

Student – learning goal	By May 2015, all students will improve their literacy skills as evidenced by: <ul style="list-style-type: none"> 100% of TME students will show growth on NWEA assessment. 						Student-learning results
Strategy 1(from logic model)	Actions	Person(s) responsible/by when	Resource/Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Deepen our understanding of how to manage, organize, and create formative assessment data to drive instruction using new curriculum materials.	Provide professional development focused around the curriculum materials to show a variety of data collection methods. Teachers will share their developed methods and ideas for collecting and analyzing formative assessment data during: <ul style="list-style-type: none"> Staff meetings Collaborations Instructional Coach 	<ul style="list-style-type: none"> TME administrators Instructional Coach Ongoing: October 2014-May 2015	n/a	Teachers will develop and share a variety of formative assessment collection tools and management systems. Teachers will develop and share formative assessment ideas that are developed using the new curriculum materials.	Entrance/exit slips with feels like, sounds, looks like, literacy skills in classrooms. RISE Indicators: 1.1, 1.4, 2.4, 2.5, 3.3	<ul style="list-style-type: none"> TME administrators By: May 2015	
Strategy 2 (from logic model)	Actions	Person(s) responsible/by when	Resource/Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Develop a shared understanding of differentiation within the classroom and apply it to rigorous instruction.	Create shared understanding of differentiated instruction. <ul style="list-style-type: none"> Staff meetings Collaborations Provide model lesson(s) on best practices for differentiated instruction and activities using new curriculum materials: <ul style="list-style-type: none"> Staff meetings Collaborations Instructional Coach 	<ul style="list-style-type: none"> TME administrators Instructional Coach TME Staff Shared understanding by: October/November 2014 Ongoing: October 2014 - May 2015	<ul style="list-style-type: none"> Classroom coverage Classroom peer observations Instructional Coach modeling lessons 	Teachers will develop a shared understanding of differentiated instruction. Teachers will implement differentiated instruction and provide activities that are rigorous.	Exit Slip/evaluation RISE Indicators: 2.2, 2.3, 2.6, 3.2, 3.3, 4.3	<ul style="list-style-type: none"> TME administrators By May 2015	

Strategy 3 (from logic model)	Actions	Person(s) responsible/by when	Resource/Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/by when	Outcome results
Sustain a collaborative culture within and outside the classroom walls at Towne Meadow.	<p>Provide opportunities for staff to visit other classrooms within the collaboration schedule.</p> <p>Provide opportunities to discuss observations during staff meetings and/or collaborations.</p>	<ul style="list-style-type: none"> • TME administrators • Instructional Coach • TME Staff <p>Ongoing: October 2014 - May 2015</p>	<ul style="list-style-type: none"> • Classroom coverage (subs) 	<p>Staff will develop a culture that allows colleagues to observe other staff members.</p> <p>Teachers will reflect on observations and feedback that is received from collaborative opportunities.</p>	<p>Teacher learning/teacher feedback</p> <p>RISE Indicators: 2.2, 2.6, 3.2, 3.3, 4.2, 4.3</p>	<ul style="list-style-type: none"> • TME administrators • Instructional Coach <p>By May 2015</p>	