

**Cherry Creek Title 1 Goals
2019-2020**

LANGUAGE ARTS

SMART Goal	By the end of the 2020 school year, the percentage of students grades 1-3 making typical progress in reading, as measured by Acadience, will improve from 73 to 76%.
Strategies	<p>Action Plan(s):</p> <ol style="list-style-type: none">1. Instruction will be assessment driven using benchmarks, running records, Acadience data, RISE data, etc.2. Grade level weekly collaboration and monthly reading collaboration with administration and/or Instructional Coach.3. Technicians will be hired to provide interventions for readers that are below grade level.4. Technology will be purchased and used to provide additional reading practice for students.5. Online intervention programs will be used to support instruction and provide remediation. (RazKids, Imagine Learning, etc.)6. Teachers will improve tier one literacy instruction based on Nebo's approved literacy block and through staff development, administrative observation, team collaboration, personal study, and analyzing student literacy data.7. Team planning days will be provided for the development of the literacy curriculum maps and the planning of lessons.8. Take-home and leveled libraries will be improved to provide on-level books for independent and guided practice. A technician will be hired to maintain these libraries.9. Grade level curriculum maps will reflect arts integration into literacy, at least once a term, representing the categories of: dance, music, visual arts and drama.

Evidence-Based Research Support	Nebo approved Balanced Literacy University of Utah STEPS reading programs
Expected Impact in Core Academic Areas (How will success be measured on an annual basis?)	Measure of Success: We will use the End of the Year Acadience results from each year to determine typical growth (pathways of progress) and proficiency based on composite scores.
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Staff reading in-service will be provided monthly at reading collaboration meetings and/or faculty meetings 2. We will take teachers to various literacy conferences as available 3. Instructional coaches will go through a coaching cycle with teachers by assignment from administrator 4. A professional learning resource library will be provided for staff development for personal and group study
Timeline	Students will be tested 3 times during the school year. September, January and April. Progress will be monitored for the duration of this time.

<p>Responsible Parties</p>	<p>Teachers- responsible for providing best teaching practices in the classroom. The teacher is also responsible for communication with student and parents about progress.</p> <p>Principal- responsible for providing appropriate equipment and materials that students and teachers need to be successful. The principal is also responsible for providing teachers with appropriate professional development based on grade level or individual teacher needs. Finally, the principal is responsible for master schedule that coordinates Title I, SPED, ESL and regular education needs.</p> <p>Title I Coordinator- Works with principal and other specialists to provide intervention programs for struggling students. In addition, he/she models and evaluates effectiveness of intervention programs and provides data to principal. The Title One Coordinator works within the master schedule to provide supplemental services.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Principal, Title I Coordinator, Instructional Coach and district trainers will observe teachers and paraprofessionals and model correct teaching methods. Teachers will be encouraged to attend in-services based on their needs.</p> <p>Principal will be in classrooms often collecting data of teacher effectiveness. Assessment data will provide Administration, Title I Coordinator and teachers with student progress. In-service will be provided as needed.</p>

MATH

SMART Goal	By the end of the 2020 school year the percentage of students in grades 4-6 being proficient in overall Mathematics, as measured by RISE, will increase from 43% to 46%.
Strategies	<ol style="list-style-type: none">1. Teachers will instruct using the Utah State Core Standards in mathematics, the CMI framework and district approved materials.2. Technicians will be hired to provide math intervention and enrichment for identified students.3. Monthly collaboration where grade level teams discuss math common assessments and plan remediation and enrichment.4. Technology, software and manipulatives will be used to enhance student understanding in mathematics.5. RISE formative assessments and RISE interim assessments will be given to provide students practice for RISE summative assessments.
Evidence-Based Research Support	CMI
Expected Impact in Core Academic Areas (How will success be	Measure of Success: We will look at our RISE proficiency and progress scores in the area of mathematics.

measured on an annual basis?)	
Professional Development to Support Strategies	<ol style="list-style-type: none"> 1. Cherry Creek will continue with CMI lesson study 2. Teachers will use data every week during collaboration to establish re-teaching, reinforcing or enriching groups. 3. Cherry Creek teachers will observe their peers teaching math on a regular basis.

Timeline	<p>Professional development is an ongoing process. Each year teachers will be held accountable. They will be asked to show success through their PGP's, SLO's, assessments, observations, and discussions with the principal. Students and teachers will be actively preparing for RISE assessments for the duration of the school year. The RISE summative assessment will take place April, 2020.</p>
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<p>Responsible Parties</p>	<p><i>Teachers</i>-responsible for providing the best teaching practices in the classroom. The teacher is also responsible for communication with student and parents about progress.</p> <p><i>Principal</i>-responsible for providing appropriate equipment and materials that students and teachers need to be successful. The principal is also responsible for providing teachers with appropriate professional development based on grade level or individual teacher needs. Finally, the principal is responsible for the master schedule that coordinates Title One Services, SPED, ESL and regular education needs.</p> <p><i>Title One Coordinator</i>-Works with principal and other specialists to provide intervention programs for students. In addition, he/she provides mentoring of new teachers to ensure best teaching practices. Finally, the Title One Coordinator works within the master schedule to provide supplemental services.</p>
<p>Evaluation Process</p> <p>(How will the school monitor the implementation of the strategies and action steps associated with this goal?)</p>	<p>Principal, Title One Coordinator and district trainers will observe teachers and paraprofessionals and model correct teaching methods. Teachers will be encouraged to attend in-services based on their needs.</p> <p>The principal will be in classrooms often collecting data of teacher effectiveness. Teachers will turn in assessment data to the principal and will involve administration and the Title One Coordinator in conversations regarding each student's progress.</p> <p>Monthly collaboration with teachers and administration will be used to discuss math common assessments and plan remediation and enrichment.</p>

	<p>RISE formative and RISE interim assessments will be given and analyzed to provide practice for the RISE summative assessments.</p>
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