



**2014-2015**  
**INMAN MIDDLE SCHOOL**  
**PLAN FOR IMPROVING STUDENT SUPPORT AND ACHIEVEMENT**

<b>SCHOOL LEVEL CONTINUOUS IMPROVEMENT PLANNING TEAM</b>	
<b>NAME</b>	<b>ROLE</b>
Dr. Betsy Bockman	Principal
Emily Boatright	Assistant Principal
Frank Walker	Assistant Principal
Michael Ashley	Assistant Principal
Tammisha Butler	Instructional Coach
Tina Blevins	Counselor
Sharon Walz	Counselor
Wendy Baker	ELA Department Chair
Stephanie Smith-Greene	Science Department Chair
Mark Washington	Social Studies Department Chair

**Parent and Community Members**

---

---

---

---

---

---

---

**Student Review Team**

---

---

---

---

---

---

---



**2014-2015 MEASURABLE GOALS IDENTIFIED FOR INMAN MIDDLE SCHOOL**

**DATA**

**Strengths:** The major strengths we found in our program were in the high percentage of students Meeting or Exceeding in all content areas. More than 80% of students passed each subject at each grade level, with more than 90% of students Meeting or Exceeding in Reading and English/Language Arts at all grade levels, 6<sup>th</sup> and 7<sup>th</sup> grade Mathematics, and 6<sup>th</sup> grade Social Studies.

SUBJECT	GRADE	2013	2014	DIFFERENCE
READING	6 <sup>th</sup>	98%	99%	+1
	7 <sup>th</sup>	99%	97%	-2
	8 <sup>th</sup>	98%	99%	+1
ENGLISH/LANGUAGE ARTS	6 <sup>th</sup>	97%	97%	0
	7 <sup>th</sup>	97%	97%	0
	8 <sup>th</sup>	97%	96%	-1
MATHEMATICS	6 <sup>th</sup>	93%	93%	0
	7 <sup>th</sup>	96%	93%	-3
	8 <sup>th</sup>	87%	89%	+2
SCIENCE	6 <sup>th</sup>	81%	83%	+2
	7 <sup>th</sup>	92%	88%	-4
	8 <sup>th</sup>	85%	83%	-2
SOCIAL STUDIES	6 <sup>th</sup>	90%	90%	0
	7 <sup>th</sup>	90%	88%	-2
	8 <sup>th</sup>	89%	87%	-2

**Areas of Concern:** The major needs we discovered were in the areas of 8<sup>th</sup> grade Mathematics, 7<sup>th</sup> and 8<sup>th</sup> grade Science, and 7<sup>th</sup> and 8<sup>th</sup> grade Social Studies.

**Prioritized Needs:** The needs we will address are increasing our percentage of students scoring in Level 2 and Level 3 in mathematics, science, and social studies by decreasing our percentage of students scoring in Level 1 in these areas; decreasing the gap in scale score points between general education students and special education students, and African American and Caucasian students; increasing the percentage of students moving from Level 2 to Level 3 in all core subjects.

<b>SUBJECT</b>	<b>GRADE</b>	<b>General Education Mean Score</b>	<b>Special Education Mean Score</b>	<b>DIFFERENCE</b>
READING	6 <sup>th</sup>	861	834	27
	7 <sup>th</sup>	854	832	22
	8 <sup>th</sup>	863	833	30
ENGLISH/LANGUAGE ARTS	6 <sup>th</sup>	853	821	32
	7 <sup>th</sup>	859	836	23
	8 <sup>th</sup>	860	825	35
MATHEMATICS	6 <sup>th</sup>	851	811	40
	7 <sup>th</sup>	865	839	26
	8 <sup>th</sup>	861	808	53
SCIENCE	6 <sup>th</sup>	838	800	38
	7 <sup>th</sup>	869	813	56
	8 <sup>th</sup>	846	799	47
SOCIAL STUDIES	6 <sup>th</sup>	876	816	60
	7 <sup>th</sup>	871	821	50
	8 <sup>th</sup>	864	805	59

<b>SUBJECT</b>	<b>GRADE</b>	<b>White, Non-Hispanic Mean Score</b>	<b>African American Mean Score</b>	<b>DIFFERENCE</b>
READING	6 <sup>th</sup>	873	848	25
	7 <sup>th</sup>	868	839	29
	8 <sup>th</sup>	875	847	28
ENGLISH/LANGUAGE ARTS	6 <sup>th</sup>	868	836	32
	7 <sup>th</sup>	872	843	29
	8 <sup>th</sup>	876	838	38
MATHEMATICS	6 <sup>th</sup>	870	827	43
	7 <sup>th</sup>	892	835	57
	8 <sup>th</sup>	887	827	60
SCIENCE	6 <sup>th</sup>	857	815	42
	7 <sup>th</sup>	891	837	54
	8 <sup>th</sup>	868	815	53
SOCIAL STUDIES	6 <sup>th</sup>	905	842	63
	7 <sup>th</sup>	898	836	62
	8 <sup>th</sup>	892	827	65

**2014-2015 MEASURABLE GOALS IDENTIFIED FOR INMAN MIDDLE SCHOOL**

**Objective: Academics – Reading/English Language Arts**

**Focus Area: Differentiated Instruction, Assessment Uses**

**READING/LANGUAGE ARTS GOAL**

1. During the 2014-2015 school year, the English Language Arts team will more effectively utilize formative assessment data in order to provide READING instruction differentiated by student needs-both for acceleration and for remediation. Students who read at two years below grade level or lower will raise their STAR reading score results by 3 months of growth total by years' end. There will be a mid-year check on STAR in January, where teachers will be checking for 1.5 months of growth (aka 6 weeks)
2. During the 2014-2015 school year, the English Language Arts team will more effectively utilize formative assessment data in order to provide WRITING instruction differentiated by student needs-both for acceleration and for remediation, specifically for citing textual evidence in constructed responses. Students will improve on the APS 6 traits rubric to level 4 on the ideas domain.

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p><b>TKES 4.2</b> Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p><b>TKES 4.4</b> Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p><b>TKES 6.1</b> Uses diagnostic data to develop learning goals for students, to differentiate instruction, and to document learning.</p> <p><b>TKES 6.2</b> Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.</p>	<ul style="list-style-type: none"> <li>• Plans for instruction to meet the needs of all students.</li> <li>• Provide remediation, enrichment, and acceleration to further student understanding of material</li> <li>• Use flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals</li> <li>• Develop critical and creative thinking by providing activities at the appropriate level of challenge for students</li> <li>• Effectively use appropriate instructional technology to enhance student learning</li> <li>• Vary and modify assessments to determine</li> </ul>	<ul style="list-style-type: none"> <li>• <b>June 2014 – August 2015</b> – Review 2014-2015 data to determine students' areas of strengths and weaknesses</li> <li>• <b>July 2014 – May 2015</b> – Professional development opportunities provided based on teachers' needs, including but not limited to individual workshops, cluster professional development, weekly collaborative planning, instructional</li> </ul>	<ul style="list-style-type: none"> <li>• General Budget</li> <li>• Title I to purchase instructional materials to support rigor, differentiation of instruction (STAR Reading)</li> <li>• Accelerated Reader</li> <li>• Field trips to enhance learning opportunities to build background knowledge</li> <li>• Professional Learning Communities</li> <li>• Instructional Meetings</li> <li>• Collaborative Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• SST/RTI Coordinator</li> <li>• General Education Teachers</li> <li>• Gifted Teachers</li> <li>• Special Education Teachers</li> <li>• ESOL Teacher</li> <li>• Instructional Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans that evidence differentiation and flexible grouping strategies</li> <li>• Pre- and post- assessment data</li> <li>• Pictures or other documented examples of differentiated student products for a lesson</li> <li>• Examples of tools used to collect student data for differentiation and flexible groupings</li> <li>• Evidence of collaboration with Gifted, Special Education, and/or ESOL teacher(s) to support differentiation – meeting minutes, notes, e-mails, collaboratively developed lesson plans.</li> <li>• Teacher and student reflection of learning process, use of differentiation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects strategies to provide multiple perspectives on standards or key concepts within the content area.</li> <li>• Incorporates frequent learning opportunities that require students to analyze and synthesize.</li> <li>• Makes a wide variety of resources available that are appropriate for specific learners.</li> <li>• Promotes understanding rather than just acquisition of disconnected sets of facts and skills.</li> <li>• Facilitates learning by regulating the difficulty of tasks</li> </ul>

	individual student needs and progress	meetings, and faculty meetings. <ul style="list-style-type: none"><li>• <b>August 2014 – May 2015</b> – Twice monthly PLC meetings to review student data, best practices about instruction, and norm grading practices for writing.</li></ul>	<ul style="list-style-type: none"><li>• Faculty Meetings where teachers and district personnel present best practices</li></ul>			<ul style="list-style-type: none"><li>• Uses accessible technology resources to regularly engage students in learning.</li></ul>
--	---------------------------------------	--	---	--	--	--

**2014-2015 MEASURABLE GOALS IDENTIFIED FOR INMAN MIDDLE SCHOOL**

**Objective: Academics –Mathematics**

**Focus Area: Differentiated Instruction, Assessment Uses**

**MATHEMATICS GOAL**

1. During the 2014-2015 school year, the 6<sup>th</sup> grade math team will more effectively utilize formative assessment data in order to provide instruction differentiated by student needs-both for accelerations and for remediation. Student growth percentile rates will increase by 5 points, on average, for each student.
2. During the 2014-2015 school year, the 7<sup>th</sup> grade team will more effectively utilize formative assessment data in order to provide instruction differentiated by student needs-both for acceleration and for remediation. Student pass rates will increase by 1% in meeting and 4% in exceeding, and will decrease the number of students not meeting by 5%. 2014: Meeting standard: 31% Exceeds 62%; Does Not Meet: 7%. Goal for 2015: Meeting standards: 32%; Exceeds 66%; Does Not Meet: 2%.
3. During the 2014-2015 school year the 8<sup>th</sup> Grade Math team will more effectively utilize formative data order to provide differentiated instruction based on student need to demonstrate greater proficiency of African-American students by an increase of five (5) percentage points on the GMAS.

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p><b>TKES 4.1</b> Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</p> <p><b>TKES 4.2</b> Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p><b>TKES 4.4</b> Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p><b>TKES 6.2</b> Plans a variety of formal and informal assessments aligned with</p>	<ul style="list-style-type: none"> <li>• Plans for instruction to meet the needs of all students.</li> <li>• Provide remediation, enrichment, and acceleration to further student understanding of material</li> <li>• Use flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals</li> <li>• Develop critical and creative thinking by providing activities at the appropriate level of challenge for students</li> <li>• Effectively use appropriate instructional technology to enhance student learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>June 2014 – August 2015</b> – Review 2014-2015 data to determine students’ areas of strengths and weaknesses</li> <li>• <b>July 2014 – May 2015</b> – Professional development opportunities provided based on teachers’ needs, including but not limited to individual workshops, cluster professional development, weekly</li> </ul>	<ul style="list-style-type: none"> <li>• General Budget</li> <li>• Title I to purchase instructional materials to support rigor, differentiation of instruction (IXL)</li> <li>• Field trips to enhance learning opportunities to build background knowledge</li> <li>• Professional Learning Communities</li> <li>• Instructional Meetings</li> <li>• Collaborative Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Team</li> <li>• Instructional Coach</li> <li>• SST/RTI Coordinator</li> <li>• General Education Teachers</li> <li>• Gifted Teachers</li> <li>• Special Education Teachers</li> <li>• ESOL Teacher</li> <li>• REP Teachers</li> <li>• Instructional Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Plans that evidence differentiation and flexible grouping strategies</li> <li>• Pre- and post- assessment data</li> <li>• Pictures or other documented examples of differentiated student products for a lesson</li> <li>• Examples of tools used to collect student data for differentiation and flexible groupings</li> <li>• Evidence of collaboration with Gifted, Special Education, and/or ESOL teacher(s) to support differentiation – meeting minutes, notes, e-mails, collaboratively developed lesson plans.</li> <li>• Teacher and student reflection of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Selects strategies to provide multiple perspectives on standards or key concepts within the content area.</li> <li>• Incorporates frequent learning opportunities that require students to analyze and synthesize.</li> <li>• Makes a wide variety of resources available that are appropriate for specific learners.</li> <li>• Promotes understanding rather than just acquisition of disconnected sets of facts and skills.</li> </ul>

<p>instructional results to measure student mastery of learning objectives.</p>	<ul style="list-style-type: none"> <li>• Vary and modify assessments to determine individual student needs and progress</li> </ul>	<p>collaborative planning, instructional meetings, and faculty meetings.</p> <ul style="list-style-type: none"> <li>• <b>August 2014 – May 2015</b> – Twice monthly PLC meetings to review student data, best practices about instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings where teachers and district personnel present best practices</li> </ul>		<p>process, use of differentiation strategies.</p>	<ul style="list-style-type: none"> <li>• Facilitates learning by regulating the difficulty of tasks</li> <li>• Uses accessible technology resources to regularly engage students in learning.</li> </ul>
---	--	---	---	--	--	--



**2014-2015 MEASURABLE GOALS IDENTIFIED FOR INMAN MIDDLE SCHOOL**

<b>Objective: Academics –Science</b>						
<b>Focus Area: Differentiated Instruction, Assessment Uses</b>						
<b>SCIENCE GOAL</b>						
<ol style="list-style-type: none"> <li>During the 2014-2015 school year, science team will more effectively utilize formative assessment data in order to provide instruction differentiated by student needs-both for acceleration and for remediation. Student pass rates will increase (from Spring 2014 to Spring 2015) a minimum of five percentage points per grade.</li> <li>During the 2014-2015 school year, to improve overall student achievement, the science team will focus on narrowing the achievement gap for all subgroups as compared with students in general education by 10% in all content areas.</li> </ol>						
School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p><b>TKES 4.1</b> Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</p> <p><b>TKES 4.2</b> Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p><b>TKES 4.4</b> Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p><b>TKES 6.2</b> Plans a variety of formal and informal assessments aligned with</p>	<ul style="list-style-type: none"> <li>Plans for instruction to meet the needs of all students.</li> <li>Provide remediation, enrichment, and acceleration to further student understanding of material</li> <li>Use flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals</li> <li>Develop critical and creative thinking by providing activities at the appropriate level of challenge for students</li> <li>Effectively use appropriate instructional technology to enhance student learning</li> <li>Vary and modify assessments to determine individual student needs and progress</li> </ul>	<ul style="list-style-type: none"> <li><b>June 2014 – August 2015</b> – Review 2014-2015 data to determine students’ areas of strengths and weaknesses</li> <li><b>July 2014 – May 2015</b> – Professional development opportunities provided based on teachers’ needs, including but not limited to individual workshops, cluster professional development, weekly collaborative planning, instructional</li> </ul>	<ul style="list-style-type: none"> <li>General Budget</li> <li>Title I to purchase instructional materials to support rigor, differentiation of instruction</li> <li>Field trips to enhance learning opportunities to build background knowledge</li> <li>Professional Learning Communities</li> <li>Instructional Meetings</li> <li>Collaborative Planning</li> <li>Faculty Meetings where teachers and district</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> <li>Instructional Coach</li> <li>SST/RTI Coordinator</li> <li>General Education Teachers</li> <li>Gifted Teachers</li> <li>Special Education Teachers</li> <li>ESOL Teacher</li> <li>Instructional Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans that evidence differentiation and flexible grouping strategies</li> <li>Pre- and post- assessment data</li> <li>Pictures or other documented examples of differentiated student products for a lesson</li> <li>Examples of tools used to collect student data for differentiation and flexible groupings</li> <li>Evidence of collaboration with Gifted, Special Education, and/or ESOL teacher(s) to support differentiation – meeting minutes, notes, e-mails, collaboratively developed lesson plans.</li> <li>Teacher and student reflection of learning process, use of differentiation strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Selects strategies to provide multiple perspectives on standards or key concepts within the content area.</li> <li>Incorporates frequent learning opportunities that require students to analyze and synthesize.</li> <li>Makes a wide variety of resources available that are appropriate for specific learners.</li> <li>Promotes understanding rather than just acquisition of disconnected sets of facts and skills.</li> <li>Facilitates learning by regulating the difficulty of tasks</li> </ul>

instructional results to measure student mastery of learning objectives.		meetings, and faculty meetings. <ul style="list-style-type: none"><li>• <b>August 2014 – May 2015</b> – Twice monthly PLC meetings to review student data, best practices about instruction.</li></ul>	personnel present best practices			<ul style="list-style-type: none"><li>• Uses accessible technology resources to regularly engage students in learning.</li></ul>
--	--	--	----------------------------------	--	--	--



**2014-2015 MEASURABLE GOALS IDENTIFIED FOR INMAN MIDDLE SCHOOL**

Objective: Academics –Social Studies						
Focus Area: Differentiated Instruction, Assessment Uses						
<b>SOCIAL STUDIES GOAL</b>						
During the 2014-2015 school year, the social studies team will more effectively utilize formative assessment data to provide instruction differentiated by student needs – both for acceleration and for remediation. Student pass rates will increase (from Spring 2014 to Spring 2015) a minimum of one percentage point per class for all tested subjects.						
School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p><b>TKES 4.1</b> Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.</p> <p><b>TKES 4.2</b> Provides remediation, enrichment, and acceleration to further student understanding of material.</p> <p><b>TKES 4.4</b> Uses diagnostic, formative, and summative assessment data to inform instructional modifications for individual students.</p> <p><b>TKES 6.2</b> Plans a variety of formal and informal assessments aligned with</p>	<ul style="list-style-type: none"> <li>Plans for instruction to meet the needs of all students.</li> <li>Provide remediation, enrichment, and acceleration to further student understanding of material</li> <li>Use flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals</li> <li>Develop critical and creative thinking by providing activities at the appropriate level of challenge for students</li> <li>Effectively use appropriate instructional</li> </ul>	<ul style="list-style-type: none"> <li><b>June 2014 – August 2015</b> – Review 2014-2015 data to determine students’ areas of strengths and weaknesses</li> <li><b>July 2014 – May 2015</b> – Professional development opportunities provided based on teachers’ needs, including but not limited to individual workshops, cluster professional development, weekly collaborative planning, instructional meetings, and faculty meetings.</li> <li><b>August 2014 – May 2015</b> – Twice monthly PLC meetings to review student data, best</li> </ul>	<ul style="list-style-type: none"> <li>General Budget</li> <li>Title I to purchase instructional materials to support rigor, differentiation of instruction</li> <li>Field trips to enhance learning opportunities to build background knowledge</li> <li>Professional Learning Communities</li> <li>Instructional Meetings</li> <li>Collaborative Planning</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> <li>Instructional Coach</li> <li>SST/RTI Coordinator</li> <li>General Education Teachers</li> <li>Gifted Teachers</li> <li>Special Education Teachers</li> <li>ESOL Teacher</li> <li>Instructional Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Lesson Plans that evidence differentiation and flexible grouping strategies</li> <li>Pre- and post-assessment data</li> <li>Pictures or other documented examples of differentiated student products for a lesson</li> <li>Examples of tools used to collect student data for differentiation and flexible groupings</li> <li>Evidence of collaboration with Gifted, Special Education, and/or ESOL teacher(s) to support differentiation – meeting minutes, notes, e-mails, collaboratively developed lesson plans.</li> </ul>	<ul style="list-style-type: none"> <li>Selects strategies to provide multiple perspectives on standards or key concepts within the content area.</li> <li>Incorporates frequent learning opportunities that require students to analyze and synthesize.</li> <li>Makes a wide variety of resources available that are appropriate for specific learners.</li> <li>Promotes understanding rather than just acquisition of disconnected sets of facts and skills.</li> </ul>

<p>instructional results to measure student mastery of learning objectives.</p>	<p>technology to enhance student learning</p> <ul style="list-style-type: none"><li>• Vary and modify assessments to determine individual student needs and progress</li></ul>	<p>practices about instruction.</p>	<ul style="list-style-type: none"><li>• Faculty Meetings where teachers and district personnel present best practices</li></ul>		<ul style="list-style-type: none"><li>• Teacher and student reflection of learning process, use of differentiation strategies.</li></ul>	<ul style="list-style-type: none"><li>• Facilitates learning by regulating the difficulty of tasks</li><li>• Uses accessible technology resources to regularly engage students in learning.</li></ul>
---	--	-------------------------------------	---	--	--	---

**2014-2015 MEASURABLE GOALS IDENTIFIED FOR INMAN MIDDLE SCHOOL**

**Objective: Academics – Reading/English Language Arts, Mathematics, Science, and Social Studies**

**Focus Area: Academically Challenging Environment**

**Measureable Goal(s):**

**GOAL 1: To improve overall student achievement, Inman Middle School will focus on narrowing the achievement gap for students receiving special education services as compared with students in general education by 10% in all content areas.**

**GOAL 2: To improve overall student achievement, Inman Middle School will focus on narrowing the achievement gap for African American Students as compared with White, Non-Hispanic students by 10% in all content areas.**

School Keys, TKES, LKES Strands and Standards	Actions, Strategies, and Interventions	Timeline	Estimated Costs and Funding Sources and Resources	Person(s) Responsible	Evaluation of Implementation of Strategies and Impact on Student Learning	
					Artifacts	Evidence
<p><b>TKES 8.5</b> Communicates high, but reasonable, expectations for student learning.</p> <p><b>TKES 8.6</b> Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.</p> <p><b>TKES 8.7</b> Encourages students to explore new ideas and take academic risks.</p>	<ul style="list-style-type: none"> <li>Plan instruction effectively for content mastery, pacing, and transitions</li> <li>Plan for instruction to meet the needs of all learners</li> <li>Provides academic rigor and pushes students to achieve goals</li> <li>Involve students in setting learning goals and monitoring their own progress</li> <li>Use formal and informal assessments for diagnostic, formative, and summative purposes</li> <li>Provide constructive and frequent feedback to students on their progress towards their learning goals</li> <li>Analyze and use student learning data to inform planning</li> </ul>	<ul style="list-style-type: none"> <li><b>June 2014 – August 2015</b> – Review 2014-2015 data to determine students’ areas of strengths and weaknesses</li> <li><b>July 2014 – May 2015</b> – Professional development opportunities provided based on teachers’ needs, including but not limited to individual workshops, cluster professional development, weekly collaborative planning, instructional meetings, and faculty meetings.</li> <li><b>Nov 2014 – May 2015</b> – Student advisory sessions where students reflect on past achievement, set goals, develop a plan to obtain these goals in all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>General Budget</li> <li>Title I to purchase instructional materials to support rigor, differentiation</li> <li>Field trips to enhance learning opportunities for students 6<sup>th</sup> – 8<sup>th</sup> grade to build background knowledge</li> <li>Professional Learning Communities</li> <li>Instructional Meetings</li> <li>Collaborative Planning</li> <li>Faculty Meetings where district personnel and teachers present best practices.</li> </ul>	<ul style="list-style-type: none"> <li>Administrative Team</li> <li>Instructional Coach</li> <li>School Counselors, Graduation Coach, and Behavior Specialist</li> <li>Connections Team</li> <li>General Education Teachers</li> <li>Gifted Teachers</li> <li>Special Education Teachers</li> <li>ESOL Teacher</li> <li>REP Teachers</li> <li>Instructional Support Personnel</li> </ul>	<ul style="list-style-type: none"> <li>Student iGoals with achievement data and goals for growth during the 2014-15 school year.</li> <li>Lesson Plans that evidence differentiation and flexible grouping strategies to target individual student needs</li> <li>Pre- and post-assessment data</li> <li>Student engagement data.</li> <li>Pre-assessment student data.</li> <li>Portfolios of student work samples.</li> <li>Student formative and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of diagnostic assessment strategies (pre-test, anticipation guides, writing prompts, etc.) at the beginning of units to determine the needs of the class and individual students.</li> <li>Identifies and connects prior knowledge in the content area to new learning.</li> <li>Includes a variety of opportunities for differentiation based on diagnostic data.</li> <li>Uses formative assessments to guide adjustment to instruction.</li> <li>Uses summative assessment results to</li> </ul>

					<ul style="list-style-type: none"><li>• Advisory lessons and class lessons that provide student time to reflect on progress toward goals.</li></ul>	<p>plan future units and redeliver instruction.</p> <ul style="list-style-type: none"><li>• Provide learners with examples of student work or benchmarks that illustrate various achievement level for each goal.</li></ul>
--	--	--	--	--	---	---

--	--	--	--	--	--	--



