

DISTRICT GOALS

Grade Level	Goal	Reason for Goal	Interventions	Outcome
Elementary Grade K-3	Reading	Low IOWA (1st - 3rd), Gates (K), AIMSweb, and MEAP (3rd) scores.	<ul style="list-style-type: none"> <li>* See attachments - These are all the Interventions currently in place to help struggling learners succeed.</li> <li>* Our advanced students work on extension activities from Open Court.</li> <li>* Reading Instruction - 150 minutes daily</li> </ul>	* Student progress is being tracked throughout the year for AIMSweb and displayed in our Grade Level Meeting rooms to have data rich discussions.
Elementary Grade 4-5		Low MEAP (4th-5th), low NWEA scores.	<ul style="list-style-type: none"> <li>* See attachments - These are all the Interventions currently in place to help struggling learners succeed.</li> <li>* Our advanced students work on extension activities from Open Court.</li> <li>* Reading Instruction - 150 minutes daily</li> </ul>	* Student progress is being tracked throughout the year for AIMSweb and displayed in our Grade Level Meeting rooms to have data rich discussions.
Middle School		Low scores on the state, local and classroom assessments. AIMS, MEAP, and NWEA.	There is a ninety minute Read 180 block at all three grade levels. Read 180 staff stays current by attending quarterly ISD Cadre' meetings, peer observations and PLC content meetings. ( In- house and cross-buildings.)	In five years we have gone from 5 sections of Read 180 to three. On average, 75% of students entering Read 180 are dismissed due to catch up growth. Reading scores on MEAP tests have increased to 81% prof. (6th), 84% prof (7th) and 88% prof. (8th)
High School		Low MME, ACT EXPLORE and PLAN reading scores - especially students with disabilities.	READ 180 - determined by MS NWEA scores, General ed. teacher, special ed. teacher, Professional development review of reading strategies w/ all teachers, Vocabulary lists for all staff - ACT words, Writing to check reading comprehension	Reading scores on the MME have increased 21% in the last 3 years and are above state averages. Reading scores on EXPLORE and PLAN continue to hover at national averages.

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	Goal	Reason for Goal	Interventions	Outcome
	Math			
Elementary Grade K-3		Low IOWA (1st - 3rd), Gates (K), AIMSweb, and MEAP (3rd) scores.	<ul style="list-style-type: none"> <li>*Additional time spent in math ( RC = K- 60 min, 1st - 60 min, 2nd - 75 min, 3rd/4th - 75 min, 4th/5th - 75 min)</li> <li>*New text series and resources</li> <li>*Professional development provided by the text book company and as a PLC</li> <li>* In-depth RTI instruction provided to staff last year at PLC meetings</li> </ul>	* Student progress is being tracked throught the year for AIMsweb and displayed in our Grade Level Meeting rooms to have data rich discussions.
Grade 4-5		Low MEAP (4th-5th), low NWEA scores.	<ul style="list-style-type: none"> <li>*Additional time spent in math ( RC = K- 60 min, 1st - 60 min, 2nd - 75 min, 3rd/4th - 75 min, 4th/5th - 75 min)</li> <li>*New text series and resources</li> <li>*Professional development provided by the text book company and as a PLC</li> <li>* In-depth RTI instruction provided to staff last year at PLC meetings</li> </ul>	* Student progress is being tracked throught the year for AIMsweb and displayed in our Grade Level Meeting rooms to have data rich discussions.
Middle School		Low scores on the state, local and classroom assessments. AIMS, MEAP, and NWEA.	<p>*At both the sixth and seventh grade level a two hour math class divided into small and large group instruction, computer work, math games. No homework so teacher knows if the student understands the work and concepts. Students that are two grade levels below their current grade are placed into this class. There are two certified teachers in each of theses classes. *At the eighth grade level our lowest math students are learning from the Alg. math at a slower pace. Taking the whole year to go through one half of the Alg. book. Most will repeat this work next year when they go to the High school. There are two certified teachers in this class.</p>	The two hour math block was piloted for 12 weeks in the sixth grade last year (2009-2010). Success in the program will be determined with time.
High School		Low MME, ACT PLAN and EXPLORE scores. Males significantly outperform females (over 10%), 3+ year trend continues	<ul style="list-style-type: none"> <li>*Increased math opportunities - remedial - Fundamentals of Math, addition of 2 all female courses (Algebra 1 and Geometry), Inclusion math.</li> <li>*Additional math hours.</li> <li>*New text series and resources</li> <li>*Professional development - all math staff 8 days each summer (Algebra 1 and Geometry).</li> <li>*All teachers to use math applications in class - all will incorporate charts and graphs.</li> </ul>	Awaiting results on new interventions. MME math scores below state averages. PLAN and EXPLORE results at or below national averages.

## DISTRICT GOALS

	Goal	Reason for Goal	Interventions	Outcome
	Writing			
Elementary Grade K-3		These assessments are based on writing skills and procedures. Low IOWA (1st - 3rd), Gates (K), and MEAP (3rd) scores.	<ul style="list-style-type: none"> <li>* Professional development in the writing process</li> <li>* SRA writing program will be used as a guide 3rd-5th grade</li> <li>*K-2 teachers will follow a scope and sequence created during our PLC meetings and from the TBA pacing guide for grammar and writing instruction.</li> <li>*Writing selections will be collected and scores during a PLC meeting to ensure teachers fidelity to the instruction</li> <li>* Tools available for writing instruction: Wee can Write (K), Power Writing (K-5), Lucy Calkins (K-5), 6 + 1 Traits (K-5), SRA Writing Labs (2nd - 5th)</li> </ul>	<ul style="list-style-type: none"> <li>* Student progress is being tracked throughout the year for AIMsweb and displayed in our Grade Level Meeting rooms to have data rich discussions.</li> <li>Students work will be displayed in the halls and monitored for improvement.</li> </ul>
Elementary Grade 4-5		Low MEAP (4th-5th), low NWEA scores, once again this is the writing procedure.	<ul style="list-style-type: none"> <li>* Professional development in the writing process</li> <li>* SRA writing program will be used as a guide 3rd-5th grade</li> <li>*K-2 teachers will follow a scope and sequence created during our PLC meetings and from the TBA pacing guide for grammar and writing instruction.</li> <li>*Writing selections will be collected and scores during a PLC meeting to ensure teachers fidelity to the instruction</li> <li>* Tools available for writing instruction: Wee can Write (K), Power Writing (K-5), Lucy Calkins (K-5), 6 + 1 Traits (K-5), SRA Writing Labs (2nd - 5th)</li> </ul>	<ul style="list-style-type: none"> <li>* Student progress is being tracked throughout the year for AIMsweb and displayed in our Grade Level Meeting rooms to have data rich discussions.</li> <li>Student work will be displayed in the halls and monitored for improvement.</li> </ul>
Middle School		Low scores on the state, local and classroom assessments. AIMS, MEAP, and NWEA.	Sixth and eighth grade ELA teachers are on District Writing Committee. All ELA teachers in the Middle school attended Jeff Anderson's Workshop in October focused on writing and Penny Kittle focused on grammar. All staff in all content areas will use exit slips to check for understanding as well as giving the teacher a writing sample. All ELA teachers are using literary notebooks which students use to write in at the beginning of every day. PLC's will meet by content, across the district.	New MEAP test results as well as results on ISD/LEA common assessments will continue to drive restructuring.
High School		Low MME writing scores. Females usually outperform males - at times significantly - although KHS males outperform state males and KHS females are below state averages. Also low student scores - those with disabilities.	<ul style="list-style-type: none"> <li>*Professional development in the writing process - writing in complete sentences, using topic sentences and incorporating supporting details.</li> <li>*Remedial options for at-risk students and those with disabilities - READ 180 block , Creative Writing</li> <li>*Teachers will follow a scope and sequence for grammar and writing instruction with grade level assessments.</li> <li>*All teachers required to have a minimum of one writing assignment per semester.</li> </ul>	Awaiting results on interventions. The recent trend is KHS students are performing just below state averages.