school: Dowell Elementary School
Principa: Christine Dinizio
School year: 2023-2024

## Instructions

You will be selecting school goals connected to the Superintendent's priorities in the following areas:

- Literacy
- Math
- School Selected-Determined by Local School

Indicate which priority your goal is connected to and the actions, and evidence needed to meet the intended outcome. The reflection stage will be completed after measuring success with your intended outcome.

## Goal \#1: Literacy

Superintendent's Priority: 2. Simplify our foundation for teaching and learning in order to prepare for innovation.

## Literacy Initiative (Goal):

Students in third, fourth, and fifth grade will improve their ability to read and comprehend fiction and non-fiction text on grade level by $10 \%$ (23->33\% for 3 rd grade; 36->46\% for 4th grade; $32->42 \%$ for 5th grade) as evidenced on the Reading Inventory.

## Critical Action: (What actions are necessary and by when?)

1. Implement daily small group/guided reading instruction in all K-5 classrooms with high-interest texts. (August 2023 - May 2024 )
2. Develop a schedule to ensure professional learning and collaboration time centered on strategies supporting balanced literacy occurs on a consistent basis throughout the school year. (July 2023)
3. Provide professional learning release time (quarterly) for staff in order to offer focused collaboration and planning. (August 2023 - March 2024)
4. Monitor reading instruction by conducting walkthroughs and formative observation; provide ongoing feedback. (August 2023 - May 2024 )
5. Reading interventionists and support staff will work with identified students on fluency, reading comprehension and vocabulary strategies at least two times per week. (August 2023 - May 2024
6. Hire two supplemental certified tutors to work with identified students on reading strategies. (July 2023)
7. Implement support for identified students through CSOS. (August 2023)

## Goal \#1: Literacy

## Evidence: (How do we monitor progress?)

1. Through grade-level CCC meetings, Reading Inventory Data will be analyzed and monitored.
2. Through grade-level CCC meetings, grade-level common assessment data will be analyzed and monitored.
3. Walkthrough data measuring implementation of learning targets and strategies for fluency and comprehension of fiction and non-fiction text will be collected and shared with staff on a monthly basis.
4. Professional learning schedule and sign-in sheets will be used to monitor implementation.
5. Implementation of tiered supports through CSOS will be monitored through the local school implementation plan.

## Outcomes: (How do we measure success?)

1. Increase proficiency on the Reading Inventory.
2. Decrease the number of students requiring intervention in reading by $25 \%$ by December 2023.
3. Decrease the number of students requiring intervention in reading by $50 \%$ by April 2024.
4. An implementation rate of $100 \%$ of staff implementing learning targets and strategies for problem-solving.

## Reflection: (What do we do if goal is met or not met?)

## Met:

1. Continue to implement interventions to decrease the number of students not proficient on the Reading Inventory and/or interims.
2. Using Reading Inventory and interim data, identify a new area of deficiency and implement strategies to support growth in that area.

Not Met:

1. Provide targeted professional learning to address deficiencies identified through walkthroughs.
2. Provide professional learning related to planning differentiated math lessons that support students at all levels of learning.
3. Provide professional learning to support staff and the supplemental tutors to ensure they are implementing strategies that support mastery of the grade-level math standards.
4. Revisit the master schedule and use of support staff to provide intervention two times per week.
5. Review implementation of CSOS to insure that students are being identified and supported based on individual needs.

## Goal \#2: Math

Superintendent's Priority: 2. Simplify our foundation for teaching and learning in order to prepare for innovation.

## Math Initiative (Goal):

Students in first through fifth grades will improve their ability to solve single and multi-step word problems using whole numbers, fractions, and/or decimals by $10 \%$ (54->64\%) as evidenced on quarterly math interim assessments.

## Critical Action: (What actions are necessary and by when?)

1. Hire two supplemental certified tutors to work with identified students on math strategies for problem-solving. (July 2023)
2. Develop a schedule to ensure professional learning and collaboration time centered on strategies supporting math problem-solving strategies. (July 2023)
3. Provide professional learning release time (quarterly) for staff in order to offer focused collaboration and planning. (August 2023 - March 2024)
4. Monitor math instruction by conducting walkthroughs and formative observations; provide ongoing feedback. (August 2023 - May 2024 )
5. Implement daily small group/guided math instruction in all grades focused on strategies for problem-solving. (August 2023 - May 2024 )
6. Math interventions provided for identified students at least two times per week. (August 2023)
7. Implement support for identified students through CSOS. (August 2023)

## Goal \#2: Math

## Evidence: (How do we monitor progress?)

1. Through grade-level CCC meetings, CTLS Math Interim Data will be analyzed and monitored
2. Through grade-level CCC meetings, grade-level common assessment data will be analyzed and monitored.
3. Walkthrough data measuring implementation of learning targets and strategies for problem-solving will be collected and shared with staff on a monthly basis.
4. Professional learning schedule and sign-in sheets will be used to monitor implementation.

## Outcomes: (How do we measure success?)

1. Increase proficiency on the CTLS Math Interim Data and grade-level common assessments.
2. Decrease the number of students requiring intervention in math by $25 \%$ by December 2023.
3. Decrease the number of students requiring intervention in math by $50 \%$ by April 2024.
4. An implementation rate of $100 \%$ of staff implementing learning targets and strategies for problem-solving.

## Reflection: (What do we do if goal is met or not met?)

## Met:

1. Continue to implement interventions to decrease the number of students not proficient on the CTLS Math Interim Assessments and grade-level common assessments
2. Using math assessment data, identify a new area of deficiency and implement strategies to support growth in that area.

## Not Met:

1. Provide targeted professional learning to address deficiencies identified through walkthroughs.
2. Provide professional learning related to planning differentiated math lessons that support students at all levels of learning.
3. Provide professional learning to support staff and the supplemental tutors to ensure they are implementing strategies that support mastery of the grade-level math standards.
4. Revisit the master schedule and use of support staff to provide intervention two times per week.

## Goal \#3: School Selected

Superintendent's Priority: 2. Simplify our foundation for teaching and learning in order to prepare for innovation.
School Selected Initiative (Goal):
Students in second, third, and fourth grades will increase their proficiency in writing fiction and non-fiction pieces by $10 \%$ (38->48\%) as evidenced by quarterly ELA interim assessments.

## Critical Action: (What actions are necessary and by when?)

1. Hire a targeted support teacher in the area of cross-curricular research and writing for targeted writing instruction for grades $2-5$. (July 2023)
2. Develop a schedule to ensure professional learning and collaboration time centered on strategies supporting fiction and non-fiction writing.
(July 2023)
3. Develop a common graphic organizer to be used in journals that addresses vocabulary and cross-curricular writing throughout grade levels. (August/September 2023)

## Goal \#3: School Selected

Evidence: (How do we monitor progress?)

1. Through grade-level CCC meetings, CTLS ELA Interim Data will be analyzed and monitored.
2. Targeted Support Teacher will facilitate the data collection, analysis, and monitoring of ELA Interim Assessment Data.
3. Walkthrough data measuring implementation of the common graphic organizer and journals will be collected and shared with staff on a monthly basis.

## Outcomes: (How do we measure success?)

1. Increased proficiency on the quarterly ELA Interim Assessments.
2. An implementation rate of $100 \%$ of staff utilizing the common graphic organizer and journals.

## Reflection: (What do we do if goal is met or not met?)

## Met:

1. Provide professional learning related to intentional planning of differentiated writing tasks that increase rigor through cross-curricular connections.

Not Met:

1. Provide targeted professional learning to address deficiencies identified through walkthroughs.
2. Provide professional learning related to planning differentiated writing lessons that support students at all levels of learning.
