

RIPON AREA SCHOOL DISTRICT
Board of Education
2016-2017 District Achievement Goals



2016-17 District Goals

1. During the 2016-17 school year, each high school and middle school student will score at the proficient level (4) on the ACT/ACT Prep Test writing rubric for each content area or the average class improvement is 1.0 for all students that completed the pre and post writing assessment. Aspire/ACT writing rubric is based on a 6-point scale. All identified students with a score of 4 or higher at the beginning of the year will remain at a 4 or higher by the end of the year.
2. During the 2016-17 school year, 100% of students will improve in comprehension and/or fluency as measured by the DRA assessment. Each student will move up at least one grade level in instructional reading from spring 2016 to spring 2017. Furthermore, students who are below grade level will increase their instructional reading level by 1.5 years or grade level expectations or the class as a whole will meet or exceed the total average expected growth goal target.
3. 100% of Ripon teachers/educational specialists will use a data dashboard to monitor the continuous improvement procedures and practices implemented by their school as part of the RASD Comprehensive Response to Intervention (RtI) Model

RASD RtI Model

The RASD RtI Model pulls together numerous curriculum, instruction, and assessment practices that have been focus areas for Board goals and District staff development, such as the following best practices:

- 9 Effective Instructional Strategies (Marzano, *Classroom Instruction that Works*)
- GANAG Lesson Design (Pollock, *One Teacher at a Time*)
- Standards-Based Instruction and Reporting (Common Core Standards); Guskey, *Developing Grading and Reporting Systems for Student Learning*)
- Assessment for Learning (Stiggins, ETS Assessment Training Institute)
- Target Assessments/Universal Screening (minimum 3 times per year)
- Culturally Responsive Instruction (Hill & Flynn, *CITW with ELLs*; Payne, *Framework for Understanding Poverty*)
- Differentiation of Instruction (Tomlinson, *How to Differentiate Instruction in Mixed-Ability Classrooms*)
- 21st Century Skills (Wagner, *The Global Achievement Gap*)
- Critical Thinking Skills (*Dimensions of Learning*)
- Classroom Procedures & Routines (Wong, *Highly Effective Teacher*; Jones, *Tools for Teaching*; Marzano, *Classroom Management That Works*)
- Behavioral Systems (PBIS/Conscious Discipline/Foundations of Democracy)
- Feedback Best Practices (Fisher & Frey, *Checking for Understanding*; Brookhart, *How to Give Effective Feedback to Your Students*)
- Homework Best Practices (Junes, *Understanding the Digital Generation and The Digital Diet*)
- Grading Best Practices (Reeves, *Elements of Grading*)
- Rigorous Curriculum Design (Ainsworth, *How to Create Curriculum Units of Study That Align Standards, Instruction, and Assessment*)

Adopted by the Ripon Board of Education on August 15, 2016