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| **School** | **ESSA Score** | **Letter Grade** | **RIT Score (Mean)** | **Leading Critical Area of Focus** | **Critical Sub-Goal** | **Targeted Standards** | **Targeted Skills to**  **Support the**  **Standards** | **District Support Offered**  **(School-Specific Suggestion)** | **Follow-Up** |
| **Cloverdale**  6th Grade | 52.96 | F | 192.6 | Vocabulary Acquisition | Context Clues and Reference | L.6.4.A:  Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | * Academic and content vocabulary * Base words, Affixes * Text Features, Visuals * Unknown and multiple meaning words | * **Time built into schedule for school-wide Tier Two RTI based on the district PLC/RTI Training** * To provide continuous mini-NWEA training sessions targeting specific NWEA Reports * To provide regular Feet-in-the-Seat support to school-based PLCs * To provide scheduled follow-up collaborations with R.I.S.E. trained 6th grade content and ELA-centered SPED teachers to ensure effective implementation of R.I.S.E. strategies * To provide professional development targeting the skills and standards to address the critical areas of the Literacy Focus * To provide secondary principals with R.I.S.E. training * To provide secondary principals with a literacy-centered protocol * To conduct/participate in focus walks rounds with site administrators and teachers * To schedule district literacy instructional facilitators to jointly provide in-class support at each campus * To provide Read 180 and System 44 coaching support * To provide Pearson curriculum coaching support | * In house ELA PLCs and vertical/ horizontal planning * To collect data originating from each school’s diagnostic, when applicable, formative/ interim, and summative assessments * To regularly analyze the formative assessment data of each school to determine next steps |

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| C**loverdale**  7th Grade |  |  | 197.9 | Literature | Literature Key Ideas and Details | RL.7.1:  Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  RL.7.2: Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and analyze its development over the course of the text.  RL.7.3:  Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot, how imagery affects the mood of the text, how characters' decisions affect the plot). | * Cause and Effect * Characterization * Inferences, Conclusions, Predictions * Main Ideas * Plot * Sequencing * Setting * Summarizing * Supporting Details * Theme, Moral, Lesson * Cite Text Evidence | * **Time built into schedule for school-wide Tier Two RTI based on the district PLC/RTI Training** * To provide continuous mini-NWEA training sessions targeting specific NWEA Reports * To provide regular Feet-in-the-Seat support to school-based PLCs * To provide scheduled follow-up collaborations with R.I.S.E. trained 6th grade content and ELA-centered SPED teachers to ensure effective implementation of R.I.S.E. strategies * To provide professional development targeting the skills and standards to address the critical areas of the Literacy Focus * To provide secondary principals with R.I.S.E. training * To provide secondary principals with a literacy-centered protocol * To conduct/participate in focus walks rounds with site administrators and teachers * To schedule district literacy instructional facilitators to jointly provide in-class support at each campus * To provide Read 180 and System 44 coaching support * To provide Pearson curriculum coaching support | * In house ELA PLCs and vertical/ horizontal planning * To collect data originating from each school’s diagnostic, when applicable, formative/ interim, and summative assessments * To regularly analyze the formative assessment data of each school to determine next steps |

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| **Cloverdale**  **8th Grade** |  |  | 204 | Informational Text |  | RI.8.1:  Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  RI.8.2: Examine a grade-appropriate informational text. Provide an objective summary of the text. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.  RI.8.3:  Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | * Cause and Effect * Facts and Opinion * Following Directions * Inferences, Conclusions and Predictions * Locating Information * Main Idea * Sequencing * Summarizing * Text Features, Visuals | * **Time built into schedule for school-wide Tier Two RTI based on the district PLC/RTI Training** * To provide continuous mini-NWEA training sessions targeting specific NWEA Reports * To provide regular Feet-in-the-Seat support to school-based PLCs * To provide scheduled follow-up collaborations with R.I.S.E. trained 6th grade content and ELA-centered SPED teachers to ensure effective implementation of R.I.S.E. strategies * To provide professional development targeting the skills and standards to address the critical areas of the Literacy Focus * To provide secondary principals with R.I.S.E. training * To provide secondary principals with a literacy-centered protocol * To conduct/participate in focus walks rounds with site administrators and teachers * To schedule district literacy instructional facilitators to jointly provide in-class support at each campus * To provide Read 180 and System 44 coaching support * To provide Pearson curriculum coaching support | * In house ELA PLCs and vertical/ horizontal planning * To collect data originating from each school’s diagnostic, when applicable, formative/ interim, and summative assessments * To regularly analyze the formative assessment data of each school to determine next steps |
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| **McClellan** | 48.18 | F | 9th: 204.5  10th: 211.9 | Most- Literature  Mid-Informational Text  Least-  Vocabulary Acquisition | Craft & Structure | RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | * Identify foreshadowing in literary text * Interpret metaphor that makes a simple comparison to describe a concrete idea in literary text * Analyze the effect of word choice in literary text * Determine mood in literary text * Analyze the effect of figurative language in literary text | * To provide continuous mini-NWEA training sessions targeting specific NWEA Reports * \*To provide regular Feet-in-the-Seat support to school-based PLCs * To provide scheduled follow-up collaborations with R.I.S.E. trained 6th grade content and ELA-centered SPED teachers to ensure effective implementation of R.I.S.E. strategies * To provide professional development targeting the skills and standards to address the critical areas of the Literacy Focus * To provide secondary principals with R.I.S.E. training * To provide secondary principals with a literacy-centered protocol * To conduct/participate in focus walks rounds with site administrators and teachers * To schedule district literacy instructional facilitators to jointly provide in-class support at each campus * To provide Read 180 and System 44 coaching support * To provide Pearson curriculum coaching support | * To collect data originating from each school’s diagnostic, when applicable, formative/interim, and summative assessments * To regularly analyze the formative assessment data of each school to determine next steps |

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| **McClellan** (continued) |  |  |  |  |  | RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  RL.9-10.6:  Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.  L.9-10.5.A:  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.. | * Analyze how setting affects mood * Interpret metaphor that makes a simple comparison to describe a concrete idea in literary text * Interpret use of rhyme in poetry * Identify simile * Interpret simile in literary text   Analyze the effect of narrator’s point of view   * Analyze how mood is conveyed in literary text * Identify simile * Identify metaphor |  |  |

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| **J. A. Fair** | 47.27 | F | 9th:208.2  10th:213.7 | Most-  Literature  Mid-  Information Literature  Least-  Vocabulary  Acquisition | Craft & Structure | RL.9-10.4:  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | * Identify foreshadowing in literary text * Interpret metaphor that makes a simple comparison to describe a concrete idea in literary text * Analyze the effect of word choice in literary text * Determine mood in literary text * Analyze the effect of figurative language in literary text | * **Time built into schedule for school-wide Tier Two RTI based on the district PLC/RTI training** * To provide continuous mini-NWEA training sessions targeting specific NWEA Reports * \*To provide regular Feet-in-the-Seat support to school-based PLCs * To provide scheduled follow-up collaborations with R.I.S.E. trained 6th grade content and ELA-centered SPED teachers to ensure effective implementation of R.I.S.E. strategies * To provide professional development targeting the skills and standards to address the critical areas of the Literacy Focus * To provide secondary principals with R.I.S.E. training * To provide secondary principals with a literacy-centered protocol * To conduct/participate in focus walks rounds with site administrators and teachers * To schedule district literacy instructional facilitators to jointly provide in-class support at each campus * To provide Read 180 and System 44 coaching support * To provide Pearson curriculum coaching support | * To collect data originating from each school’s diagnostic, when applicable, formative/interim, and summative assessments * To regularly analyze the formative assessment data of each school to determine next steps |

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| **J. A. Fair** (continued) |  |  |  |  |  | RL>9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots, nonlinear plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  L.9-10.6:  Analyze a particular point of view, perspective, or cultural experience reflected in a work of literature, including works from outside the United States.  L.9-10.5.A:  Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.. | * Analyze how setting affects mood * Interpret metaphor that makes a simple comparison to describe a concrete idea in literary text * Interpret use of rhyme in poetry * Identify simile * Interpret simile in literary text * Analyze the effect of narrator’s point of view * Analyze how mood is conveyed in literary text * Identify simile * Identify metaphor |  |  |