Cloverleaf Local School District Plan with Implementation Details

SMART GOALS

Goal 1: Student Performance - Content Area: **Reading**

GOAL 1: By 2013 the percentage of students scoring proficient or above on the OAA/OGT or local common assessments (for K-2) will increase by an average of 3% annually.

STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1.A: District wide, teacher-based teams will develop and uniformly use formative assessments to drive literacy instruction and improve student learning.

	BASELINE MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
ADULT IMPLEMENTATION INDICATOR	March 2011	OCTOBER 2011	ACTUAL RESULTS	MARCH 2012	ACTUAL RESULTS	JUNE 2012	ACTUAL RESULTS	OCTOBER 2012	ACTUAL RESULTS	MARCH 2013	ACTUAL RESULTS	JUNE 2013	ACTUAL RESULTS		
100% of instructional staff will consistently utilize data from formative assessments to guide best practices in literacy instruction.	0% K-12	20% K-12		40% K-12		70% K-12		100% K-12							
STUDENT PERFORMANCE INDICATOR	March 2011*	JUNE 2011**	ACTUAL RESULTS	OCTOBER 2011	ACTUAL RESULTS	MARCH 2012	ACTUAL RESULTS	JUNE 2012	ACTUAL RESULTS	OCTOBER 2012	ACTUAL RESULTS	MARCH 2013	ACTUAL RESULTS	JUNE 2013	ACTUAL RESULTS
K-12 students will perform at or above grade level as measured by common formative assessments on literacy.	?% K 69% 1 63% 2 49.7% 3 64.5% 4 53% 5 24% 6 33% 7 37% 8 67.6% 9 81% 10 72% 11 67% 12	?% K 75% 1 70% 2 55% 3 70% 4 60% 5 30% 6		?% K-2 ?% 3-8 ?% 9-12		?% K-2 ?% 3-8 ?% 9-12		?% K-2 ?% 3-8 ?% 9-12		?% K-2 ?% 3-8 ?% 9-12		?% K-2 ?% 3-8 ?% 9-12		100% K-12	

*Baseline assessment data was derived as follows: K = DIBELS; 1-6 = F&P, 7-8 samplings of 20% of the students were given F&P, 9-12 were administered MAZE

** Assessments given for June 2011 were as follows: K = DIBELS; 1-6 = F&P

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline			Resources Needed: Budget/Material/ Technology
			2010 - 2011	2011- 2012	2012 - 2013	
1. A.1. Teacher-based teams will develop and use year-long, grade-level assessment/pacing guides, aligned to language arts content standards.	Completed pacing guide Completed formative assessments Walk-through data Team meeting notes/agendas Lesson Plans	Teachers Teacher-based teams (TBT) Administrators DLT BLT	X	X	X	PD for assessment practices PD for walk-through Extended Common Planning Time
1. A.2. Teacher-based teams will use District level diagnostic assessments designed to support the planning of individual student instruction, supported by highly-qualified professional development.	Completed formative assessments Walk-through data Team meeting notes/agendas	Teachers Teacher-based teams (TBT) Administrators BLT	X	X	X	
1. A.3. Teachers will develop and use common standards based pre- and post-assessment in addition to ongoing (formative) assessments to guide instruction.	Completed formative assessments Walk-through data Team meeting notes/agendas	Teachers Teacher-based teams (TBT) Administrators BLT		X	X	

SMART GOALS
STRATEGIES, INDICATORS AND PROGRESS MEASURES

STRATEGY 1.B: District wide, teacher-based teams will use research based instructional methods to meet the needs of individual learners.

	BASELINE MEASURE	PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE		PROGRESS MEASURE	
ADULT IMPLEMENTATION INDICATOR	OCTOBER 2010	NOVEMBER 2011	ACTUAL RESULTS	MARCH 2012	ACTUAL RESULTS	JUNE 2012	ACTUAL RESULTS	OCTOBER 2012	ACTUAL RESULTS	MARCH 2013	ACTUAL RESULTS	JUNE 2013	ACTUAL RESULTS	JUNE 2013	ACTUAL RESULTS
100% of instructional staff will consistently use a balanced literacy approach to reading instruction.	55% K-6	60% K-6		70% K-6		75% K-6		80% K-6		90% K-6		100% K-6			
100% of instructional staff will consistently implement Setting Objectives and Providing Feedback to students.	0% 7-12	10% 7-12		25% 7-12		45% 7-12		75% 7-12		90% 7-12		100% 7-12			
STUDENT PERFORMANCE INDICATOR	March 2011*	JUNE 2011**	ACTUAL RESULTS	OCTOBER 2011	ACTUAL RESULTS	MARCH 2012	ACTUAL RESULTS	JUNE 2012	ACTUAL RESULTS	OCTOBER 2012	ACTUAL RESULTS	MARCH 2013	ACTUAL RESULTS	JUNE 2013	ACTUAL RESULTS
K-12 students will meet or exceed the benchmarks for common/formative assessments, Fountas and Pinnell, DIBELS, MAZE, Developmental Spelling Inventory and/or state wide assessments.	?% K 69% 1 63% 2 49.7% 3 64.5% 4 53% 5 24% 6 33% 7 37% 8 67.6% 9 81% 10 72% 11 67% 12	?% K 75% 1 70% 2 55% 3 70% 4 60% 5 30% 6												100% K-12	

*Baseline assessment data was derived as follows: K = DIBELS; 1-6 = F&P, 7-8 samplings of 20% of the students were given F&P, 9-12 were administered MAZE
** Assessments given for June 2011 were as follows: K = DIBELS; 1-6 = F&P

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ACTION STEPS	Monitoring Evidence/Data Sources	Person(s) Responsible/ Group(s)	Implementation Timeline			Resources Needed: Budget/Material/ Technology
			2010 - 2011	2011- 2012	2012 - 2013	
1. B.1. Following highly qualified professional development, staff will use a balanced literacy approach as designed, to raise individual student achievement. (year 2)	Lesson Plans Walk-through data Teacher-based-team meeting notes Student Data	Administrators Classroom Teachers K-6 Teacher-based teams (TBT) BLT		X		
1.B.2. Prior to instruction, teachers will post then discuss learning targets and goals with their students to increase individual student achievement. (year 2)	Lesson Plans Walk-through data Teacher-based-team meeting notes Student Data Student Survey/Perception Data	Classroom Teachers K-12 Principals		X	X	
1.B.3. Teachers will utilize specific high-quality feedback for increasing student achievement.	Student Survey/Perception Data	Classroom Teachers K-12 Principals		X	X	

GOAL #1: Student Performance – Content Area: Reading

May 17, 2011