

# 1: Proficiency

State your **Proficiency** Goal

**Goal 1: By the end of 2019-2020 school year, Chancey Elementary School will reach a combined 53.5% Proficient and Distinguished in math. By the end of the 2019-2020 school year, Chancey Elementary School will reach a combined 58.9% Proficient and distinguished in reading.**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, 49.4% of Third, Fourth and Fifth grade students will demonstrate proficiency in math in the Common Core Standards increasing by 2% as measured by KPREP test.	Strategy 1: Common Core math curriculum implementation –All teachers will teach common core math standards using resources from the My Math, EngageNY, Envision Math 2.0 curriculums. Math content teachers will participate in vertical PLCs to identify gaps in curriculum, design instruction that provides students with common strategies and vocabulary. Math and grade level teams will design and implement valid and reliable formative assessments and use data to design effective and intentional math instruction. Students at all levels receive daily differentiated large and small group instruction.	Activity 1: Teachers will engage in professional development to understand and teach Common Core mathematical concepts clearly and with fidelity. Learning targets will be posted in classrooms. This will be evidence through monitoring of lesson plans, walkthroughs and formal observations. Third and fourth grade teachers will participate in the Math Design Collaborative (MDC) for the 2017-2018 school year. KCWP1, KCWP2,	Overall proficiency will increase in math by 2% for the 2017-2018 school year.	MAP, school and district created math proficiencies, unit and chapter formatives and summatives, student work samples	
	Strategy 2: Teachers will meet	Activity 2: Teachers and		Lesson plans,	

	<p>in weekly PLCs to analyze multiple points of formative and summative assessment data and student work evidence and create individualized and differentiated learning opportunities with embedded goals and progress monitoring to improve student performance. Multiple data points will be used. Teachers will meet vertically through PLC to analyze student data and instructional gaps between grade levels.</p>	<p>students will use iPads, Smartboards, Google Chromebooks, Google hard drives and document cameras during instruction. My Math, Engage NY and Envision 2.0 websites, apps and Smartboard games will be used to enhance and enrich student understanding of current concepts. In-house PD will center around the use of these technology tools. Monitoring of math technology will be evident through lesson plans, professional development notes, walkthroughs and formal observations. KCWP2</p>		<p>PLC and team planning minutes/notes, walkthroughs</p>	
	<p>Strategy 3: CASCADE and school created spreadsheets will be used to record students' math scores for district and school created proficiencies and MAP. Teachers will analyze multiple points of data to plan instruction. Students receiving RTI services in math receive daily interventions using an online individual math program (Reflex) to support their gaps and enhance their math instruction.</p>	<p>Activity 3: Teachers will administer and monitor common formal assessments to inform instruction. Monitoring of these formative assessments will allow teachers to plan differentiated lessons that meet the individualized needs of the students. This practice will be monitored through grade level and vertical PLC minutes, staff development, ILT meetings and lesson plans that show evidence that accommodated the needs of</p>		<p>MAP, school and district created math proficiencies, unit and chapter formatives and summatives, student work samples</p>	

		all learners based on data results. KCWP4			
Objective 2: By the end of the 2017-2018 school year 55.3% of Third, Fourth and Fifth grade students will demonstrate proficiency in reading in the Common Core Standards increasing by 1.8% as measured by KPREP test.	Strategy 1: ELA instructional staff will teach common core standards using various research based strategies aligned to individualized student learning styles and needs. Teachers from K-5 use Hartcourt Journeys reading program as well as district provided ELA resources and supplemental units. K-3 are Bellarmine Literacy Project participants and use a variety of BLP strategies for teaching and assessing students to determine individual needs. All student instruction will be individualized and differentiated. Students who demonstrate a high level of need will be provided with daily small group remediation in the areas of phonemic awareness/phonics, fluency, vocabulary and comprehension. Teachers will implement various instructional strategies like the Frayer model to demonstrate the meaning of new vocabulary, Orton-Gillingham for multi-sensory learning, Bellarmine Literacy Project, leveled small group guided reading, teaching reading using the balanced	Activity 1: Teachers facilitate research-based, daily literacy instruction using a variety of methods including balanced literacy/5 block method, BLP strategies, district lesson seeds, guided reading groups and reading workshop methodologies. Teaching strategies will include multi-sensory, hands-on, and kinesthetic learning as well as paper pencil tasks and cooperative learning opportunities. This will be evidenced in lesson plans, walkthroughs, daily instruction and student work samples. KCWP1	Overall proficiency will increase in reading by 1.8% for the 2017-2018 school year.	MAP, school and district created math proficiencies, unit and chapter formatives and summatives, student work samples, RR, DRA, CCSS, DSA	

	literacy method, teaching phonics using the Phonics Dance, etc.				
	<p>Strategy 2: Teachers will meet in weekly PLCs to analyze multiple points of formative and summative assessment data and student work evidence and create individualized and differentiated learning opportunities with embedded goals and progress monitoring to improve student performance. Multiple data points will include Running Records, DRAs, district and school created proficiencies, MAP, Bellarmine Literacy (DSA, CCSS). Teachers will meet vertically through PLC to analyze student data and instructional gaps between grade levels.</p>	<p>Activity 2: Through analysis of reading district and school created proficiency assessments, instruction is planned and modified based on the academic needs of students. Lesson plans show evidence of this modification based on individualized academic needs of the students. KCWP1, KCWP2</p>		<p>Lesson plans, PLC and team planning minutes/notes, walkthroughs</p>	
	<p>Strategy 3: CASCADE and school created spreadsheets will be used to record students' reading scores for district and school created proficiencies, RR, DSA, CCSS, DRA, MAP. Teachers will analyze multiple points of data to plan instruction. Students receiving RTI services in reading receive daily interventions using an online individual math program</p>	<p>Activity 3: The principal will publically share school-wide assessment data specific to learning standards. The standards will be targeted with lesson planning based on assessment results. Evidence will be noted in lesson plans and identified through data analysis in professional learning community notes. KCWP3, KCWP4</p>		<p>PLC minutes/notes, ILT minutes, SBDM minutes, lesson plans, walkthroughs</p>	

	(Lexia) to support their gaps and enhance their reading instruction.				
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## 2: Gap

State your **Gap** Goal

**Goal 2: By the end of 2019-2020 school year, Chancey Elementary School will decrease novice and increase proficient and distinguished by reaching a combined 44.6% Proficient and Distinguished in math for all non-duplicated GAP students. By the end of 2019-2020 school year, Chancey Elementary School will decrease novice and increase proficient and distinguished by reaching a combined 51.5% Proficient and Distinguished in reading for all non-duplicated GAP students.**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018	Strategy 1: MTSS/RTI Universal Screening - Teachers	Activity 1: The MTSS/RTI team, along with the school	Overall proficiency amongst all non-	MAP, school and district	

<p>school year, 44.6% of Third, Fourth and Fifth grade students will demonstrate proficiency in math in the Common Core Standards increasing by 2.4% as measured by KPREP test.</p>	<p>and the MTSS/RTI team will use three or more points of data to identify students to qualify for MTSS/RTI interventions. One of those points of data will be the universal MAP screening tool.</p>	<p>counselor, will meet every six weeks to monitor goals and strategies, analyze systems and data and review/revise the research based interventions to ensure that students are progressing. The information will be communicated with the classroom teachers to collaboratively determine next steps. This is evidenced through professional learning community notes and updating the RTI data on Google team drive and Infinite Campus. KCWP4, KWCP5</p>	<p>duplicated gap will increase in math by 2.4% for the 2017-2018 school year.</p>	<p>created proficiencies, unit and chapter formatives and summatives, student work samples</p>	
	<p>Strategy 2: Systematic data analysis - All instructional staff will use disaggregated data from KPREP, CASCADE, MAP, formative and summative assessments, district and school created proficiencies, by benchmark dates to analyze gap, growth and achievement data during staff development and PLC meetings</p>	<p>Activity 2: During PLC and staff development, analysis of disaggregated data will be used to track progress in gap , growth and achievement. Instructional staff will develop next steps based on the analysis. This will be evidenced in PLC meeting minutes/notes KCWP4, KCWP5</p>			
	<p>Strategy 3: Reflex math as progress monitoring tools- students will be tracked and monitored through</p>	<p>Activity 3: WIN time will be established to insure that all tier III students receive their required minutes on the</p>			

	<p>weekly/monthly reports on Reflex intervention programs to determine learning goals and next steps for teaching. Teachers and MTSS/RTI interventionists will use student and class Reflex data to plan individualized teacher directed interventions.</p>	<p>Reflex intervention program. The WIN time will be monitored by the MTSS/RTI intervention team. Classroom teachers will be responsible for the required minutes for all tier II students. This will be evidenced by the interventionists schedules, MTSS/RTI WIN time attendance data, and Reflex growth data, classroom teacher lesson plans, walkthroughs and observations KCWP4, KCWP5</p>			
	<p>Strategy 4: MTSS/RTI math interventionist - Interventionists will teach focused math lesson that are individualized and CCSS aligned with the identified tier III students prepared by the MTSS/RTI lead and intervention team members. Research based interventions will be individualized for each student and delivered in small groups.</p>	<p>Activity 4: MTSS/RTI interventionists will keep anecdotal notes and weekly progress monitoring data to document work with small groups. Progress monitoring will be weekly and will be used to determine the next steps for instruction based on individual student needs. The MTSS/RTI team along with the school counselor will meet every six weeks to monitor goals and strategies. They will determine students' eligibility for MTSS/RTI services as well as determine next steps for student who do not show</p>			

		growth. This will be evidenced through MTSS/RTI data on Google drive and Infinite Campus			
Objective 2: By the end of the 2017-2018 school year 55.3% of Third, Fourth and Fifth grade students will demonstrate proficiency in reading in the Common Core Standards increasing by 2.1% as measured by KPREP test.	Strategy 1: MTSS/RTI Universal Screening - Teachers and the MTSS/RTI team will use three or more points of data to identify students to qualify for MTSS/RTI interventions. One of those points of data will be the universal MAP screening tool.	Activity 1: The MTSS/RTI team, along with the school counselor, will meet every six weeks to monitor goals and strategies, analyze systems and data and review/revise the research based interventions to ensure that students are progressing. The information will be communicated with the classroom teachers to collaboratively determine next steps. This is evidenced through professional learning community notes and updating the RTI data on Google team drive and Infinite Campus. KCWP4, KWCP5	Overall proficiency amongst all non-duplicated gap will increase in reading by 2.1% for the 2017-2018 school year.	MAP, school and district created proficiencies, unit and chapter formatives and summatives, student work samples, ORF, RR, DRA, MAZE, CCSS, DSA	
	Strategy 2: BLP coaching and K-1 reading interventionist - Kindergarten and first grade students that are identified as tier II and III will be taught one-on-one or in small group by the BLP coach and reading interventionist	Activity 2: The BLP coach and reading interventionist will analyze RR data, BLP assessment data, MAP data with kindergarten and first grade teachers to determine next steps for instruction based on individual student needs. This will be evident through flexible grouping of		MAP, school and district created proficiencies, unit and chapter formatives and summatives, student work samples, ORF, RR, DRA,	



		students, BLP and reading intervention data and PLC minutes/notes KCWP4, KCWP5		MAZE, CCSS, DSA	
	Strategy 3: Lexia Core5 reading as progress monitoring tools- students will be tracked and monitored through weekly/monthly reports on Lexia Core 5 intervention program to determine learning goals and next steps for teaching. Teachers and MTSS/RTI interventionists will use student and class Lexia Core 5 data to plan individualized teacher directed interventions.	Activity 3: WIN time will be established to insure that all tier III students receive their required minutes on the Lexia Core 5 intervention program. The WIN time will be monitored by the MTSS/RTI intervention team. Classroom teachers will be responsible for the required minutes for all tier II students. This will be evidenced by the interventionists schedules, MTSS/RTI WIN time attendance data, Lexia growth data, classroom teacher lesson plans, walkthroughs and observations KCWP4, KCWP5		Lexia monthly reports, WIN time attendance sheets	
	Strategy 4: MTSS/RTI reading interventionist - Interventionists will teach focused reading lesson that are individualized and CCSS aligned with the identified tier III students prepared by the MTSS/RTI lead and intervention team members.	Activity 4: MTSS/RTI interventionists will keep anecdotal notes and weekly progress monitoring data to document work with small groups. Progress monitoring will be weekly and will be used to determine the next steps for instruction based on		MAP, school and district created proficiencies, unit and chapter formatives and summatives, student work samples, ORF,	

	Research based interventions will be individualized for each student and delivered in small groups.	individual student needs. The MTSS/RTI team along with the school counselor will meet every six weeks to monitor goals and strategies. They will determine students' eligibility for MTSS/RTI services as well as determine next steps for student who do not show growth. This will be evidenced through MTSS/RTI data on Google drive and Infinite Campus		RR, DRA, MAZE, CCSS, DSA	
	Strategy 5: Daily Individualized Reading Focus Groups - Primary teachers will conduct flexible, Individualized reading groups to differentiate ELA needs. In an effort to maintain flexible small reading groups, teachers will monitor reading strategies ongoing to determine students reading needs using multiple data points including MAP, RR, DRA, DSA, CCSS, Lexia and district/school created proficiencies	Activity 5: Teachers will systematically and regularly assess individual student's reading skills using all of the following multiple assessments: MAP, Lexia Core 5, DRA, RR, DSA, CCSS, district/school created proficiencies, informal observations of students reading behaviors, comprehension checks, anecdotal notes. This will be evidenced in lesson plans, flexible grouping of students, walkthroughs and observations.		MAP, school and district created proficiencies, unit and chapter formatives and summatives, student work samples, ORF, RR, DRA, MAZE, CCSS, DSA	
	Strategy 6: ESS - Retired ESS teachers will provide data driven supplemental reading	Activity 6: Two retired teachers will be paid through ESS funds to provide reading		MAP, school and district created	

	instruction for students in grades 2 and 3 identified as needing tier III interventions.	interventions for identified tier III 2nd and 3rd grade students.		proficiencies, unit and chapter formatives and summatives, student work samples, ORF, RR, DRA, MAZE, CCSS, DSA	
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### 3: Graduation rate

State your **Graduation rate** Goal  
NA for Chancey Elementary

### 4: Transition Readiness

State your **Transition Readiness** Goal

**Goal 4: My the end of 2019-2020 school year, Chancey Elementary will increase the percentage of students scoring at the Proficient/Distinguished level to 56.2% in the combined Reading and Math.**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, Chancey Elementary will increase the percentage of student scoring at the Proficient/Distinguished level to 52.3% in combined Reading and Math.	Strategy 1: MTSS/RTI reading/math interventionist - Interventionists will teach focused reading lesson that are individualized and CCSS aligned with the identified tier III students prepared by the MTSS/RTI lead and intervention team members. Research based interventions will be individualized for each student and delivered in small groups.	Activity 1: MTSS/RTI interventionists will keep anecdotal notes and weekly progress monitoring data to document work with small groups. Progress monitoring will be weekly and will be used to determine the next steps for instruction based on individual student needs. The MTSS/RTI team along with the school counselor will meet every six weeks to monitor goals and strategies. They will determine students' eligibility for MTSS/RTI services as well as determine next steps for student who do not show growth. This will be evidenced through MTSS/RTI data on Google drive and Infinite Campus	Overall proficiency amongst all non-duplicated gap will increase in reading by 2.1% for the 2017-2018 school year.	MAP, school and district created proficiencies, unit and chapter formatives and summatives, student work samples, ORF, RR, DRA,	

## 5: Growth

State your **Growth** Goal

**Goal 5: By the end of the 2019-2020 school year, Chancey Elementary will increase the percentage of students meeting their expected growth by 5% in Reading and Math as measured by MAP. Baseline data is being collected in 2017-2018**

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By the end of the 2017-2018 school year, 70% of students will meet their expected Fall to Spring growth goals in Reading and Math as measured by MAP.	Strategy 1: Chancey Elementary will develop our capacity in utilizing MAP data for personalizing instruction strategies and interventions	Activity 1: Our school will have educators and administrators attend district provided MAP training KCWP2, KCWP4	Students will make a 5% growth in reading and math from the Fall MAP to the Spring MAP	PLC minutes/notes, MAP data (3 times a year), staff development/PD	
		Activity 2: Our PLCs will revise their protocols to examine MAP data in their assessment discussion in order to provide feedback on instruction and groupings. Our staff will participate in staff development focused on using MAP data to drive instruction. Our GCC will provide two additional embedded PLC meetings to train teachers on how to access and use MAP results and data to drive instruction and promote student growth. KCWP2, KCWP4			