

1. English Language Arts / Reading (Productive Habits of Mind)				
Goal #1: All schools will implement high-leverage instructional strategies that will support students' ability to acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.				
District Action Steps	District Outcome and Implementation Measures	BOY Outcome/Implementation Measures - September	MOY Outcome Measure - February	EOY Outcome Measure - June
1. Promote professional development in the administration and use of the universal screener data to drive instruction and set school goals. 2. Implement the newly revised curriculum for grades K and 6-12. 3. Develop shared vision of and professional development for high-leverage instructional practices to support early grade reading and literacy skills. 4. Review available student performance data/universal screeners, grades, on-track data quarterly to monitor growth among student groups.	1. Increase in percent of students in grades K-5 demonstrating at/above proficiency on BOY to EOY on metrics DBELS reading assessment. 2. Increase in the percent of students in grades 4-8 demonstrating at/above proficiency on the Ready reading assessment. 3. Increase in the percent of students in grades 9-12 passing their core ELA class. 4. Decrease in achievement gaps among student groups.	Percentage of students at/above proficiency as measured by the DBELS Assessment: Kindergarten - 35% Grade 1 - 39% Grade 2 - 40% Grade 3 - 60% Whole School - 44%	Percentage of students at/above proficiency as measured by the DBELS Assessment: Kindergarten - 53% Grade 1 - 47% Grade 2 - 45% Grade 3 - 66%	Percentage of students at/above proficiency as measured by the DBELS Assessment: Kindergarten - 60% Grade 1 - 59% Grade 2 - 54% Grade 3 - 65% Whole School - 59% *Data is reflective of students who had BOY comparison data.
1. Support professional development in the administration and use of the universal Ready Screener data to drive instruction and set school goals. Facilitate and/or attend PD. Teachers and Administration. Purchase and implement Pathways in resource supplement Grades K-5. Collaborate with Teaching and Learning Dept. regarding roll-out. Review data at IOT. Explore CKLA implementation Grades 1-5.	1. Increase percentage of students in Grades 4-8 demonstrating at/above proficiency on BOY to EOY on metrics DBELS reading assessment.	Percentage of students at/above proficiency as measured by the i-Ready Assessment (Based on End of Year Expectation): Grade 4 - 23% Grade 5 - 19%	Percentage of students at/above proficiency as measured by the i-Ready Assessment (Based on End of Year Expectation): Grade 4 - 33% Grade 5 - 27%	Percentage of students at/above proficiency as measured by the i-Ready Assessment (Based on End of Year Expectation): Grade 4 - 29% Grade 5 - 38%
2. Support implementation of newly revised curriculum. Participation on district literacy curriculum committee, administrator and teacher. Participation on Curriculum Advisory Board. Assistant Principal. Facilitate and/or attend professional development related to CKLA. Support and participate in IOTs related to CKLA implementation. Provide feedback from instructional rounds related to CKLA. Create collaboration binder in shared drive. Schedule support staff for path in support for first 6 weeks of school. Create Literacy committee comprised of diverse staff. Create CKLA committee comprised of diverse staff.	2. Increase percentage of students in Grades 4-8 demonstrating at/above proficiency on the Ready reading assessment.	Percentage of students at/above proficiency as measured by the ELA Partner Balanced Assessment(SBA): Grade 3 - 41% Grade 4 - 35% Grade 5 - 43%	NA	Percentage of students at/above proficiency as measured by the ELA Partner Balanced Assessment (SBA): Grade 3 - 50% Grade 4 - 34% Grade 5 - 32%
3. Foster shared vision of and professional development for high leverage instructional practices to support early grade reading and literacy skills. Support IOT, TLA, EEL, CKLA. Literacy team push-in support Grades K-5 to model small group instruction. Literacy team to support instruction through coaching model. Literacy team to meet every Tuesday for review of data and instructional practices. Continue implementation of Empowering Writers for Grades 2-5, New implementation Grade 6. Implement/monitor usage of i-Ready instructional resources within small groups. Allocate Title I funding to support small group literacy tutors. Implement before/after school intervention program. Provide feedback from instructional rounds related to high leverage strategies.	3. Increase percentage of students in Grades 3-5 demonstrating at/above proficiency on SEA ELA.	Percentage of students at/above proficiency as measured by the SEA ELA Assessment (Based on End of Year Expectation): Grade 3 - 41% Grade 4 - 35% Grade 5 - 43%	NA	Percentage of students at/above proficiency as measured by the SEA ELA Assessment (Based on End of Year Expectation): Grade 3 - 50% Grade 4 - 34% Grade 5 - 32%
4. Ongoing review of student performance data to monitor growth among student groups. Embed daily IOTs (7 day rotation) into master schedule. Support IOTs on Wednesday afternoon district calendar. Monitor ongoing progress monitoring data. Monitor achievement gaps among student groups. Review IAB data Grades 3-5. Participate in 6-8 week SFB cycle.				

2. Math (Productive Habits of Mind)				
Goal #2: All schools will implement high-leverage instructional strategies that will support students' ability to acquire and effectively apply critical thinking, creative thinking and self-regulated thinking to be academically prepared for lifelong learning and the world of work.				
District Action Steps	District Outcome and Implementation Measures	BOY Outcome/Implementation Measures - September	MOY Outcome Measure - February	EOY Outcome Measure - June
1. Promote professional development in the administration and use of the universal screener data to drive instruction and set school goals. 2. Implement the newly revised curriculum for our secondary math classes. 3. Develop shared vision of and professional development for high-leverage instructional practices to support early grade reading and literacy skills. 4. Review available student performance data/universal screeners, grades, on-track data quarterly to monitor growth among student groups.	1. Increase in percent of students in grades K-5 demonstrating at/above proficiency from BOY to EOY on the Ready math assessment. 2. Increase in the percent of students in grades 4-8 demonstrating at/above proficiency on the Ready math assessment. 3. Increase in the percent of students in grades 9-12 passing their core MATH class. 4. Decrease in achievement gaps among student groups.	Percentage of students at/above proficiency as measured by the i-Ready Assessment (Based on End of Year Expectation): Grade 1 - 4% Grade 2 - 8% Grade 3 - 12% Grade 4 - 15% Grade 5 - 25%	Percentage of students at/above proficiency as measured by the i-Ready Assessment (Based on End of Year Expectation): Grade 1 - 17% Grade 2 - 35% Grade 3 - 32% Grade 4 - 34% Grade 5 - 34%	Percentage of students at/above proficiency as measured by the i-Ready Assessment (Based on End of Year Expectation): Grade 1 - 25% Grade 2 - 30% Grade 3 - 54% Grade 4 - 45% Grade 5 - 38%
1. Support professional development in the administration and use of the universal i-Ready Screener data to drive instruction and set school goals. Facilitate and/or attend PD. Teachers and Administration. Purchase and implement Pathways in resource supplement Grades 3-5 (Near 2). Collaborate with Teaching and Learning Dept. regarding roll-out. Data review at IOT.	1. Increase percentage of students in Grades 3-5 demonstrating at/above proficiency from BOY to EOY on the Ready math assessment.	Percentage of students at/above proficiency as measured by 2023 Math SBA: Grade 3 - 37% Grade 4 - 38% Grade 5 - 38%	NA	Percentage of students at/above proficiency as measured by 2023 Math SBA: Grade 3 - 50% Grade 4 - 36% Grade 5 - 33%
3. Foster shared vision of and professional development for high leverage instructional practices to support math. Implement/monitor usage of i-Ready instructional resources within small groups. TLSS to support small groups through coaching model. Allocate Title I funding to support small group math tutor. Implementation of before/after school intervention program. Provide feedback from instructional rounds related to high leverage strategies.	2. Increase percentage of students in Grades 3-5 demonstrating at/above proficiency on SEA math.	Percentage of students at/above proficiency as measured by 2023 Math SBA: Grade 3 - 37% Grade 4 - 38% Grade 5 - 38%	NA	Percentage of students at/above proficiency as measured by 2023 Math SBA: Grade 3 - 50% Grade 4 - 36% Grade 5 - 33%
4. Ongoing review of student performance data to monitor growth among student groups. Embed daily IOTs (7 day rotation) into master schedule. Support IOTs on Wednesday afternoon district calendar. Monitor ongoing progress monitoring. Monitor achievement gaps among student groups. Review IAB data Grades 3-5. Create Math committee comprised of diverse staff.				

3. Attendance and Engagement (Productive Habits of Body)				
Goal #3: All schools will foster a culture of consistent school attendance for all students PK-12, promoting an environment of engagement, academic success, and overall well-being.				
District Action Steps	District Outcome and Implementation Measures	BOY Outcome/Implementation Measures - September	MOY Outcome Measure - February	EOY Outcome Measure - June
1. All schools will form attendance committees that will meet at least monthly. 2. Attendance teams will systematically address chronic absenteeism through a multi-tiered approach to intervention. 3. Attendance teams will collect and analyze attendance data to monitor trends at the individual, group, and school levels. 4. Attendance teams will implement evidence-based practices to address student needs and improve attendance at the school level. 5. District will collaborate with the Superintendent, Social Services, Family Centers, Home to Help, and other community partners to develop and provide targeted interventions at the school level and in the community to students and families.	1. 100% of schools will implement attendance teams monthly. 2. Improve District-wide Average Daily Attendance for both High Needs and Non-High Needs students. 3. Decrease district-wide chronic absenteeism for both High Needs and Non-High Needs students. 4. Improve district-wide Average Daily Attendance as disaggregated by student groups (race, gender).	As of 10/2/2023, percentage of chronically absent students: 21% Enrollment 542	As of 2/27/24, percentage of chronically absent students: 19.8% Enrollment 507 *Note increase in enrollment from BOY to MOY	As of 6/1/24, percentage of chronically absent students: 18% Enrollment 507 *Note increase in enrollment from BOY to EOY
1. Support attendance committee. Continue weekly core attendance team meetings. Establish monthly committee team to support core team comprised of diverse staff. Administrator representation on District Attendance Committee.	1. Decrease percentage of chronically absent students.			
2. Attendance team will systematically address chronic absenteeism through a multi-tiered approach to intervention. Ongoing consultation with classroom teachers. Consultation with school nurse, school social worker, psychologist, family facilitator. Referral to community partners such as Home to Help, BIC, Faith Tabernacle Church, Family Centers, CBHC. Continued collaboration with Susan Lauria and OFCE. SRB support as needed. Create Attendance committee comprised of diverse staff.	2. Portfolio of attendance work	The following data is collected and analyzed on a weekly basis: - Attendance - Tardy - Absent - Excused - Suspended - Other - Home to Help - BIC - Faith Tabernacle Church - Family Centers - CBHC - Susan Lauria - OFCE - SRB support as needed	Attendance Link Tardy Link Absent Link Excused Link Suspended Link Other Link Home to Help Link BIC Link Faith Tabernacle Church Link Family Centers Link CBHC Link Susan Lauria Link OFCE Link SRB support as needed Link	Attendance Link Tardy Link Absent Link Excused Link Suspended Link Other Link Home to Help Link BIC Link Faith Tabernacle Church Link Family Centers Link CBHC Link Susan Lauria Link OFCE Link SRB support as needed Link
3. Attendance team will collect and analyze attendance data from PowerSchool to monitor trends at the individual, group and school level. Weekly review of attendance data (individual and disaggregated by student groups). Use of CT Rise to monitor patterns and trends.	3. Weekly review of attendance data (individual and disaggregated by student groups).			
4. Attendance team will implement evidence-based practices to address student needs and improve attendance at the school level. Extensive family outreach. Attendance information shared at Open House. Attendance topic at IOT and family nights. Attendance addressed in Principal's weekly community letters. Form student advisory group. Develop and implement three part Kindergarten family workshop series.	4. Attendance team will implement evidence-based practices to address student needs and improve attendance at the school level.			

4. Social Emotional Learning (Productive Habits of Heart)				
Goal #4: All schools will implement evidence-based SEL programming and practices that support students' capacity to build social-emotional competencies.				
District Action Steps	District Outcome and Implementation Measures	BOY Outcome/Implementation Measures - September	MOY Outcome Measure - February	EOY Outcome Measure - June
1. Schools will adopt a framework of SEL implementation utilizing the Resilient Scholar's Portal self-assessment process. 2. School will adopt and implement evidence-based SEL programming and practices. 3. SEL PD will be embedded in district and school professional learning plans. 4. Schools will implement the SEL assessment system (DESSA). 5. SEL PD staff will participate in a 3-day SEL professional learning session.	1. 100% of schools will adopt and implement evidence-based SEL programming and practices. 2. Increase in the percentage of students that achieve their growth goal as measured by the DESSA. 3. Increase in the percentage of students identified as "need of instruction" as measured by the DESSA that decrease. 4. Increase in the percentage of DESSA trainings completed by staff. 5. SEL PD staff will participate in a 3-day SEL professional learning session.	SEL Rating: Report	SEL Rating: Report	SEL Rating: Report
1. Adopt a framework of SEL implementation utilizing the Resilient Scholar's Portal self-assessment process. Near 1 elementary Urban Assembly pilot. Complete building self-assessment using Resilient Scholar's Portal.	1. Portfolio of SEL implementation	Percentage of students identified as "Need of Instruction" as measured by DESSA Oct. 2023: Kindergarten - 8% Grade 1 - 8% Grade 2 - 6% Grade 3 - 4% Grade 4 - 3% Grade 5 - 7% Whole School - 6%	Percentage of students identified as "Need of Instruction" as measured by DESSA Feb. 2024: Kindergarten - 7% Grade 1 - 8% Grade 2 - 10.7% Grade 3 - 12.1% Grade 4 - 6% Grade 5 - 9.3% Whole School - 8% *Note increase in enrollment from BOY to MOY	Percentage of students identified as "Need of Instruction" as measured by DESSA May 2024: Kindergarten - 6.1% Grade 1 - 10.7% Grade 2 - 12.1% Grade 3 - 7.4% Grade 4 - 4% Grade 5 - 9.3% Whole School - 8% *Note increase in enrollment from MOY to EOY
2. Adopt and implement evidence-based SEL programming and practices. Response Classroom leadership school. Implement/Integrate Pflue lessons (at least 1x weekly) into morning meeting. Embed whole school morning meetings into master schedule. Create SEL committee comprised of diverse staff. Collaborate with Urban Assembly in programming and practice. Collaborate with Community Based Health Center Staff.	2. Identify targeted goals for students identified as "Need of Instruction" as measured by DESSA.			
3. Embed SEL PD in school professional learning plans. Integrate Urban Assembly into learning plans. Ongoing PD support for Response Classroom and Pflue. Schedule and attend Narvaez PD for staff. Provide choice in PD.	3. Ongoing PD support for Response Classroom and Pflue.			

<p>4. Implement the SEL assessment system (DESSA)</p> <ul style="list-style-type: none"> - Year 3 DESSA pilot school - Use DESSA data to inform SRII tiered support - Ongoing PD support for implementation of DESSA/Aperture - Collaborate with Urban Assembly - Participate in 5-8 week SRII cycle - Schedule data review meetings with DESSA leadership team 					
---	--	--	--	--	--