Student Ownership
Goal 1: In partnership with the community, all teachers will provide diverse and individualized instructional services to their students, as monitored by Discovery Education Assessments and state student achievement data. The school's goal for reading 86.40% of the students at the proficient/distinguished level and 79.12% of the students to be at the proficient/distinguished level in mathematics.

Objective	Strategies and Action Steps	Responsibility/Subcomponents	Timeline	Evidence of Effectiveness
Differentiated instruction reflecting adjustments matched to student instructional needs and readiness will be incorporated in all classrooms. OKH will utilize Discovery Education assessment data to determine the knowledge and skills students need in Reading and Mathematics.	Data from Discovery Education assessments will be analyzed and used to identify students in subpopulations and in the general population who need targeted classroom interventions. Teachers will receive embedded professional development in differentiation strategies.	Administrators (Miller, Wood) Instructional Coach (Haydon) and all Teachers will analyze, identify, and monitor progress. Administrators (Miller, Wood) Instructional Coach (Haydon) will provide training and support for implementation of differentiation strategies.	Discovery Ed will be given in Sept 2011, Jan 2012, and March 2012 Ongoing/as needed	Discovery Education assessment data will be used to update OKH Data Wall, presented during Leadership PLCs, and shared with the SBDM Council Agendas/ reflections

	Individual student data will be used to target strengths and deficiencies (both academically and behaviorally). Student sub-populations with gaps in achievement will be targeted for the purposes of reducing the achievement gap in the areas of Reading and Math. Collect data weekly to monitor student progress. Meet weekly with PLC to analyze data and discuss educational strategies and delivery methods that will best meet the needs of all students.	Principals will submit updates documenting student progress on a monthly basis.	Students will be identified October 2011 Data Walls will be posted by Sept 2011 Student Growth will be reported in each quarter	Disaggregated assessment data to determine whether 86% (reading) and 80% (math) of students are scoring at or above Proficient level and progress data;

Rigor
Goal 2: All schools will increase student opportunities for applying learned knowledge through answering high level questions and problems. Teachers will be responsible for providing Extended Written Response/Constructed Response and Complex Questions as well as increasing the rigor, quality and frequency of assignments, presentations, and demonstrations in the classroom. Students will be given opportunities to write for a variety of purposes such as: writing to learn, writing to demonstrate learning, writing for publication, and technical writing. Additionally the teachers will provide frequent, guiding feedback, in relation to the District Non-Negotiables, to increase student achievement as measured by quarterly data.

Objective	Strategies and Action Steps	Responsibility/Subcomponents	Timeline	Evidence of Effectiveness
A systematic implementation of specific instructional strategies to increase student participation and interactive presentation of content will be observed daily as evidenced by principal feedback of assessments, alignment of lessons based on assessment data, and principal / district walkthrough data.	1. Learning targets and assessments will be aligned. Targets (knowledge, reasoning, skill, and product) will require student engagement and high level thinking. 2. Students will provide extended written responses/constructed responses, using a prewriting organizer; writing (and rewriting if necessary) to proficiency. Teachers will be responsible for teaching the graphic organizer in their classrooms.	1. Targets will be submitted to administrators or Instructional Coach; reviewed and discussed with teachers (Miller, Wood, Haydon). 2. Content teachers (ELA, math, science, and social studies) are responsible for providing prompt for writing "To Proficiency and Beyond" and a sample Proficient solution. Individual teachers will score responses and monitor student progress. Administrators and Instructional Coach will also monitor	1. Weekly 2. Weekly	Increased student performances on: Extended Written/Constructed Response Questions, On-Demand Prompts, Depth of Knowledge Questioning, and Depth of Knowledge Activities

Professional Learning Communities
Goal 3: Professional Learning Communities will be utilized in to provide for common planning and analyze student assessment data to drive needed modification of instructional practices to increase student achievement and will be continuously analyzed on a monthly basis.

Objective	Strategies and Action Steps	Responsibility/Subcomponents	Timeline	Evidence of Effectiveness
Professional Learning Communities (PLCs) will meet to analyze data, revise instructional practices and inform stakeholders of results.	Content areas teachers will meet as PLCs to share strategies, analyze student work, review assessment data, adjust instruction, and complete the Common Core Standards work.	Administrators, Instructional Coach, and all Teachers are responsible for monitoring the progress of their PLCs.	PLCs will meet on a Weekly basis PLC Documents will reflect 100% of the staff incorporating differentiation and RTI by January 2012	PLC plans / agendas documenting the expectation of planning for differentiation and RTI