School:

# Norton Park Elementary 

Principa: Kendall Foster
School year: 2023-24

## 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:
3. Use data to make decisions.

## Literacy Initiative (Goal):

$85 \%$ of students in each grade level K-2 will achieve an Early Literacy Framework Assessment score of at least $90 \%$ by May 2024
(May 2023: K=75\%, 1=72\%, 2=75\%)

The percentage of students in each arade level. third throuah fifth. readina on or above arade level will increase bv $10 \%$ accordina to the Next Critical Action: (What actions are necessary and by when?)

Teachers will receive Heggerty PL during pre-planning so that they can integrate it into lessons from the start of the year. (July 2023)

Teachers will complete an 8-10 minute lesson each day whole group or small group focusing on rhyme, phoneme isolation, blending syllables and phonemes, segmenting syllables and phonemes, adding syllables and phonemes, deleting syllables and phonemes, and substituting syllables and phonemes. depending on the classroom need.

The decodable Readers and online platforms will be used at i-work time/center rotations during Reading Workshop.

Teachers will introduce each part of the workshop model expectations with the class at the beginning of the year. These parts will include an opening/hook, a mini lesson, work time, and a closing

Teachers in 3rd through 5th grade will utilize the information and strategies given in the morphology PL to use with their students during the reading mini lesson or small group reading lesson as determined by classroom need.

Teachers will have access to Flocabulary Vocabulary lessons and implement those through the reading rotations each week.

## Local Coach PL on Yellow Book

Teachers will receive a PL from local coaches on the Next Steps for Guided Reading Implementation Book to remind of small group reading expectations, including a small group reading binder. During that same PL, teachers will be given a copy of the reading behaviors chart to notice and note which explains how to move students to the next reading level

Teachers will utilize the NSGRA Yellow book to implement strategies into their small group reading plans. In addition, they will create a small group reading binder with plans and resources for small group reading.

## Goal \#1: Literacy

Evidence: (How do we monitor progress?)
-Local school data sheet: -updated NSGRA reading levels
-Flocabulary usage reports
-CCC minutes detailing vocabulary data
-Instructional Walks
-grade level common assessments that include vocabulary questions

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

Students will increase their ability to decode and encode words as measured on NSGR assessments.
100\% of teachers will implement the workshop model daily to improve NSGRA reading levels.

Students will be able to increase their reading levels through the Next Steps in Guided Reading Leveled assessment by increased content and general vocabulary.
$-85 \%$ of students will display growth in Lexile Levels as measured on the Reading Inventory from August 2023-May 2024

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

-Look at standard analysis and item analysis reports in CTLS for common assessments
-Identify common misconceptions of a specific standard or skill
-Teachers discuss effective strategies in CCC's where students have exemplified growth in specific priority standards
-Compare district assessments such as the ELA Interim with common assessments and determine if local assessment aligns with district or state rigor
-Academic Coach supports teachers with instructional or environmental deficiency in implementation

## Goal \#2: Math

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

Math Initiative (Goal):
$60 \%$ of students in each grade, 1-5, will score proficient or above on the summative math assessment, based on the 10-day math assessment cycle by May 2024.

Assessment questions will be consistent and uniform for all classes and will be chosen from question bank within CTLS. Teachers are


Critical Action: (What actions are necessary and by when?)
Teachers will use math resources that were purchased from the previous year or use manipulatives given from the county (core package) to address numerical reasoning standards during their small group time for students that need support based on the data from the assessments on numerical reasoning standards. (August 2023-May 2024)

Teachers will focus on numerical reasoning standards for their grade level during small group time using CTLS Teach resources. (August 2023)

Teachers will introduce math visual vocabulary during the mini lesson from the learning plan in the core package as each lesson is taught. Then, it will be placed on a math word wall in each classroom to reference. (September 2023)

The Math Academic Coach will provide math visual vocabulary from the core package for each grade level based on the new standards to post as they are introducing the concept. (September 2023)

Every day from 8:00-8:30am teachers will serve a compacted small group focused on needed areas from the math data on the common grade level assessment. This will include remediation and enrichment. (September 2023-May 2024)

Teachers will be meeting during the double planning to discuss data from the common grade level assessments and reassess the grouping for the intervention block. During this time, specialists will be supervising the students using Dreambox program to support their personalized math needs. (September 2023-May 2024)

Teachers will receive professional learning of implementing the Workshop Model as a refresher from local coaches for math and a visual of the Workshop pie chart. (August 2023)

Teachers will introduce each part of the workshop model expectations with the class at the beginning of the year. These parts will include an opening/hook, a mini lesson, work time, and a closing. This will help students understand the function and process of the workshop model in their learning. Teachers will see at least two guided small groups per day. (August 2023)

## Goal \#2: Math

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

-Data from 5-day assessments from the intervention block
An assessment is given every 5 days in the intervention block to check progress and make any necessary changes to groups in the grade level.
Students should be moving up to proficient or enrichment groups as time continues.
-Data from common grade level assessments based on math vocabulary questions
-Teacher discussion in CCCs about classroom observation of usage of math vocabulary in class. (CCC Minutes notes)
-Data from 10-day cycle assessments on number sense and grade level common assessments with varied rigor of questions. (item analysis report in CTLS)

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

$100 \%$ of teachers will implement the workshop model daily to improve math standard knowledge and application.
$60 \%$ of students will improve their number sense understanding in math as measured on common assessments and the Math Interims each quarter.
$85 \%$ of students will display growth in quantile levels on the Math Inventory from August 2023-May 2024

Students will be able to describe and use more of the math vocabulary terms in class and on assessments.

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

-Look at standard analysis and item analysis reports in CTLS for common assessments and 10 day assessments
-Identify common misconceptions of a specific standard or skill
-Teachers discuss effective strategies in CCC's where students have exemplified growth in specific priority standards
-Compare district assessments such as the Math Interim with common assessments and determine if local assessment aligns with district or state rigor
-Academic Coach supports teachers with instructional or environmental deficiency in implementation

## Goal \#3: School Selected

Superintendent's Priority: 1. Ensure that Cobb is the best place to teach, lead, and learn.

## School Selected Initiative (Goal):

Reduce the number of office referrals from 274 (May 2023) to 233 (15\%) by the end of May 2024.

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

Teachers will receive PL refresher on PBIS strategies and online platform in order to implement with students throughout the school. PL will include how to use the PBIS online platform and options redeem points with students. (August 2023-May 2024)

Teachers will use information and rubric from PL during grade level meetings to determine possibilities for problem behaviors in their class. This information will be used during grade level RTI meetings to determine strategies for students on a bi weekly basis. Once a strategy is determined, teachers will use them in the classroom.

Teachers will make a positive call to student's families within the first two weeks of school and at least once each quarter in addition to all CTLS messages and posts for families in order to make a positive connection.

## Goal \#3: School Selected

Evidence: (How do we monitor progress?)
-Signage in classrooms and common areas
-PBIS point data from online platform
-PBIS point redemptions record
-major/minor referral data
-RTI data

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

Teachers will decrease student referrals as measured through CSIS and compared with data from previous year.
Students on RTI for behavior will demonstrate positive success with their RTI goal.
Students will exhibit better and more positive behaviors in class.

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

Provide PL for teachers needing training in classroom management

PBIS Team prepare data analysis presentation to staff identifying time of day, areas of the school, and most common infractions

Teachers observe exemplary classroom management of colleagues

