

**Center Grove Community School Corporation
Goal Action Plan**

Teacher: _____ Year for which goal is written: _____

Areas of Certification: _____

Baseline Condition

Students struggle to identify the parts of speech in written sentences. Data from the pretest indicates that students varied in prior knowledge and ability to recognize words as nouns, pronouns, adjectives, adverbs, verbs, prepositions, conjunctions, or interjections as of the first week of school; see stem-and-leaf plots below.

Block 1: pretest scores out of 40		Block 2: pretest scores out of 40	
0	6	0	
1	1, 2, 2, 5, 5, 6, 7, 8, 8	1	0, 2, 4, 5, 5, 5, 5, 6, 8, 8, 9, 9
2	0, 0, 1, 1, 1, 1, 1, 2, 4, 5, 5	2	1, 2, 2, 2, 3, 3, 3, 4, 4, 5, 6, 7, 7, 7, 8
3	0, 1	3	0, 0, 3

Goal

After completing tiered assignments, students in blocks 1 and 2 will achieve 85% or better on a standard written test that is the same as the pretest.

Anticipated Challenges

1. It will take time outside of work for me to create the tiered assignments and tiered formative assessments.
2. It will take time in class for students to complete the tiered assignments.
3. Students may not work well independently and might become bored, distracted, or tempted to cheat.
4. Some higher-level students may seek more individual attention than those who need more help.

Strategies

1. Pretest from -first week of school -I collected the completed pretests, wrote down the scores, and kept them.
2. Two-week whole-class review - September - I used "Eight Parts of Speech" song, foldable, activities, and games to review basics about the parts of speech.
3. Mid-unit assessment - September - I used 18 easiest questions from the pretest as a quiz; scores were recorded in grade book and on Skyward.
4. Tiered assignments - October-November - Using workbooks, my own worksheets, and resources from Kathy Sagorsky, I created tiered packets to focus on nouns, pronouns, adjectives, verbs, and prepositions. Students were assigned to their initial tier based on their mid-unit assessment score and then were allowed to change tiers if needed. Students completed tiered quizzes after each packet/part of speech. I recorded the quiz scores in Skyward and allowed students to make corrections to their quizzes if they wanted. The packets/tiered assignments were not taken for a grade, but I collected and kept them.
5. Reteaching - December - Scores from students' quizzes after the verbs packet were low. I re-taught the material to individuals and small groups of students and also conducted whole-class instruction especially over linking and helping verbs. A whole-class quiz was given at the end of this unit, and scores were greatly improved from the tiered quizzes.
6. Review - February-April - Adverbs and conjunctions were practiced and reviewed during whole-class instruction and individual practice through the study of clauses. Nouns and verbs were also reviewed through studying clauses. Nouns, adjectives, and verbs were reviewed in studying participles. All parts of speech were reviewed through games, the "Eight Parts of Speech" song, classroom openers (Getting Started sentences), and other activities (Grammar Ninja computer game) in April.
7. Final assessment - April - Students took the original pretest as a final assessment. I included a survey question which asks students if they thought the tiered assignments were useful in improving their ability to identify the parts of speech.

idence of Attainment

The final assessment will be the same as the pretest so that the data can be compared easily. I will know if I have had impact on the baseline condition if the scores are higher; preferably they will be above 85%. In addition, I will compare the final assessment to the mid-unit assessment with the hope that scores will have improved by at least 5%. The student survey on the final assessment will allow students to give their feedback on the entire unit so that I will know if they felt this structure helped them learn more than a non-differentiated unit would have. ISTEP data from last year will be analyzed to see which students had low scores on the Language Arts test and if any those students' 2011 ISTEP scores increased.

Date Submitted

Teacher
Initials:

Administrator

_____ Initials indicate approval of the goal.
