New Haven Elementary CSIP Goals: 2017-2018

1: Proficiency

Goal 1: Increase achievement in combined reading and math K-prep scores for New Haven Elementary from 60.9% to 72.2% 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. *(Family meetings, PD, University, etc.)*	Student growth, TPGES data, CSIP Implementation and Impact check, TELL data		$ 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, etc.)*	Student growth, long range curricular maps, mastery checklist analysis		
		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		
		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		
	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, etc.)*	Student growth based on identified assessments		
		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 through the program review assurances rubrics.	Student growth based on identified assessments		
	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		
		Allow staff opportunities to calibrate grading practices both horizontally and vertically in content areas that align to school policies and district strategic planning. *(PD, book studies, PLCs, University meetings, etc.)*	Student growth, TELL, TPGES		

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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, assessment, and data analysis.	Student growth, TELL, TPGES	
		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	
	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	
		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	
	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	
		Use assessment data to help students assess and adjust their own learning.	Student growth	
	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 technology implementation.	Student growth based on identified assessments, student surveys	
		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	
		Work with families and community members 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.	Stakeholder feedback, CSIP I/I check	

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		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 PBL, 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		
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, Tiger Den, Counseling programs, etc.)*	Student growth, TPGES data, CSIP Implementation and Impact check, survey data, TELL data		
		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.			
		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.			
		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.			
		Provide opportunities for staff to build professional working relationships through communication, collaboration, and climate building activities.			

2: Gap

Goal 2: Increase achievement in combined reading and math K-prep scores for the Gap Group from 41.4 to 60.3% proficiency.					
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, intervention programs, assessments, STAR, Dibels, 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		$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, etc.)*	Student growth, stakeholder feedback		
		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		
Objective 2: Utilize specialized, research based, programming to deliver instruction for identified at-risk students.	Design and Deliver Instruction	Explore and implement research-based strategies and programming for language acquisition through a variety of supportive settings.	Student growth, TPGES data, CSIP Implementation and Impact check, survey data, TELL data		$5000
		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.			
		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.			
		Continue to provide an opportunity for students who are academically at-risk in reading &/or math to have access to extended school services through before / after school learning opportunities, and/or ESS day waiver services.			
		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 type services, North Key)*			
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.			$0

Goal 2: Increase achievement in combined reading and math K-prep scores for the Gap Group from 41.4 to 60.3% proficiency.					
	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.)*			

3: Growth

Goal 3: Increase the proficiency of all students baseline scores by 10% from fall to spring in writing development, structure, and conventions as measured by school wide common assessments.					
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the proficiency of grade level writing using common assessments.	Design and Deliver Instructions	Working in grade level and vertical teams deconstruct standards, learning targets, and calibrate assessment measures to ensure congruency school wide.	Student growth, TPGES data, CSIP Implementation and Impact check, survey data,		$ 5500
		Ensure congruency is present between standards, learning targets, and assessment measures using models and resources such as Writing Pathways, 6 traits, etc.			
	Design and Deliver Assessment Literacy	Provide time for curricular alignment, scoring, and analysis of student writing across content through PLCs and designated collaborative time.			
		Develop a tracking system for monitoring of student achievement progress by standard.			
		Students will write routinely over extended time frames for a range of tasks, purposes, and audiences, and examples will be displayed for school wide review.			
	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.			
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed *(ie: planned conferencing, feedback process, student collection of writing evidence, etc.)*			
		Utilizing the writing team, continue to refine and implement school wide writing protocols, methodologies, and quality assurance monitoring through PLCs, and PDs.			

4: Transition readiness

Goal 4: Students in 5th grade will demonstrate a year's worth of growth in reading, math, science, and social studies from their fall baseline scores to their spring baseline scores as measured by the specific identified common assessment.

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, and at least 80% mastery of science and social studies standards as measured by common assessments.	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		$ 1700
		Grade level teachers will ensure congruency is present between standards, learning targets, and assessment measures through team planning and long range curricular maps.			
	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.			
	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.			
		Meet with grade level teachers quarterly to discuss student progress in meeting benchmark goals as documented through checklists, assessments, notes, and grades.			