# 21st CCLC Action Plan Worksheet

## SMART Program Objectives

*Detailed statements of intended* ***annua****l results that must be SMART (Specific, Measurable, Achievable, Relevant, and Timebound)*

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| **Goal 1: Increase Academic Achievement** | | | | |
| **Specific** | **Measurable** | **Achievable** | **Relevant** | **Timebound** |
| **Example**  Objective 1.1 – By the end of the school year, at least 75% of students who attend the 21st CCLC program for at least 90 hours will demonstrate growth from the iReady BOY (beginning-of-year) to the EOY (end-of-year) benchmark in reading. | | | | |

## How will you achieve this objective?

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| Outcome What is one **short-term change** that needs to happen periodically in order to meet this objective by the end of the year? | Strategies What **actions** will you take to make this short-term change happen? | Progress Indicator(s) What **tool(s)** will you use to measure progress? | Evaluation Plan How will you administer each tool, why, to whom, and how often? |
| Students will master explicitly taught foundational reading and writing skills. | **Action:** Evidence-based one-on-one tutoring and small group interventions to improve foundational skills listed in the WV College- and Career-Readiness Standards for English Language Arts (ELA)  **Person Responsible:** Teacher  **Timeline:** Daily  **Resources:** Data from foundational skills assessment used to identify unmastered skills, targeted lesson plans for missing skills, practice activities, materials, WV CCCRS for ELA | 1. PALS (Phonological Awareness Literacy Screener) for foundational skills | Once at the beginning of the year (BOY) to all students; quarterly to progress monitor all students; biweekly to assess foundational skill mastery for targeted students |
| 1. iReady progress monitoring assessments for foundational skills | Quarterly to all students to assess progress toward foundational skill mastery |
| 1. Formative assessment documented by tutors with anecdotal notes, checklists and rubrics while students practice phonics skills in isolation and in connected text | Daily to all students to assess progress toward foundational skill mastery |

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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Objective 1.1** – By | , | at least |  | will |  | from/on |  | in | . | | | | | |

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|  | **Action:**  **Person Responsible:**  **Timeline:**  **Resources:** |  |  |
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| **Goal 2: Increase Academic Achievement** | | | | |
| **Specific** | **Measurable** | **Achievable** | **Relevant** | **Timebound** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Objective 1.2** – By | , | at least |  | will |  | from/on |  | in | . | | | | | |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Goal 2: Increase Family Engagement** | | | | | | **Specific** | **Measurable** | **Achievable** | **Relevant** | **Timebound** | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Objective 2.1** – By | , | at least |  | will |  | from/on |  | in | . | | | | | |  How will you achieve this objective?  |  |  |  |  | | --- | --- | --- | --- | | Outcome What is one **short-term change** that needs to happen periodically in order to meet this objective by the end of the year? | Strategies What **actions** will you take to make this short-term change happen? | Progress Indicator(s) What **tool(s)** will you use to measure progress? | Evaluation Plan How will you administer each tool, why, to whom, and how often? | |  | **Action:**  **Person Responsible:**  **Timeline:**  **Resources:** |  |  | |  |  | |  |  | |

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| **Goal 2: Increase Family Engagement** | | | | |
| **Specific** | **Measurable** | **Achievable** | **Relevant** | **Timebound** |
| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Objective 2.2** – By | , | at least |  | will |  | from/on |  | in | . | | | | | |

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