

Academic Goals

Goal 1 2018-2019	By 2019, 74% of students will meet or exceed English Language Arts/Literacy learning standards expectations as measured by PARCC.
2016-2017 Data	In 2017, 70% of students met or exceeded English Language Arts/Literacy learning standards expectations as measured by PARCC.
2017-2018 PARCC/Performance Series Benchmarks of Success	<p>In 2018, 72% of students will meet or exceed English Language Arts/Literacy learning standards expectations as measured by PARCC.</p> <p>In 2018, 70% of students will meet or exceed Reading growth targets as measured by Performance Series.</p>
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>IID08 - Instructional teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.</p> <ul style="list-style-type: none"> ● Utilize multi-grade level PLCs to analyze student work and define proficiency levels. ● Collect evidence (academic, physical, social, emotional, behavioral) to design targeted instruction and to show student progress toward learning standards. ● Refine structures to sustain student-focused data analysis in PLC meetings. ● Research, implement, and share the most effective instructional strategies (academic, physical, social, emotional, behavioral) through PLCs and classroom observations. <p>TL2 - All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. <i>Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.</i></p> <ul style="list-style-type: none"> ● Include content and language objectives in learning targets. ● Utilize student work to determine proficiency in relation to a content standard. ● Develop methods so students can define what success looks like in relation to a target. ● Refine opportunities for student metacognition through self-assessment. ● Integrate consistent SEL language throughout lesson delivery and communicate to all stakeholders (students, staff, and parents).

	<p>IIB04 - Teachers differentiate assignments based on assessment results to provide support for some students and enhanced learning opportunities for others.</p> <ul style="list-style-type: none">● Understand and incorporate students' culture, abilities, resilience, and effort when designing and delivering instruction.● Through observations, PLCs, and co-teaching, staff members share their most successful instructional strategies in order to differentiate to meet student needs.● Refine the use of formative assessment to differentiate instruction.● Increase understanding of co-teaching models in order to refine co-teaching strategies.● Co-plan and co-teach with support personnel to meet student needs (MTSS).● Utilize DLI to differentiate instruction and personalize learning for students.● Develop differentiated learning opportunities for students to demonstrate exemplary understanding of a standard.● Continue to determine efficient ways to engage instructional assistants to advance student learning (planning, training, and scheduling).● Continue an extended school day and summer jump start program for at-risk students.
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Goal 2 2018- 2019	By 2019, 85% of students will meet or exceed Mathematics learning standards expectations as measured by PARCC.
2016-2017 Data	In 2017, 81% of students met or exceeded Mathematics learning standards expectations as measured by PARCC.
2017-2018 PARCC/Performance Series Benchmarks of Success	In 2018, 83% of students will meet or exceed Mathematics learning standards expectations as measured by PARCC. In 2018, 69% of students will meet or exceed Mathematics growth targets as measured by Performance Series.
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>IID08 - Instructional teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.</p> <ul style="list-style-type: none"> ● Utilize multi-grade level PLCs to analyze student work and define proficiency levels. ● Collect evidence (academic, physical, social, emotional, behavioral) to design targeted instruction and to show student progress toward learning standards. ● Refine structures to sustain student-focused data analysis in PLC meetings. ● Research, implement, and share the most effective instructional strategies (academic, physical, social, emotional, behavioral) through PLCs and classroom observations. <p>TL2 - All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. <i>Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.</i></p> <ul style="list-style-type: none"> ● Include content and language objectives in learning targets. ● Utilize student work to determine proficiency in relation to a content standard. ● Develop methods so students can define what success looks like in relation to a target. ● Refine opportunities for student metacognition through self-assessment. ● Integrate consistent SEL language throughout lesson delivery and communicate to all stakeholders (students, staff, and parents). <p>IIB04 - Teachers differentiate assignments based on assessment results to provide support for some students and enhanced learning opportunities for others. Understand and incorporate students' culture, abilities, resilience, and effort when designing and delivering instruction.</p>

	<ul style="list-style-type: none">● Through observations, PLCs, and co-teaching, staff members share their most successful instructional strategies in order to differentiate to meet student needs.● Refine the use of formative assessment to differentiate instruction.● Increase understanding of co-teaching models in order to refine co-teaching strategies.● Co-plan and co-teach with support personnel to meet student needs (MTSS).● Utilize DLI to differentiate instruction and personalize learning for students.● Develop differentiated learning opportunities for students to demonstrate exemplary understanding of a standard.● Continue to determine efficient ways to engage instructional assistants to advance student learning (planning, training, and scheduling).● Continue an extended school day and summer jump start program for at-risk students.
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Social Emotional Learning Goals

Goal 3 2018- 2019	Naper School will promote a safe and positive school climate by developing the social-emotional core competencies of students.
2017-2018 Benchmarks of Success	<p>Staff will engage in continued professional development in the area of SEL.</p> <p>Staff in grades K-2 will integrate Second Step curriculum into their daily practice in order to reach SEL benchmark goals.</p> <p>Staff in grades 3-4 will integrate Habits of Mind into their daily practice in order to reach SEL benchmark goals.</p> <p>Staff will develop communication to share strategies and engage families in SEL practices.</p>
2017-2018 and 2018-2019 Rising Star Indicator Alignment	<p>IID08 - Instructional teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies.</p> <ul style="list-style-type: none"> ● Utilize multi-grade level PLCs to analyze student work and define proficiency levels. ● Collect evidence (academic, physical, social, emotional, behavioral) to design targeted instruction and to show student progress toward learning standards. ● Refine structures to sustain student-focused data analysis in PLC meetings. ● Research, implement, and share the most effective instructional strategies (academic, physical, social, emotional, behavioral) through PLCs and classroom observations. <p>TL2 - All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. <i>Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.</i></p> <ul style="list-style-type: none"> ● Include content and language objectives in learning targets. ● Utilize student work to determine proficiency in relation to a content standard. ● Develop methods so students can define what success looks like in relation to a target. ● Refine opportunities for student metacognition through self-assessment. ● Integrate consistent SEL language throughout lesson delivery and communicate to all stakeholders (students, staff, and parents).

IIB04 - Teachers differentiate assignments based on assessment results to provide support for some students and enhanced learning opportunities for others. Understand and incorporate students' culture, abilities, resilience, and effort when designing and delivering instruction.

- Through observations, PLCs, and co-teaching, staff members share their most successful instructional strategies in order to differentiate to meet student needs.
- Refine the use of formative assessment to differentiate instruction.
- Increase understanding of co-teaching models in order to refine co-teaching strategies.
- Co-plan and co-teach with support personnel to meet student needs (MTSS).
- Utilize DLI to differentiate instruction and personalize learning for students.
- Develop differentiated learning opportunities for students to demonstrate exemplary understanding of a standard.
- Continue to determine efficient ways to engage instructional assistants to advance student learning (planning, training, and scheduling).
- Continue an extended school day and summer jump start program for at-risk students.