

New Haven Elementary CSIP Goals: 2018-2019

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.						
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. <i>(Family meetings, PD, University, etc.)</i>	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>(i.e.: phonics, fluency, comprehension, paragraph development, TCTs, Mastery Connect, etc.)</i>	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>(i.e.: universal screeners, student work samples, blended learning programs, Mastery Connect, running records, etc.)</i>	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. <i>(PD, book studies, PLCs, University meetings, etc.)</i>	Student growth, TELL, TPGES	May 2019		
	Objective 2: All staff will ensure students take responsibility for their own	Design and Deliver Instruction	Provide ongoing professional development in the areas of best practice instructional strategies, high yield student engagement strategies (<i>Kagan</i>), assessment (<i>Mastery Connect</i>), and data analysis.	Student growth, TELL, TPGES; PD surveys		Ongoing; University meetings;

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learning through cognitive engagement and goal planning.		Continue to ensure students have an understanding of learning expectations (<i>i.e.: learning targets, goal setting, purpose</i>) and know the criteria for success (<i>i.e.: what mastery looks like, rubrics, grading, etc.</i>)	Student growth based on identified assessments, student surveys	Ongoing;		
	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>i.e.: vertical collaboration for transitions, P/T conferences, IC parent portal, communication folders, assessment results, etc.</i>)	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. (<i>ie: evidence folders, student goal sheets, mastery checklists, graded papers folders, etc.</i>)	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 (<i>ie: counselors, behavior coach, district personnel</i>) 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>i.e.: district EC data, early registration, screenings, etc.</i>) and using it to plan for student academic needs (<i>Kindergarten Camp, preschool transition meetings/materials</i>).	Stakeholder feedback, CSIP I/I check	Ongoing- parent	engagement evenings	

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		Provide support to all staff in the use of vertical and horizontal acceleration of content, activities, and specialized programming as appropriate for students who have shown mastery through formative assessments. Instructional activities such as flexible grouping, blended learning/technology platforms, special programming, 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>i.e.: Curriculum nights, connecting mentoring families, Program sharing, Family Resource Center, Counseling programs, etc.</i>)	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	

New Haven Elementary CSIP Goals: 2018-2019

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%.					
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 (<i>service frequency, ESSA approved intervention programs, assessments, Universal screening assessments for reading and math, running records, etc.</i>) 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. (<i>Interventions, SDI, behavior plans, etc.</i>)	Student growth	Ongoing	\$5000
		Use applicable documentation and tools to communicate protocols, placement, and progress in intervention support systems to stakeholders after every data review. (<i>i.e.: report card periods, ARC meetings, ATMs, Universal benchmark data, Running records, etc.</i>)	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. (<i>ESSA approved</i>)	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 <u>students with disabilities K through 5th</u> 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 (<i>special education, EL, RTI, GT, etc.</i>) 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>i.e.: use of FAST team, Community Health services, FRC services, North Key, Whiz Kids</i>)		Ongoing	

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Goal 2: Increase the average combined reading and math proficiency rates for all students in the Gap group from 52.6% to 60.8%.					
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>(i.e.: student conferencing, newsletters, progress reports, etc.)</i>		Ongoing	

3: Growth

Goal 3: Increase the average combined reading and math growth indicator from 18.6% to 20.6% by May 2019.					
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	

New Haven Elementary CSIP Goals: 2018-2019

4: Transition readiness

Goal 4: Students in 5 th 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.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Students in 5 th 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. (<i>Family meetings, PD, University, etc.</i>)	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	