for writing across content areas by providing open-ended/essay prompts during math, science, and social studies classroom activities and assessments.</b></p>   | <ul style="list-style-type: none"> <li>• Active Boards</li> <li>• Document Cameras</li> </ul>  | <ul style="list-style-type: none"> <li>• Classroom Assessments</li> <li>• Display of Student Work</li> <li>• Observations/Walkthroughs</li> <li>• Vertical Collaboration Meeting Schedules</li> </ul>   | <ul style="list-style-type: none"> <li>• Professional Development on Change in Writing Expectations with PARCC/Integrating Writing Across the Curriculum</li> <li>• Vertical Collaboration Meeting on Effective Writing Strategies</li> </ul>   |

**GOAL 2: To increase POST ELEMENTARY SCHOOL READINESS (CCRPI Part II) for all students:  
 To increase student Lexile Measures and the number of students who meet and/or exceed standards on the 5<sup>th</sup> Grade Writing Test. Specifically, increase the number of 3<sup>rd</sup> Grade students who have a Lexile 650 or greater from 70% to 72% and the number of 5<sup>th</sup> Grade students who have a Lexile 850 or greater from 57.3% to 60%. Additionally, increase the percentage of 5<sup>th</sup> Grade students who meet or exceed on the 5<sup>th</sup> Grade Writing Test from 60% to 70%.**

| <u>Research-Based Strategies</u>   | Utilization of Technological Resources   | Evaluation and Assessment Data   | Professional Development  |
|--|--|--|---|
| <p><b>Increase writing publication and display opportunities to display student writing.</b></p> | <ul style="list-style-type: none"> <li>• School and Classroom Newsletters</li> <li>• School Website</li> <li>• Student Computers</li> <li>• Active Boards</li> </ul> | <ul style="list-style-type: none"> <li>• Lunchroom/Hallway Bulletin Board Displays (Rotation by Grade Level)</li> <li>• Classroom Bulletin Boards</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Development on Change in Writing Expectations with PARCC/Integrating Writing Across the Curriculum</li> <li>• Vertical Collaboration Meeting on Effective Writing Strategies</li> </ul> |

**GOAL 3: To increase probability of HIGH SCHOOL GRADUATION (CCRPI Part III) for all students: To increase the percentage of students who exceed on the CRCT. Specifically, increase the number of students who exceed on the CRCT from 29% to 35%.**

| <u>Research-Based Strategies</u>  | Utilization of Technological Resources  | Evaluation and Assessment Data  | Professional Development  |
|---|---|---|---|
| <p><b>Utilize diagnostic and formative assessments to identify students who have mastered content and then designing flexible grouping and/or differentiated instruction to provide learning experiences at an appropriate level.</b></p> | <ul style="list-style-type: none"> <li>• CRCT/Benchmark Data</li> <li>• GRASP</li> <li>• Math/Reading GRASP</li> <li>• STAR/AR/Accelerated Math Data</li> <li>• OAS/IXL</li> </ul>  | <ul style="list-style-type: none"> <li>• Diagnostic and Formative Assessments</li> <li>• Observations/Walkthroughs</li> <li>• Flexible Grouping Schedule</li> <li>• Disaggregated Assessment Data</li> </ul>  | <ul style="list-style-type: none"> <li>• TAPS Professional Development on Using Assessment Data to Inform Instruction and Learning and Differentiated Instruction for Diverse Learning Needs (TK4, TK5, TK6)</li> </ul> |
| <p><b>Advance student utilization of and competencies with instructional technology.</b></p>  | <ul style="list-style-type: none"> <li>• Active Boards</li> <li>• Student Computers/Mini-Lab</li> <li>• Interactive Student Tablets/Apps (Nooks, Nabis, etc.)</li> <li>• Document Cameras</li> <li>• Student Responders</li> <li>• Instructionally-Appropriate Websites</li> <li>• Laptop Station</li> <li>• BYOT Classrooms</li> </ul> | <ul style="list-style-type: none"> <li>• Technology Inventory/Sign Out Sheet</li> <li>• Observations/Walkthroughs</li> </ul>  | <ul style="list-style-type: none"> <li>• Technological Training (In-House and Central Office-Led Technology Training)</li> <li>• Technology Needs Survey</li> <li>• RESA Professional Development</li> </ul>            |
| <p><b>Emphasize higher-order thinking skills during classroom discussions, activities, and assessments.</b></p>   | <ul style="list-style-type: none"> <li>• Active Boards</li> <li>• Student Computers/Mini-Lab</li> <li>• Interactive Student Tablets/Apps (Nook, Nabis, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom Assessments</li> <li>• Display of Student Work</li> <li>• Common Curriculum Frameworks</li> <li>• Observations/Walkthroughs</li> <li>• Grade Level Meeting Minutes</li> <li>• Self-Appraisals</li> <li>• Student Products</li> </ul> | <ul style="list-style-type: none"> <li>• TAPS Professional Development on Designing an Academically Challenging Learning Environment (TK8)</li> </ul>   |



**OPTIONAL GOAL(S) related to Progress, Achievement Gap, Challenge Points, GAPSS, etc:**

**To decrease the number of elements in which Ruth Hill scores “Emergent” on the GAPSS Analysis. In 2009, Ruth Hill was evaluated as “Emergent” in ten elements (11% of elements). Our goal is to be evaluated as “Emergent” in five or fewer elements in next year’s GAPSS Analysis.**

**To decrease achievement gap between lowest 25% of achievers and the state target performance.**

| <u>Research-Based Strategies</u>   | Utilization of Technological Resources  | Evaluation and Assessment Data   | Professional Development  |
|--|---|--|---|
| <p><b>Utilize GAPSS resources to perform a GAPSS self-analysis for each strand, use GAPSS Teacher Observation Document to conduct classroom observations and help teachers become comfortable with GAPSS expectations, and collect necessary artifacts to display adherence to GAPSS strands and elements.</b></p> | <ul style="list-style-type: none"> <li>• GAPSS online resources</li> <li>• Teacher Observation Document</li> <li>• Computers for Digital Artifacts</li> </ul>   | <ul style="list-style-type: none"> <li>• GAPSS Strand/Element Rubrics and Self-Reflection Documents</li> <li>• GAPSS Interview Questions</li> <li>• Teacher Observation Documents</li> <li>• SBLT GAPSS Planning Topics and Minutes</li> </ul>   | <ul style="list-style-type: none"> <li>• Monthly in-depth discussions and analysis of each GAPSS strand and element as they relate to current school standing</li> </ul>  |
| <p><b>Decrease achievement gap between lowest 25% of achievers and the state target performance.</b></p>   | <ul style="list-style-type: none"> <li>• Active Boards</li> <li>• Student Computers/Mini-Lab</li> <li>• Interactive Student Tablets/Apps (Nook, Nabis, etc.)</li> <li>• Document Cameras</li> <li>• Student Responders</li> <li>• Instructionally-Appropriate Websites</li> <li>• Laptop Station</li> </ul> | <ul style="list-style-type: none"> <li>• CRCT/Benchmark Data</li> <li>• Professional Learning Plan</li> <li>• Vertical Teaming Plans</li> <li>• Diagnostic Assessment Data</li> <li>• Formative Assessment Data</li> <li>• Targeting Resources to Specific Subgroup Needs</li> <li>• Title I budget</li> <li>• EIP/SpEd/Title 1 Schedules</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing Year-Long Professional Development on Creating a Positive Learning Environment for Students, Differentiating Instruction for Diverse Learning Needs, and Designing Instruction and Assessment to Inform Instruction</li> </ul> |



## **GAPSS Target Areas from Internal Review:**

### **CURRICULUM:**

- Document all efforts to create vertical alignment for every student.
- Increase depth of understanding and rigor for all student sub-groups.
- Explore staff consensus on the best ways to plan collaboratively.
- \*\*\*Create a schoolwide process to ensure full and effective curriculum implementation of all GPS.
- Implement a highly effective curriculum monitoring system including data and student work protocols.

### **ASSESSMENT:**

- Ensure that all administrators and instructional personnel collaborate to use assessment data to improve student achievement and close learning gaps.
- \*\*\*Increase teacher collaboration to determine desired results and design assessment practices.
- Assess student work products and performance through collaborative protocols.
- Expect that all teachers will use a variety of formative, summative, and balanced assessment tasks in which student self-monitor and self-evaluate.
- Develop a comprehensive feedback-adjustment process to meet the needs of all special populations throughout the school.

### **INSTRUCTION:**

- Students know the learning goal, can self-evaluate their learning, and can share in conversations with their peers about their learning.
- Research based learning strategies are used in all learning environments.
- \*\*\*Higher order thinking skills, processes, and habits are used by all teachers with all students in all learning environments.
- \*\*\*All teachers use differentiation including adjusting content, process, product, and learning environment after diagnosing students' readiness levels, learning styles, interests, and personal goals.
- More emphasis should be placed on the student work products' ability to demonstrate understanding (ie. explanation, interpretation, application, self-knowledge) and apply knowledge and skills independently.
- All students benefit from flexible groups based on effective and ongoing diagnosis and formative assessment.
- A systematic and data-driven intervention process to address weaknesses and acceleration should be established.
- \*\*\*Develop a technology action plan with an emphasis on supporting student achievement and for reinforcing higher order reasoning and differentiation.
- High and clear expectations are established by all students and teachers in partnership so that students are engaged in authentic and standards-driven work that requires higher order reasoning and independent application.
- \*\*\*Teachers and students are aware of the learning goals, but additional emphasis upon conceptual understanding and

**independent application should be made.**

- **\*\*\*Students demonstrate personal efficacy (a “can-do” attitude) and responsibility, but are not all engaged in identifying and applying evaluation criteria in collaboration with the teacher.**

#### **PLANNING AND ORGANIZATION:**

- **A data-driven and consensus-oriented process for continuous improvement guides and informs the school improvement plan, designating long-range performance goals and identifying performance gaps.**
- **\*\*\*Greater monitoring on a regular basis by administration and the SBLT of the School Improvement Plan needs to occur.**
- **All classrooms need to model extensive evidence of use of technology.**
- **Instructional time is maximized and no interruptions occur to detract from time on learning.**

#### **STUDENT, FAMILY, AND COMMUNITY INVOLVEMENT AND SUPPORT:**

- **The school consistently and effectively promotes the parenting skills of its community by offering training and information sessions.**
- **As a result of a comprehensive parent outreach and training programs, parents play an integral and sustained role in assisting student learning.**
- **Parents feel welcomed and their support and assistance is sought after in the school improvement planning process.**
- **Numerous organizational structures are in place to involve families and they consistently ensure that a cross-sample of the population is involved.**
- **Expansion of cross-institutional partnerships is needed to enhance student performance and well-being.**

#### **PROFESSIONAL LEARNING:**

- **As a learning community, we should monitor the impact of our collaborative processes on the school improvement goals and student learning.**
- **\*\*\*A variety of teachers take advantage of opportunities to participate in instructional leadership development experiences and serve in instructional leadership roles.**
- **Peer observations, coaching, modeling, conferencing, teacher meetings, and mentoring should be part of the teachers’ job-embedded learning and collaboration opportunities.**
- **There should be a process in place to determine the value-added of key strategies and processes learned and implemented in job-embedded professional learning.**
- **Data collaboration should take place a minimum of 4 times per year to monitor and revise school and classroom improvement strategies.**
- **The principal and other leaders develop and implement a comprehensive plan for conducting ongoing evaluation of the impact of professional development on teacher practices and student learning.**
- **Ensure that teachers and community members learn to use educational research.**
- **Provide follow up support for implementing new classroom practices.**
- **Professional development is differentiated to reflect career stage needs and interests.**

- **Technology is used to support collegial interactions and to ensure effective and sustained implementation.**
- **Classroom practices should reflect high achievement expectations for all students.**
- **Differentiation and a balanced assessment practice should be high implemented.**
- **Sustained development of deep understanding of content and strategies should be closely monitored.**
- **Parent education workshops with information on child development will support student learning.**

#### **LEADERSHIP:**

- **Monitoring of instruction and assessment occur regularly.**
- **Develop and implement policies, practices, and procedures that ensure a safe, orderly, and inviting learning environment.**
- **Maximize the availability and distribution of instructional resources with an emphasis on technology resources.**
- **Leadership within all parts of the school is distributed.**
- **Extensive opportunities exist to reinforce the development and use of staff members' leadership skills.**
- **\*\*\*The SBLT gathers and analyzes data to ensure the implementation of the School Improvement Plan.**

#### **SCHOOL CULTURE:**

- **The school culture supports the academic achievement of all learners in a diverse student population.**
- **The school culture ensures that all learners interact with diverse peers and adults beyond the school environment.**
- **The school culture consistently supports and enhances the relational growth and development and sense of belonging of all learners in diverse student populations.**
- **The school culture supports the professional growth of all adults through varied professional development and the staff is committed to collaboration and shared inquiry and desion-making.**
- **An active and sustained ability to confront and alleviate barriers to acceptance of all members of the learning community is needed.**
- **Celebrating and acknowledging achievements and accomplishments of all members should be consistent.**
- **School decisions involve the stakeholders and promote change and risk-taking.**