

Cause for Gap: Based on a review of the data, at least 26% of our students in grades 3-8 are not proficient based on the new MEAP cut scores that indicate career and college readiness.

According to the ACT Explore data, 58% of 8th grade students and 76% of 7th grade students are not college ready on the reading test. According to MEAP, 26%-38% of 6th-8th grade students are not aproficient in reading. 72% of 8th grade students and 93% of science students are not college ready as measured by the science portion of the ACT Explore, which is primarily a reading test. According to AIMSweb data, 51% of sixth grade students are not proficient in reading fluency, while 70% of 7th graders and 32% of 8th grders are not proficient.

Multiple measures/sources of data you used to identify this gap in student achievement: MEAP, AIMSweb, Explore

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Students will increase college readiness scores by 8% on the MEAP and ACT Explore. The percentage of students who are proficient on AIMSweb (ORF and MAZE) testing will increase by 8%.

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List of Objectives:

Name	Objective
Increase Reading Proficiency	Students will increase college readiness in reading by 8% based on the MEAP and ACT Explore. Students will increase AIMSweb(ORF and MAZE) scores by 8%.

4.1. Objective: Increase Reading Proficiency

Measurable Objective Statement to Support Goal: Students will increase college readiness in reading by 8% based on the MEAP and ACT Explore. Students will increase AIMSweb(ORF and MAZE) scores by 8%.

List of Strategies:

Name	Strategy
Arts Integration	Implement an arts integration program to positively impact reading achievement scores.
Content Area Training to Improve Reading Achievement	Both science and social studies teachers from the middle and high school will attend the state conference in thier respective content areas with a focus of attaining content area reading strategies to incorporate into their classes.
Explicit Vocabulary Instruction Teaching Training	Secondary teams of teachers will be trained in specific strategies in how to explicitly teach content area vocabulary.
Teachers will progress monitor and implement researched based interventions	Provide continued professional development on interventions. Continue to monitor reading proficiency and provide interventions.

4.1.1. Strategy: Arts Integration

Strategy Statement: Implement an arts integration program to positively impact reading achievement scores.

Selected Target Areas

II.1.A.5 School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

What research did you review to support the use of this strategy and action plan?

- 1)"Critical Evidence" by Sandra Ruppert, 2006
- 2)"Reinvesting In Arts Education" by the President's Committee on Arts and Humanities, 2011.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Arts Integration	2012-08-28	2013-06-07	Teachers participating in the arts integration project

4.1.1.1. Activity: Arts Integration

Activity Type: Professional Development

Activity Description: Secondary Teachers will attend training at the Wharton Center to help weave the arts with core curriculum content with the desired outcome of increased student achievement.

Planned staff responsible for implementing activity: Teachers participating in the arts integration project

Actual staff responsible for implementing activity: Teachers participating in the arts integration project

Planned Timeline: Begin Date - 2012-08-28, End Date - 2013-06-07

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Arts Integration	Title II Part A	551.50	

4.1.2. Strategy: Content Area Training to Improve Reading Achievement

Strategy Statement: Both science and social studies teachers from the middle and high school will attend the state conference in their respective content areas with a focus of attaining content area reading strategies to incorporate into their classes.

Selected Target Areas

III.2.C.1 Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

What research did you review to support the use of this strategy and action plan?

The Art and Science of Teaching - Robert Marzano
 Explicit Vocabulary Teaching research taught by Kevin Feldman

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Training of Secondary Teachers via Participation at State Conferences	2012-08-28	2013-06-07	The secondary content area teachers and their administrators are responsible for implementation.

4.1.2.1. Activity: Training of Secondary Teachers via Participation at State Conferences

Activity Type: Professional Development

Activity Description: Both the science and social studies teachers at the secondary level will attend the state conference in their content area. The emphasis of their course selections will be in the area of improving reading achievement through content area reading strategies.

Planned staff responsible for implementing activity: The secondary content area teachers and their administrators are responsible for implementation.