

Measurable Gap Goal	Strategy Chosen to address goal
<p>By 2023, NHS will increase the number of 7th and 8th grade scoring proficient in reading and math for subgroups.</p> <p>Students with disabilities scoring proficient in reading from 13.3% to 70% as demonstrated on K-PREP.</p> <p>Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP.</p>	<p>Practice: Design and Delivery of Instruction</p> <p>Process: Review, Analyze, and Apply Data</p>

<p>By 2023, NHS will increase the number of 9th through 12th grade scoring proficient in reading and math for subgroups.</p> <p>Students with disabilities scoring proficient in reading from 18.2% to 70% as demonstrated on K-PREP and ACT.</p> <p>Students with disabilities scoring proficient in math from 20% to 70% as demonstrated on K-PREP and ACT.</p>	<p>Practice: Design and Delivery of Instruction</p> <p>Process: Review, Analyze, and Apply Data</p>
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Activities chosen to implement strategy	Person Accountable
<p>1.All ELA, including Special Education Teachers, will be trained on effective use of Reading Plus in order to implement with high fidelity. Training will include effective progress monitoring to determine explicit next steps for instruction.</p> <p>2.Teachers and Administration will ensure intentional implementation of Reading Plus during Tier III RtI. Students will set goals quarterly that will reflect valid growth for that student. 3. Special Education lead teachers will collaborate with PLC Leads to create a plan of action for a process that ensures Special Education student data is monitored effectively and efficiently in order to create actionable next steps to meet students’ needs in classrooms and prevent barriers to their learning. 4. Special Education Teachers will attend content level PLCs at least monthly during the STUDY phase of the PLC to review data of student data and to suggest appropriate strategies that will enhance the learning for students.5. Core teachers will monitor data routinely (bi-weekly) in collaboration with Special Education Teachers to examine the needs of content/academic strategies, behavior strategies, or organizational strategies.</p>	<p>Principal, Special Education Resource Teacher, Special Education Teachers, ELA Teachers</p>

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Principal, Special Education Resource Teacher, Special Education Teachers, ELA Teachers

Method of Progress Monitoring	Funding Mechanism and Amount
<p>Student data monitored by teachers and shared in PLC routinely (Bimonthly) and conference conducted with students on current data. Data will be collected and shared on strategies that are working or not, with measures of success. Strategies will be documented for time and intensity of the selected strategy monitored for effectiveness (bi-weekly).</p> <p>Special Education collaborator(s) will meet at least quarterly with all caseload students' regular education teachers to inform them of student needs in order to demonstrate proficiency.</p> <p>Student academic data monitored and goals set with students to set new goal.</p>	<p>~\$5000.00 (IDEA &amp; Title I)</p>

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