Type	Goal	Objective
Proficiency	The pathway to proficiency starts with moving students out of novice. Therefore, by the end of the 2019-2020 school year, Bloom Elementary school will decrease the percentage of students scoring novice in reading and mathematics by 10%: reading from 19.1% to 9.1% and mathematics from 24.4% to 14.4%.	By the end of the 2017-2018 school year, Bloom Elementary school will decrease the percentage of students scoring novice in reading and mathematics by 5%: reading from 19.1% to 14.1% and mathematics from 24.4% to 19.4%.
		By the end of the 2017-2018 school year, Bloom Elementary school will increase the percentage of students scoring proficient/distinguished in reading and mathematics: reading from 69.1% to 70.3% and mathematics from 61.1% to 62.6%.
Gap	By January 2020, 17% of Advanced Program students will be African American. Additionally, The percentage of African-American students scoring proficient/distinguished on the reading portion of the 2020 state assessment will be	By January 2018, 8% of Advanced Placement students will be African American.
		The percentage of African-American students scoring proficient/distinguished on the reading portion of the 2018 state assessment will be
Growth	By the Spring assessment cycle in 2020, Bloom Elementary will increase the percentage of students meeting their expected growth by 10% in reading and mathematics as measured by MAP. Baseline data will be collected during the 2017-2018 school year.	By the Winter assessment cycle in 2018/2019, 75% of students will meet their expected Fall to Spring growth in reading and mathematics as measured by MAP.
Transition Readiness	By the Spring of 2022, Bloom Elementary will increase the percentage of 5th grade students scoring proficient/distinguished in combined reading, mathematics, and social studies to 75.8%. Additionally, 100% of 5th grade Promotion Profile defenses will be successful.	By the Spring of 2018, Bloom Elementary will increase the percentage of 5th grade students scoring proficient/distinguished in combined reading, mathematics, and social studies to 70%. 100% of 5th grade Promotion Profile defenses will be attempted.

Associated Goal(s) and Objective(s)	Strategy	Activity	Measure of Success	Funding	Start Date	End Date	Persons Responsible
Proficiency, GAP, Growth, Transition Readiness	Strategy 1: Provide equitable access: Develop and improve systems and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources. (JCPS Vision 2020 Strategy 1.1.3; KCWP 2).	Provide all teachers trainings and support throughout the year on Deeper Learning components including student engagement practices and activates, such as Passion Projects, Project-Based Learning, and Inquiry-Based instruction; personalized learning for students through personalized assessments, building relationships, and student voice; observations and walk-throughs focused on teachers' use of Deeper Learning techniques; and celebrating the successes of Deeper Learning. We will seek out support from the NGL and JCPS Deeper Learning teams in order to accomplish these activities.	An increase in Deeper Learning activities will be observed and reported and will continue to increase over the next two years. 2017-2018 is the baseline year for this data. Teachers will expand their assessment literacy to a Deeper Learning assessment model, implementing varying and new assessments as well as triangulating assessment data in a more comprehensive manner.	Bloom's budget; Deeper Learning Funding outside sources.	12/17/2017	On-going	Bloom Deeper Learning Team
Proficiency, GAP, Growth	Strategy 1: Provide equitable access: Develop and improve systems and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources. (JCPS Vision 2020 Strategy 1.1.3; KCWP 2).	Based on varying assessments and observations, Bloom staff will provide another layer of support, opportunities, and resources to students. While all students may benefit, the focus of this work is to provide equitable access to the students at Bloom whose strengths have historically been unrecognized. Staff will work with groups of students needing these layers of support.	Staff members will increasingly provide different learning opportunities, supports, and resources to students at Bloom. To be truly successful, the students in need of equitable access are the students benefiting from this work. Baseline data will be collected in 2017-2018 (# of students receiving being provided equitable access groupings).	Bloom's budget; Deeper Learning Funding outside sources.	12/17/2017	On-going	All staff

Proficiency, GAP, Growth, Transition Readiness	Strategy 1: Provide equitable access: Develop and improve systems and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources. (JCPS Vision 2020 Strategy 1.1.3; KCWP 2).	Teachers and staff will support students with goal-setting in a variety of ways, including KPREP, CFAs, Promotion Profile, MAP, etc. Students will set goals for Map testing after their fall assessment and their Winter assessment. 3rd - 5th grade Students will also set goals for their performance on academic assessments, aligned with KPREP scores. Parents will be involved in this process throughout the year, including a informational parent meeting after the Fall assessment.	Goal-setting will increase student performance/scores on their MAP, CogAT, and other assessments, including KPREP. Additionally, students will self-report feeling more confident and capable.	Bloom's budget	12/17/2017	On-going	GCC, School Counselor, and Homeroom teachers; GCC will create a self-reporting tool for students
Proficiency, GAP, Growth, Transition Readiness	Strategy 1: Provide equitable access: Develop and improve systems and practices to recognize student strengths and to provide equitable access to engaging learning opportunities, supports, and resources. (JCPS Vision 2020 Strategy 1.1.3; KCWP 5).	Teachers new to Bloom will be matched with experienced Bloom teachers in order to transition to the Bloom way, in order to develop best practices across the school.	New teachers will meet with one or both of the prinicipals in early August, early-January, and mid-April in a focus group. Indicators of success will be growth in adopting Bloom practices, a consistent feeling of high levels of support, and an understanding of Bloom's climate, culture, and learning community.	Bloom's budget	12/17/2017	On-going	Teachers (new and experienced), principals, GCC
Proficiency, GAP, Growth	Strategy 2: Reduce, revise, and refine assessments: Develop a balanced school-level assessment system, in collaboration with teachers, that is grounded in the broader definition of student learning that: mandates fewer and broader assessments; builds teacher capacity in assessment literacy, including the development and use of formative, authentic, and project- and performance-based assessments; and reduces reliance on standardized, multiple-choice tests (JCPS Vision 2020 Strategy 1.1.4; KCWP 3).	PLCs will create Common Formative Assessments (CFA) based on grade-level required essential knowledge and skills, analyze and organize the CFA data as a team, and utilize the data to improve instruction and increase student achievement and mastery of require knowledge and skills.	PLC-created CFAs, based on essential knowledge and skills, will be used weekly or bi-weekly for data analysis in order to improve instruction. Student mastery will increase, increasing KPREP scores as well.	Bloom's budget	12/17/2017	On-going	GCC, Principals, PLCs

Proficiency, GAP, Growth, Transition Readiness	Strategy 2: Reduce, revise, and refine assessments: Develop a balanced district- and school-level assessment system, in collaboration with teachers, that is grounded in the broader definition of student learning that: mandates fewer and broader assessments; builds teacher capacity in assessment literacy, including the development and use of formative, authentic, and project- and performance-based assessments; and reduces reliance on standardized, multiple-choice tests (JCPS Vision 2020 Strategy 1.1.4; KCWP 3).	Bloom teachers will be trained in and develop Deeper Learning assessment literacy. Bloom faculty's balanced assessment system will include formative, authentic, and project-/performance-based assessments, as well as other assessments related to our Promotion Profile and student perceptions of engagement. Parents will be invited to serve on Bloom's Deeper Learning team for their perspectives, ideas, and communcation.	Bloom staff will complete at least two Deeper Learning assessment trainings. A deep understanding of Deeper Learning assessment literacy will allow Bloom teachers to lead the way for the district as presenters, trainers, and experts. Students will receive Deeper Learning instruction based on a balanced school assessment system.	Bloom's budget; Deeper Learning Funding outside sources.	12/17/2017	On-going	Bloom's Deeper Learning Team
Proficiency, GAP, Growth, Transition Readiness	Strategy 3: Personalize learning: Design personalized and engaging learning environments and experiences in all content areas for each student to facilitate mastery of academic standards and the development of learner capacities and dispositions (JCPS Vision 2020 Strategy 1.1.2; KCWP 5).	Deeper Learning trainings and opportunities of learning will be provided to Bloom staff, focused on personalized learning for students. Staff will learn about Deeper Learning assessments, highly engaging instruction and learning, exhibitions of learning, and integrating Bloom's Promotion Profile, and more. We will work toward 3:1 tech devices for students (especially in grades 4 and 5). We will seek out support from the NGL and JCPS Deeper Learning teams in order to accomplish	Through engagement and personalized learning, student academic performance will increase in all content areas as Bloom's Promotion Profile components. This will be measured by having 5 or more teacher trainings and a ratio increase in student tech devices.	Bloom's budget; Deeper Learning Funding outside sources.	12/17/2017	On-going	Deeper Learning Team

Proficiency, GAP, Growth, Transition Readiness	Strategy 3: Personalize learning: Design personalized and engaging learning environments and experiences in all content areas for each student to facilitate mastery of academic standards and the development of learner capacities and dispositions (JCPS Vision 2020 Strategy 1.1.2; KCWP 5).	Bloom staff members will complete a book study on *Transforming Schools: Using Project-Based Learning, Performance Assessment, and Common Core Standards* .	Bloom's Deeper Learning team and other staff members will gain knowledge in order to train the staff in Deeper Learning components found in *Transforming Schools: Using Project-Based Learning, Performance Assessment, and Common Core Standards:* staff trainings, action plans, and Promotion Profile completed with support to the 5th grade defenses.	Bloom's budget; Deeper Learning Funding outside sources.	1/15/2018	3/15/2018	Deeper Learning Team
GAP	Strategy 5: Eliminate achievement, learning, and opportunity gaps: Establish the elimination of gaps in educational outcomes for students as a fundamental objective of the district. This objective is to be pursued through the development and implementation of research- or evidence-based strategies and best practices at the district, school, and classroom levels, including differentiated resources and targeted strategies to increase student success, such as the Males of Color Initiative and the Closing Minority Gaps Through AP Enrollment and Support Program (JCPS Vision 2020 Strategy 1.1.7; KCWP 5 & 6).	Develop SAGEs program to provide African American students equitable access to the Advanced Program. Students will be identified using the CogAT assessment scores and/or other indicators of advancedness or giftedness. The SAGEs model will be loosely based on JCPS' R.E.A.C.H. program and specifically designed to address the Excellence Gap at Bloom.	The percentage of AP students who are African American will increase as indicated by CogAT scores of 18 or higher and/or successful appeals. Additionally students who participate in the SAGEs program will feel more confident and capable, as indicated on the student self-reporting tool.	Bloom's budget	Fall 2017	Spring 2018	Administration