

Goal 2: Readiness for Future Success

Goal Statement: Increase student achievement to ensure that all students are challenged and engaged in quality instructional programs that prepares them for competitive college and career opportunities and future success.

Objective 3: Develop an assessment framework that includes the development and implementation of quality benchmark assessments and frequent and consistent progress monitoring that will inform instruction, the implementation of intervention strategies, and close gaps in student performance.

<i>Major Activities</i>	<i>Staff</i>	<i>Resources</i>	<i>Timeline</i>	<i>Indicators of Success</i>
<p>1. Establish an Assessment Committee to research and understand the critical components of formative benchmark assessments and develop a comprehensive Assessment Plan in grades K-12 that includes:</p> <ul style="list-style-type: none"> ● Specific strands within the standards that will be measured ● Pre-requisite skills, and critical knowledge / areas necessary for mastery of standards ● Differentiated component (at grade level) for specialized populations ● Administration timelines ● Opportunities for committee scoring ● Plans for teacher support / professional learning ● Plan for the identification of instructional strategies aligned to assessment results ● Grade level and /or adequate growth expectations. 	<ul style="list-style-type: none"> ● Assistant Superintendent ● Content Supervisors ● Teachers 	<ul style="list-style-type: none"> ● Assessment Committee ● Professional Development Funding ● Curricular Resources ● Instructional Strategies ● Learning Continuums ● Book Study Resources 	2016-2017	<ul style="list-style-type: none"> ● Assessment Plan ● Communication Plan ● Teacher buy-in

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<p>2. Develop benchmark assessments in grades K-12 that:</p> <ul style="list-style-type: none"> ● accurately measure student growth toward standards and grade level expectations ● enable item analysis at the standard indicator level ● provide data at the instructional and independent levels of performance ● meaningfully inform instruction and improve student performance. 	<ul style="list-style-type: none"> ● Assistant Superintendent ● Content Supervisors ● Teachers ● Professional Development Consultants 	<ul style="list-style-type: none"> ● Assessment Committee ● Professional Development Funding ● Curricular Resources ● Instructional Strategies ● Learning Continuums 	<p>2016 - Ongoing</p>	<ul style="list-style-type: none"> ● Three (3) – Four (4) benchmark assessments per content area aligned to content standards and grade level expectations ● Ability to perform quality item analysis in order to identify students strengths and weaknesses within the standards ● Specific data that meaningfully informs instruction at the instructional and independent level
<p>3. Develop differentiated assessments that will identify and measure levels of student performance and the level of support needed (i.e. direct support, guidance, or independence) when presented with grade-level materials.</p>	<ul style="list-style-type: none"> ● Assistant Superintendent ● Content Supervisors ● ELL, Special Education, Basic Skills Teachers ● Professional Development Consultants 	<ul style="list-style-type: none"> ● Assessment Committee ● Professional Development Funding ● Curricular Resources ● Instructional Strategies ● Learning Continuums 	<p>2016 - Ongoing</p>	<ul style="list-style-type: none"> ● Assessments that measure student’s proficiency of grade level content / expectations while providing differentiated supports that consider their individual needs and instructional levels

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4. Implement Assessment Plan and monitor student progress toward grade level and/or growth expectations.	<ul style="list-style-type: none"> ● Assistant Superintendent ● Content Supervisors ● Administrators ● Teachers 	<ul style="list-style-type: none"> ● Assessment Committee ● Professional Development Funding ● Curricular Resources ● Instructional Strategies ● Learning Continuums 	2017 - Ongoing	<ul style="list-style-type: none"> ● Implementation of content area benchmarks district-wide ● Consistent and effective use of data to inform instructional planning in every classroom ● Use of learning continuums to identify specific strategies in order to improve instruction ● Use of data to inform student growth goals and SGOs ● Improvement in student performance as measured by content area goals
5. Revise student achievement goals to reflect an increase in desired expectations for student performance.	<ul style="list-style-type: none"> ● Assistant Superintendent ● Content Supervisors ● Administrators 	<ul style="list-style-type: none"> ● Learning Continuums ● Student performance data on benchmark assessments 	2018 - Ongoing	<ul style="list-style-type: none"> ● Revised goals that include an increase in grade level expectations and /or adequate growth