



School: Hendricks Elementary

Principal: Michael Perkins

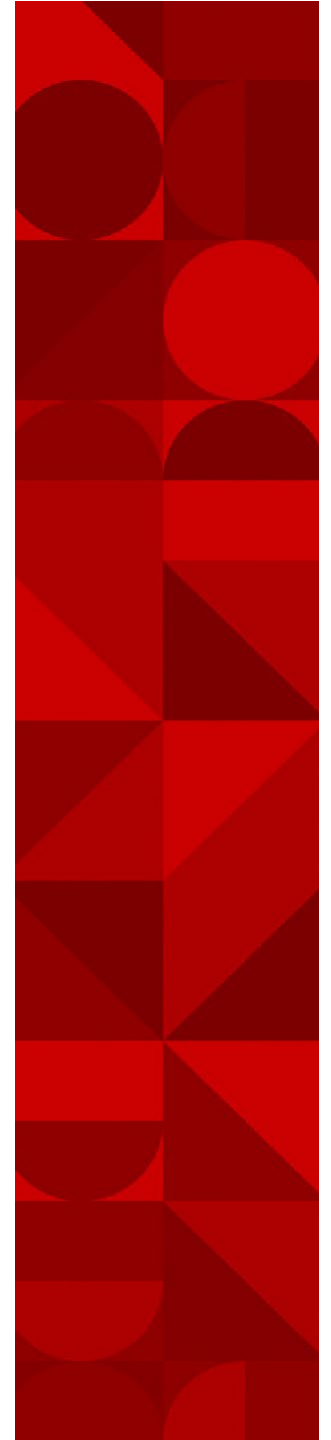
School Year: 2023-2024

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: 3. Use data to make decisions.

Literacy Initiative (Goal):

The percentage of students in grades K-5 performing at the proficient or advanced level in reading as measured by the Reading Inventory (RI) assessment will increase from 50% (185 out of 370 students) on the May 2023 administration to 75% on the May 2024 administration

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

By the end of September (2023), all of our kindergarten, first, and second grade teachers will receive 40 hours of Orton Gillingham (O.G.) professional learning / training to enhance their instructional practices as related to early childhood literacy.

Additionally, we have 10 staff members being trained in LETRS, and 4 staff members earning a Dyslexia endorsement. We plan to have those teachers redeliver highlights from their ongoing training to their colleagues to share those best practice ideas during weekly collaboration meetings.

Evidence: (How do we monitor progress?)

Administrators and Academic Coach will monitor O.G. professional learning completion among teachers. Weekly CCC meetings among grade level teams will include ongoing conversations of how to best apply professional learning techniques within the reading instruction. Classroom observations and walkthrough data will serve to monitor application of instructional strategies.

Outcomes: (How do we measure success?)

Our students will take the Reading Inventory assessment at three different points in the school year, which will allow us to see the impact of the professional learning and CCC work to know if we are trending toward meeting our goal.

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

Goal #2: Math

Superintendent's Priority: 3. Use data to make decisions.

Math Initiative (Goal):

The percentage of students in grades K-5 performing at the proficient or advanced level in mathematics as measured by the Math Inventory (MI) assessment will increase from 52% (243 out of 464 students) on the May 2023 administration to 77% on the May 2024 administration.

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

Beginning in August (2023), teachers will participate in weekly CCC meetings with a focus on unpacking the new math standards in each grade level and brainstorming best practices related to research-based instructional strategies.

Additionally, we have one teacher from each grade level participating in quarterly trainings through Metro-Resa as related to new math standards and best practice instructional strategies. Those teachers will then redeliver highlights from their ongoing training with their grade level peers during weekly collaboration meetings.

Evidence: (How do we monitor progress?)

Administrators and Academic Coach will participate in the grade level CCC meetings to prompt conversation focused on the new math standards. Classroom observations and walkthrough data will serve to monitor application of research-based instructional strategies.

Outcomes: (How do we measure success?)

Our students will take the Math Inventory assessment at three different points in the school year, and the results of those assessments will allow us to see the impact of our CCC work and to know if we are trending toward meeting our goal.

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

Goal #3: School Selected

Superintendent's Priority: 3. Use data to make decisions.

School Selected Initiative (Goal):

The percentage of students in grades K-2 scoring proficient or above in writing as measured by common writing assessments and rubrics will increase by 20% from August 2023 (baseline data) to May 2024.

The percentage of students in grades 3-5 scoring proficient or above on the Extended Writing Task of the Milestones EOG assessment will increase from 25% (57 out of 231 students) from the May 2023 administration to 50% to the May 2024 administration.

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

We will be extending our usage of the Writescore program to include 1st through 5th grade this school year. This will provide additional common formative assessments in writing, supplemented with standards-based instructional lessons. In weekly CCC meetings, teachers will continue unpacking standards within writing content to develop clear learning targets and to brainstorm appropriate instructional interventions.

Evidence: (How do we monitor progress?)

Administrators and Academic Coach will monitor and facilitate administration of common formative writing assessments, including the Writescore assessments. Also, classroom observations and walkthrough data will serve to monitor instructional strategies associated with writing.

Outcomes: (How do we measure success?)

Common formative assessments, Interim assessments, Writescore assessments, and the Milestones EOG will allow us to know if we are trending toward meeting our goal.

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