

Insert Name of School Academic Goals 2011-12

Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Reading				
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Math				
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Writing/ Mechanics				
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Science				
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Social Studies				
***Please attach your Winter Implementation and Impact Check and provide 10 copies for the board members.				

Questions to Answer During Your Presentation

Content Area	What have you done in your school so far this year to move toward achieving your goal?	What are you planning to do differently in your school this semester to achieve your goal?
Reading	<ul style="list-style-type: none"> PLAN-like practice questions, bell ringers & exit slips weekly Practice EOC Reading passages and prompts Common assessments PLAN Test 	<ul style="list-style-type: none"> Continue PLAN-like practice questions, bell ringers & exit slips weekly; pulling individual scores and implementing specific academic interventions Continue Practice EOC Reading passages and prompts Administer a benchmark EOC Administer PLAN-like test to compare growth to 1st semester
Math	<p>9th/10th - 1 PLAN/ACT-like test per 9 weeks (replicating testing situation/environment); students and teachers analyze tests for strengths/weaknesses; Bell ringers weekly with ACT/PLAN-like test questions</p> <p>11th – (1-2 times per 9-wks) ACT-like test is given to all students who are not working above grade level; afterwards students and teachers analyze tests for strengths/weaknesses</p> <p>12th – Tested all who had not met benchmark; created a class for those who met benchmarks 1st semester; those still in transitional class - regular ACT/COMPASS/KYOTE-like questions</p> <p>Math Boot Camp – Core classes for students on or below grade level; students attend the next week if they fail a common assessment 3:30-5:00, 4 days per week; higher score replaces lower class score; work may replace zeroes per teacher discretion</p>	<p>9th/10th - 1 PLAN/ACT like test per 9 weeks (replicating testing situation/environment) students and teachers analyze tests for strengths/weaknesses; Bell ringers weekly with ACT/PLAN like test questions</p> <p>11th – (1-2 times per 9-wks) ACT-like test is given to all students who are not working above grade level; afterwards students and teachers analyze tests for strengths/weaknesses</p> <p>12th - Those still in transitional class practice ACT/COMPASS/KYOTE-like questions daily; Retest COMPASS/KYOTE (April/May)</p> <p>Continue Math Boot Camps – Refining the process to continue to help students learn the skills they need while keeping the program viable.</p> <p>9th -12th - More timed (situational/environment) testing to increase students' testing stamina/speed</p>
Writing/Mechanics	<ul style="list-style-type: none"> PLAN-like practice questions, bell ringers & exit slips weekly focusing on mechanics Practice EOC passages and prompts with focus on analytical 	<ul style="list-style-type: none"> Continue PLAN-like practice questions, bell ringers & exit slips weekly focusing on mechanics; pulling individual scores and implementing specific academic interventions Administer PLAN-like test to compare growth (includes a

	<p>writing</p> <ul style="list-style-type: none"> • Using LTF lessons to teach thesis/APE; discussions of modes and scoring guides • Common assessments • PLAN Test 	<p>constructed response essay</p> <ul style="list-style-type: none"> • Writing on-demand (at least monthly) with deconstruction and analysis
Science	<p>9th – Developed Common Assessments with ACT/PLAN Questions; Full practice ACT after each Common Assessment; incorporating graphs. charts, tables into instruction</p> <p>10th – Using Quality Core Test Builder (ACT- like Questions) for all tests; incorporating Graphs. Charts, tables into instruction</p> <p>11th - Developed Common Assessment with ACT/PLAN Questions; Full practice ACT after each Common Assessment and tracking individual student progress toward benchmark; offering incentives for meeting benchmarks; incorporating graphs. charts, tables into instruction</p>	<p>9th – Will start tracking individual student progress toward benchmark; offering incentives for meeting benchmarks;</p> <p>10th – Using ACT/Quality Core Benchmark assessments to begin tracking individual student progress as a predictor of success on the EOC</p> <p>11th – Research project for all 11th graders to help gain research skills and prepare for skills tested in Science on the ACT</p>
Social Studies	<ul style="list-style-type: none"> • Incorporating District Literacy Plan skills into daily instruction • Embedded ACT-style questions into daily instruction • ACT/Quality Core type questions • Common Assessments • Focus on charts, maps, graph reading • Embedding geography skills into other courses 	<ul style="list-style-type: none"> • Vertical Social-Studies meeting for teachers of grades 6-12 with follow-up • Focus more on research in all classes – work to develop a collaborative research plan with English Department for 2012-2013 • Incorporating District Literacy Plan skills into daily instruction • Embedded ACT-style questions into daily instruction • ACT/Quality Core type questions • Common Assessments • Focus on charts, maps, graph reading • Embedding geography into other courses