## 1: Proficiency

| **Goal 1: Increase overall achievement in combined reading and math K-prep scores for New Haven Elementary from 79.3% to 82% proficiency.** | | | | | |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| **Objective 1:** All staff will ensure curriculum is taught at high levels of rigor using consistent monitoring systems that assess mastery. | Design and Deploy Standards | Ensure ongoing professional development in the area of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular adjustments. *(Family meetings, PD, University, etc.)* | Student growth, TPGES data, CSIP Implementation and Impact check, TELL data | Ongoing professional development | $ 100,000 (SBDM / Grants/ student activity) |
| Design vertical curriculum mapping to identify instructional gaps, development of and gradual release phases, and mastery of standards. *(i.e.: phonics, fluency, comprehension, paragraph development, TCTs, Mastery Connect, etc.)* | Student growth, long range curricular maps, mastery checklist analysis | May 2019 |
| Collaborate in deconstructing standards and developing congruent learning targets that are focused, measureable, and clear to students. Standards will be organized by each grade level / content area using a long range plan document to ensure all standards are being taught. | Student growth, long range curricular maps, mastery checklist analysis | Ongoing; PLC meetings monthly; |
| Ensure that students and staff are equipped with resources and instructional materials that provide high levels of rigor and mastery of standards. | Student growth, Anecdotal notes, assessment data | Ongoing |
| Review, Analyze, and Apply Data | Collect assessment artifacts to inform next steps for individual students and groups of students, and evaluate this data regularly to design instruction. *(i.e.: universal screeners, student work samples, blended learning programs, Mastery Connect, running records, etc.)* | Student growth based on identified assessments | May 2019; PLC meetings; quarterly assessment analysis |
| Utilize a committee of representatives from various grade levels and specialties to review, analyze, and recommend various programs or strategies to improve instruction within the school that will enhance student learning. | Student growth based on identified assessments | May 2019; |
| Design, Align, Deliver Support Processes | Utilize daily formative data collection tools, benchmark data, summative data, non-academic data, formative and summative teacher observations, and /or learning walk details to ensure high levels of teacher effectiveness and student achievement. | Student growth, TPGES data, CSIP Implementation and Impact check, TELL data | May 2019; PLC data meetings |
| Allow staff opportunities to calibrate grading practices horizontally, team or grade level, in content areas that align to school policies and district strategic planning. *(PD, book studies, PLCs, University meetings, etc.)* | Student growth, TELL, TPGES | May 2019 |
| **Objective 2**: All staff will ensure students take responsibility for their own learning through cognitive engagement and goal planning. | Design and Deliver Instruction | Provide ongoing professional development in the areas of best practice instructional strategies, high yield student engagement strategies (*Kagan)*, assessment (*Mastery Connect)*, and data analysis. | Student growth, TELL, TPGES; PD surveys | Ongoing; University meetings; |
| Continue to ensure students have an understanding of learning expectations *(i.e.: learning targets, goal setting, purpose)* and know the criteria for success *(i.e.: what mastery looks like, rubrics, grading, etc.)* | Student growth based on identified assessments, student surveys | Ongoing; walkthroughs/ evals |
| Design and Deliver Assessment Literacy | Work in grade level teams and collaborative PLCs to ensure the creation of a balanced assessment system that provides feedback to students on their progression of learning. | Student growth, TELL, TPGES | May 2019- ongoing during monthly meetings |
| Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student, grouping, etc. *(i.e.: vertical collaboration for transitions, P/T conferences, IC parent portal, communication folders, assessment results, etc.)* | Student growth, TPGES data, CSIP Implementation and Impact check, survey data | May 2019; newsletters, meetings |
| Review, Analyze, and Apply Data | Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve learning of students assessed. *(ie: evidence folders, student goal sheets, mastery checklists, graded papers folders, etc.)* | Student growth, CSIP I/I check | May 2019- PLC data meetings; conferences |
| Use assessment data to help students assess and adjust their own learning. | Student growth | May 2019 |
| Design, Align, Deliver Support Processes | Provide all students the opportunity to explore and utilize technology tools and applications that allow for collaborative and independent access to content. Implement the district 1 to 1 technology plan for intermediate students, and train all staff for current technology implementation. | Student growth based on identified assessments, student surveys | Ongoing |
| All staff will continue to collaboratively implement, monitor, and communicate the school wide PBIS plan that provides behavior specific praise and reinforcement. Work collaboratively with specialized staff *(ie: counselors, behavior coach, district personnel)* to promote and support learning for all. | PBIS data, student growth | Ongoing |
| Work with families and community members through our Family Resource Center to ensure all children experience an effective transition to school entry by gathering any transition data (i.e.: district EC data, early registration, screenings, etc.) and using it to plan for student academic needs (*Kindergarten Camp, preschool transition meetings/materials).* | Stakeholder feedback, CSIP I/I check | Ongoing- parent engagement evenings |
| Provide support to all staff in the use of vertical and horizontal acceleration of content, activities, and specialized programing as appropriate for students who have shown mastery through formative assessments. Instructional activities such as flexible grouping, blended learning/technology platforms, special programing, etc. will be utilized to allow students to demonstrate high level learning to and beyond proficiency standards. | Student growth, TPGES data, CSIP Implementation and Impact check, survey data | Ongoing- University meetings; Professional days |  |
| **Objective 3**: Maintain and enhance a learning culture with core values that ensure respect for individuals, the importance of diversity, and modeling of professional standards of conduct in all teacher-learner interactions. | Establishing Learning Culture and Environment | Provide opportunities for all families to engage with school personnel and fellow stakeholders to support needs, such as academic, social/emotional, transitional, and potential barriers. *(i.e.: Curriculum nights, connecting mentoring families, Program sharing, Family Resource Center, Counseling programs, etc.)* | Student growth, TPGES data, CSIP Implementation and Impact check, survey data, TELL data | Ongoing |
| Ensure that classrooms operate within the school’s guidelines of cultural responsiveness and hold students to high expectations for appreciating and accepting diversity through classroom climate initiatives, exposure through school wide programming, and professional trainings. | Ongoing |
| Provide support for staff and activities for students to enhance the transition of students advancing from one level to another (grade level promotion, acceleration, etc.) through classroom visits, “meet the teacher events”, parental meetings, and time for professionals to meet and share information pertinent to transitional needs. | Ongoing; completion by May 2019 |
| Identify teacher leaders to represent our school in curricular areas so that they further develop professional mastery in content knowledge, practices, and strategies that can be shared staff wide. | Ongoing |
| Provide opportunities for staff to build professional working relationships through communication, collaboration, and climate building activities. | Ongoing |

## 2: Gap

| **Goal 2: Increase the average combined reading and math proficiency rates for all students in the Gap group from 52.6% to 60.8%.** | | | | | |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| **Objective 1**: Utilize an established system for examining and interpreting data in order to determine priorities for individual student success. | Review, Analyze, and Apply Data | Use formative, summative, and universal screening data results *(service frequency,* ***ESSA approved intervention programs****, assessments, Universal screening assessments for reading and math, running records, etc.)* to determine tiered intervention needs that will address the learning needs for those students who are consistently underperforming, or who are not meeting mastery of content standards. *(Interventions, SDI, behavior plans, etc.)* | Student growth | Onoging | $5000 |
| Use applicable documentation and tools to communicate protocols, placement, and progress in intervention support systems to stakeholders after every data review. *(i.e.: report card periods, ARC meetings, ATMs, Universal benchmark data, Running records, etc.)* | Student growth, stakeholder feedback; growth data | Ongoing |
| Allow staff time to review and analyze student data based on mastery standards / benchmark targets in order to determine interventions and movement consideration. | Student growth, CSIP I/I check | Ongoing |
| Leadership teams will be an integral part of the data analysis following identified students’ growth and progress throughout the year. | Student growth as per data analysis | Ongoing |  |
| Meet quarterly with support teams for all GAP groups to analyze progress and adjust instruction to increase student growth. | Student growth as per data analysis | Ongoing |  |
| **Objective 2**: Utilize specialized, research based, programming to deliver instruction for identified at-risk students. (*ESSA approved*) | Design and Deliver Instruction | Explore and implement research-based strategies and programming for language acquisition through a variety of supportive settings with school and district leadership. | Student growth, TPGES data, CSIP Implementation and Impact check, survey data, TELL data; universal screening / Progress Monitoring tools; Intervention program data | Ongoing | $15000 |
| Explore and implement a fluid and consistent research based intervention program for students with disabilities K through 5th with fidelity. Provide PD for those administering, and planned monitoring measures to ensure student growth. | Ongoing; walkthroughs; evals; Data analysis |
| Provide training and support for regular and specialized teams *(special education, EL, RTI, GT, etc.)* on effective collaboration strategies, implementing a monitoring system to assess continuous progress, and student management to ensure equity of all resources. | Ongoing; Quarterly data analysis |
| Continue to provide an opportunity for students who are academically at-risk in reading &/or math to have access to extended school services through ESS day waiver services, and / or before/after school learning opportunities. | Ongoing; universal benchmarks, Progress Monitoring Data |
| Continue to provide resources and support services to address learning barriers to learning, such as transiency, attendance, and access to health, social/emotional/mental services in collaboration with school, community, and guardian partners. *(i.e.: use of FAST team, Community Health services, FRC services, North Key, Whiz Kids)* | Ongoing |
| **Objective 3**: Reduce the percent of novice performers in both reading and math through support processes | Design and Deploy Standards | Ensure that all teachers are using formative assessment practices that allow students to understand where they are going, where they currently are, and how they can close the gap to master grade level standards through immediate feedback, conferencing, student data collection, and sharing of assessment information with all stakeholders. | Ongoing | $0 |
| Establishing Learning Culture and Environment | Ensure that student conferencing and parent communication occurs on a regular basis and such discussions support a culture for learning. *(i.e.: student conferencing, newsletters, progress reports, etc.)* | Ongoing |

## 3: Growth

| **Goal 3: Increase the average combined reading and math growth indicator from 18.6% to 20.6% by May 2019.** | | | | | |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| **Objective 1:** Increase the proficiency of grade level combined reading and math. | Design and Deliver Instructions | Working in grade level and vertical teams to deconstruct standards, learning targets, and calibrate assessment measures to ensure congruency school wide. | Student growth, TPGES data, CSIP Implementation and Impact check, survey data, | Ongoing | $ 5500 |
| Ensure congruency is present between standards, learning targets, and assessment measures using District standard cards. | Ongoing |
| Design and Deliver Assessment Literacy | Provide time for curricular alignment, scoring, and analysis of common assessments in reading and math content through PLCs and designated collaborative time. | Ongoing; PLCs; University meetings |
| Develop a tracking system for monitoring of student achievement progress by standard. | Ongoing |
| Review and Analyze, and Apply Data | Using a team of vertical professionals, develop a clearly defined RTI school wide process with applicable documentation tool(s), and provide professional development in its required implementation. | Ongoing |
| Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed. | Ongoing |

## 4: Transition readiness

| **Goal 4**: Students in 5th grade will demonstrate a year’s worth of growth in reading and math from their fall baseline scores to their spring baseline scores as measured by the universal screener. | | | | | |
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| Objective | Strategy | Activities to deploy strategy | Measure of Success | Progress Monitoring Date & Notes | Funding |
| **Objective 1**:   Students in 5th grade will demonstrate at least 150 scaled score increase from Fall to Spring in reading and math as measured by the STAR assessment. | Design and Deliver Standards | Ensure ongoing professional development in the area of best practice / high yield instructional strategies, program fidelity, and resources to aid in curricular adjustments when students fail to meet mastery. *(Family meetings, PD, University, etc.)* | Student growth, TPGES data, CSIP Implementation and Impact check, survey data | Ongoing; PD plan implementation | $ 1700 |
| Grade level teachers will ensure congruency is present between standards, learning targets, and assessment measures through team planning and long range curricular maps. | Ongoing; walkthroughs |
| Design and Deliver Assessment Literacy | Grade level teachers will assess with formative and summative assessments that are aligned to the standards and learning targets, and track progress. | Ongoing; data analysis |
| Review, Analyze, and Apply Data | Allow staff time to review and analyze student data based on mastery standards / benchmark targets in order to determine interventions and movement consideration. | Ongoing; PLCs; University meetings |
| Meet with grade level teachers quarterly to discuss student progress in meeting benchmark goals as documented through checklists, assessments, notes, and grades. | Ongoing; quarterly data meetings |