

# St. Elizabeth Seton Elementary School

## **2014 -2015 Continuous Improvement Goals**

Developing personal and academic excellence entails reviewing student achievement results and setting school improvement goals based on those results. Following a data retreat and in-service days conducted in May and August 2014, the elementary staff set spiritual, personal, reading, and math goals for the academic year. SAT10, OLSAT, DakotaSTEP, and in-house assessments results were analyzed in the areas of reading and mathematics. State standards were used to guide professional development, instructional, and assessment practices.

### Spiritual Goal

*Strengthen our spirituality through the creation and implementation of consistent **Faith Family** gatherings.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> <li>Relationship/Family Sphere of Living</li> <li>Spiritual Sphere of Living</li> </ul>			
Timeline	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Strategies to achieve this goal	<ul style="list-style-type: none"> <li>Form a Faith Families committee</li> <li>Assign students to families</li> <li>Committee meets to plan meeting dates and activities</li> </ul>	<ul style="list-style-type: none"> <li>Faith Families meet 5 times</li> </ul>	<ul style="list-style-type: none"> <li>Faith Families meet 5 times</li> </ul>	<ul style="list-style-type: none"> <li>Faith Families meet 5 times</li> <li>Survey students and staff about their participation in Faith Families</li> </ul>
Assessment: Is the goal achieved?	<ul style="list-style-type: none"> <li>Report at October 22 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Report at December 17 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Report at March 4 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Report at May 6 staff meeting</li> </ul>

### Personal Goal

*Wear your school uniform with personal excellence.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Personal Sphere of Living</li> </ul>			
Timeline	1 <sup>st</sup> Quarter	2 <sup>nd</sup> Quarter	3 <sup>rd</sup> Quarter	4 <sup>th</sup> Quarter
Strategies to achieve this goal	<ul style="list-style-type: none"> <li>At an assembly, model for students appropriate school uniform</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Assessment: Is the goal achieved?	<ul style="list-style-type: none"> <li>Report at October 22 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Report at December 17 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Report at March 4 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Report at May 6 staff meeting</li> </ul>

## Reading Goal #1

*We will research phonics best practices and implement consistent phonetic instruction grades K-5.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 Assessment (Grades 3-5)</li> <li>• HRSW Assessment (Grades K-2)</li> <li>• Sight Words Assessment (Grades K-1)</li> </ul>			
Correlation to State Standards	Phonological Awareness: CCSS.ELA-LITERACY.RF.K.2 CCSS.ELA-LITERACY.RF.1.2		Phonics and Word Recognition: CCSS.ELA-LITERACY.RF.K.3 CCSS.ELA-LITERACY.RF.1.3 CCSS.ELA-LITERACY.RF.2.3 CCSS.ELA-LITERACY.RF.3.3 CCSS.ELA-LITERACY.RF.4.3 CCSS.ELA-LITERACY.RF.5.3	
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Form a Literacy Curriculum committee</li> <li>• Establish calendar meeting dates</li> <li>• Explore budget options</li> <li>• Research curricula and best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to research curricula and best practices</li> <li>• Obtain/order phonics curricula</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot materials</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate materials</li> </ul>
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Literacy Curriculum committee will report their members, timeline and budget options at October 22 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Committee will share their research and materials at December 17 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Committee will share the results of their pilot materials at March 4 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Committee will share chosen materials, training options, and phonics plans for 2015-2016 school year at May 6 staff meeting</li> </ul>

## Reading Goal #2

*We will maintain consistency of our current literacy practices.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 Assessment (Grades 3-5)</li> <li>• TRL Assessment (Grades K-5)</li> <li>• CBM Assessment (Grades 1-5)</li> <li>• Benchmark (Grades K-5)</li> </ul>			
Correlation to State Standards	CCSS.ELA-LITERACY.CCRA.R.1 CCSS.ELA-LITERACY.CCRA.R.2 CCSS.ELA-LITERACY.CCRA.R.3 CCSS.ELA-LITERACY.CCRA.R.4 CCSS.ELA-LITERACY.CCRA.R.5		CCSS.ELA-LITERACY.CCRA.R.6 CCSS.ELA-LITERACY.CCRA.R.7 CCSS.ELA-LITERACY.CCRA.R.8 CCSS.ELA-LITERACY.CCRA.R.9 CCSS.ELA-LITERACY.CCRA.R.10	
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Literacy assessments completed and reported Fall/Winter/Spring</li> <li>• Literacy quadrants completed</li> <li>• Daily 5 and Café will be continued in K-5 classrooms.</li> <li>• 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students that test at below basic, basic, or low proficient will participate in the <u>Reading Plus Program</u>.</li> <li>• Classroom teachers will communicate areas of need/emphasis to specials teachers in order to reinforce skills in other disciplines.</li> <li>• The <u>Comprehension Tool Kit</u> will be utilized and training provided for staff.</li> <li>• Proficiency standards will be reviewed and revised if necessary</li> <li>• Literacy assessments will be reviewed and evaluated for their effectiveness</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Quarterly results given to principal</li> <li>• Training date for <u>Comprehension Tool Kit</u> will be set</li> <li>• RTI meetings</li> <li>• Reports from the <u>Reading Plus Program</u></li> <li>• Classroom teachers will communicate areas of need/emphasis to specials teachers in order to reinforce skills in other disciplines.</li> <li>• Time will be allotted at staff meetings to review progress toward school and grade-level goals.</li> </ul>			

## Math Goal

*We will research math curricula, pilot curricula, and choose a math curriculum for the 2015-2016 school year.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>SAT10 Assessment (Grades 3-5)</li> <li>Math Screeners (Grades K-5)</li> </ul>			
Correlation to State Standards	CCSS.MATH.PRACTICE.MP1 CCSS.MATH.PRACTICE.MP2 CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP4		CCSS.MATH.PRACTICE.MP5 CCSS.MATH.PRACTICE.MP6 CCSS.MATH.PRACTICE.MP7 CCSS.MATH.PRACTICE.MP8	
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>Form a Math Curriculum committee</li> <li>Establish calendar meeting dates</li> <li>Explore budget options</li> <li>Research curricula and best practices</li> </ul>	<ul style="list-style-type: none"> <li>Continue to research curricula and best practices</li> <li>Obtain/order math curricula</li> </ul>	<ul style="list-style-type: none"> <li>Pilot materials</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate materials</li> </ul>
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Math Curriculum committee will report their members, timeline and budget options at October 22 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Committee will share their research and materials at December 17 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Committee will share the results of their pilot materials at March 4 staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Committee will share chosen materials, training options, and math plans for 2015-2016 school year at May 6 staff meeting</li> </ul>

## Report Cards

*We will continue our work on the creation of a standards based report card with TIE.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>Staff survey</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>Report Card work with presenter Marcia Torgrude from TIE (Technology &amp; Innovation in Teaching)               <ul style="list-style-type: none"> <li>10/14/14, 11/11/14, 2/18/14</li> </ul> </li> <li>Utilizing formative, interim, and summative assessment               <ul style="list-style-type: none"> <li>Module 5: Infusing Higher Order Thinking Skills</li> <li>Module 6: Assessing Higher Order Thinking Skills</li> <li>Danielson Framework Domains 1 &amp; 3</li> <li>3/19/15, 3/31/15, 4/7/15</li> </ul> </li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Work is guided by TIE</li> </ul>			

## Science Goal

*We will analyze the various structures and processes of the Earth system.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>DakotaStep 5<sup>th</sup> Grade Science Results</li> <li>SAT10 results</li> </ul>			
Correlation to State Standards	<ul style="list-style-type: none"> <li>SE1—Space &amp; Earth Science</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>These concepts will be introduced during the 1<sup>st</sup> quarter and reinforced throughout the school year</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Fifth grade students performing at the proficient level on the DakotaStep test will be able to:               <ul style="list-style-type: none"> <li>describe the layers of the Earth's interior</li> <li>describe the components (Sun, planets, and moons) of the solar system</li> <li>explain how the Earth's rotation affects the appearance of the sky</li> </ul> </li> </ul>			

## Kindergarten Grade Level Literacy Goal

*We will implement phonics lessons (particularly word study) into our guided reading groups, mini-lessons and continuing practice.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Align guided reading lessons with phonics lessons to fit standards being presented</li> <li>• Use Fountas &amp; Pinnell phonics curriculum book</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> meeting: August 27<sup>th</sup></li> <li>• Confer with colleagues on which phonics lessons are being covered and which of those should be incorporated</li> <li>• Discussion and reflection</li> <li>• Lesson plans</li> </ul>			

## Kindergarten Grade Level Math Goal

*We will include word problems requiring computation in our math groups.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Use word problems connected to each standard</li> <li>• Invite students to use different forms of problem solving</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Discuss and reflect</li> </ul>			

## 1st Grade Level Literacy Goal

*We will have daily phonic/word study instruction outside of our Daily 5 time.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>SAT10 scores</li> <li>CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>Align spelling list to weekly skills</li> <li>Use the Fountas &amp; Pinnell phonics curriculum</li> <li>Team plan phonics lesson weekly</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Confer as a team and hold each other accountable</li> <li>Discuss and reflect at weekly meetings</li> </ul>			

## 1st Grade Level Math Goal

*Conduct one math mini-lesson per week that includes a word problem that requires computation.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>SAT10 scores</li> <li>CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>Gather different types of word problems</li> <li>Present the problem in different ways—pictures, modeling, written etc...</li> <li>Incorporate computation into daily routines</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Lesson plans</li> <li>Weekly meetings/conferring</li> <li>By the end of the year, students will be able to write their own problems</li> <li>Use math screeners as a tool of competency</li> </ul>			

## 2nd Grade Level Literacy Goal

*Increase word study lesson with an emphasis on vowels.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 scores</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Plan a minimum of two word study lessons each week</li> <li>• Use multi-modal methods to teach vowel sounds and relationships</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Teacher reflection on lessons</li> </ul>			

## 2nd Grade Level Math Goal

*Continue computations in context with whole numbers using thinking skills.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 scores</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Use Daily CC word problems with discussion</li> <li>• Create class specific word problems</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Weekly assessment—Friday worksheet</li> </ul>			



### 3rd Grade Level Literacy Goal

*Incorporate phonics lessons into our Daily 5 routine. Continue to use word work within our literacy block.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 scores</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Weekly word study lesson with spelling test</li> <li>• Incorporate high frequency words into spelling list</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Weekly spelling tests</li> </ul>			

### 3rd Grade Level Math Goal

*Continue to use a math journal which was implemented 2013/14 school year with more emphasis on mathematic procedures.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 scores</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Daily computation practice</li> <li>• Daily word problem practice</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Each quarter, students will be given a cumulative math assessment.</li> </ul>			

## 4th Grade Level Literacy Goal

*We will review and start implementing basic phonic skills and how we are going to do it.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 scores</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• Teachers will meet weekly to develop plans starting with basic vowel sounds and progress from there.</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• Rubrics will include a checklist of skills learned.</li> </ul>			

## 4th Grade Level Math Goal

*We will be working on computation skills with daily instruction review using manipulatives.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>• Curriculum Vision</li> <li>• Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>• SAT10 scores</li> <li>• CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>• <i>We will introduce fractions and decimals sooner.</i></li> <li>• <i>Collaboration with 3<sup>rd</sup> and 5<sup>th</sup> grade teachers to implement flow of learning throughout grades 3-5.</i></li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>• A rubric will be developed to measure the progress throughout the year.</li> </ul>			

## 5th Grade Level Literacy Goal

*Incorporate multiple meaning word study into a lesson at least once per week*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>SAT10 scores</li> <li>CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>Incorporate multiple meaning word study into a lesson at least once per week</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Scores raised in results to be seen in one year</li> </ul>			

## 5th Grade Level Math Goal

*We will implement a daily word problem.*

Correlation to RCCSS Strategic Design Plan 2014	<ul style="list-style-type: none"> <li>Curriculum Vision</li> <li>Instructional Vision</li> </ul>			
Data Sources used to set goal	<ul style="list-style-type: none"> <li>SAT10 scores</li> <li>CIP</li> </ul>			
<b>Timeline</b>	<b>1<sup>st</sup> Quarter</b>	<b>2<sup>nd</sup> Quarter</b>	<b>3<sup>rd</sup> Quarter</b>	<b>4<sup>th</sup> Quarter</b>
<b>Strategies to achieve this goal</b>	<ul style="list-style-type: none"> <li>Story problem of the day</li> </ul>			
<b>Assessment: Is the goal achieved?</b>	<ul style="list-style-type: none"> <li>Scores will be higher on next year's SAT10</li> </ul>			