

**Critzer Elementary School
2017-2018**

Long Term Measurable Goal 1: Critzer Elementary School students will demonstrate increased academic performance.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time:

- 1.1 The Attendance Rate for all students will be a minimum of 90% for the 2017-2018 school year.
- 1.2 The pass rate for Reading SOLs will be a minimum of 75%.
- 1.3 The pass rate for Math SOLs will remain above 80%.
- 1.4 The pass rate for Science SOLs will be at or above 70%.
- 1.5 The pass rate on Social Studies SOLs will be above 80%.
- 1.6 The pass rate for students taking PALS will be 95%.
- 1.7 The breakfast participation rate for students will be a minimum of 60%.

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Federal & State Accountability Reports	Following the conclusion of the school year	School Quality Profile
Attendance Reports	Following the conclusion of the school year	Monthly Reports and Attendance Plans
School Cafeteria Report	Following the conclusion of the school year	Monthly Breakfast Reports

Action Steps	Target/ Indicator of Success	Person (s) Responsible	Progress
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Action Steps	Target/ Indicator of Success	Person (s) Responsible	Progress
1.1 Attendance Team will monitor and provide interventions for students who have missed 5 or more days of school.	Parent contacts and Attendance Plans created for students who have missed 10 or more days of school.	Attendance team to include Administrators, Counselor, School Social Worker, Teachers and staff as needed.	Attendance of students will be monitored at biweekly meetings and referrals will be made to the Truancy Team as needed.
1.2-1.5-Students will be given CIP benchmark tests to monitor student growth throughout the year.	CIP benchmark test result Lesson Plans	Administrators and Teachers	Progress will be monitored throughout the year and instruction will be adjusted based on student performance on CIP benchmarks. Lesson plans will be created using the PCPS pacing guides which are aligned with SOL curriculum frameworks.
1.2-1.5-Utilize small group remediation to prepare students for taking and retaking SOL test.	The indicator of success will be the percentage of students who pass their SOL EOC tests and expedited retakes.	Administrators and Teachers	Progress will be measured by ongoing student remediation lists and attendance as well as at the end of the SOL testing window.
1.6-Teachers will analyze PALS data to measure student growth and adjust instruction to meet student needs.	PALS results Lesson Plans	Administrators and Teachers	Progress will be measured by Fall, mid-year, and Spring PALS results and instruction will be adjusted based on student performance.
1.7-Faculty and Staff will encourage all students to eat breakfast daily and a Second Chance breakfast option will be created.	The indicator of success will be an increase in the number of students eating breakfast.	Administrators, Teachers and Staff	Participation rate will be measured at the end of each month.

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Long Term Measurable Goal 2: Critzer Elementary School will maintain and enhance strong, positive, and consistent leadership, operations, communication practices and parental engagement.

- 2.1 The percentage of teachers who feel that the morale at CES needs improvement (as measured by the teacher/staff survey on principal performance) will be below 20%.
- 2.2 The percentage of teachers who feel that open lines of communication needs improvement (as measured by the teacher/staff survey on principal performance) will be below 20%.
- 2.3 The percentage of teachers who complete the teacher/staff survey on principal performance will be at or above 70%.
- 2.4 At least 50% of families will attend school wide events such as PTO events and parent teacher conferences.

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Teacher/Staff Survey on Principal Performance	End of the school year	Survey results

Action Steps	Target/ Indicator of Success	Person (s) Responsible	Progress
2.1-On-going implementation of the CES Social Events Planning committee events to address morale concerns.	A reduction in the number of teachers who feel that morale needs improvement.	Administrators, CES Social Events Planning committee, and Teachers	Progress will be measured at the end of the school year through a survey designed to measure morale at CES.

Action Steps	Target/ Indicator of Success	Person (s) Responsible	Progress
2.2-Improve intra-school communication	Information will be distributed at monthly faculty meetings and daily in The Critter's Tale.	Principal	Progress will be measured at the end of the school year through a survey designed to measure satisfaction with the level of communication at CES.
2.3-Survey participation	CES faculty and staff will complete the survey on principal performance at the end of the school year.	Administration, Teachers, and Staff.	Progress will be measured as acceptable if more than 70% of faculty and staff complete the survey.
2.4-Parental engagement	Sign-in sheets	Administrators, Teachers, Front Office Staff	Progress will be measured as acceptable if more than 50% of CES families sign in at school wide events.

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Long Term Measurable Goal 3: Critzler Elementary will sustain a nurturing environment that ensures safety and the physical and emotional well-being of all individuals within the learning community.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time:

- 3.1 VTSS-PBIS lesson plans will be created and implemented to teach student behavior for safety in classrooms, hallways, bathrooms, playgrounds and on buses.
- 3.2 The percentage of students who claim they have been bullied at school 2 or 3 times a month will show a decline that exceeds 5% when the survey is administered for a second time at the end of the school year.
- 3.3 Implement Student Safety Patrol to assist with morning and afternoon student supervision and safety.

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
VTSS-PBIS Team Meeting Minutes	Once a month	VTSS-PBIS Meeting Agendas/Minutes
Bullying Surveys	Two times during the school year	Survey Results
Teacher Safety Patrol Feedback	End of the year	Teacher Feedback

Action Steps	Target/Indicator of Success	Person (s) Responsible	Progress
3.1 Develop PBIS lesson plans and distribute to teachers	PBIS lesson plans are taught a minimum of four times a year by each classroom teacher	Administrators, VTSS-PBIS Team and Teachers	Progress will be measured by calendar of dates lessons will be taught during the school year.

<p>3.2 Students in grades 3-5 will complete the Olweus student survey twice this school year.</p>	<p>Initial survey results will be finalized by the end of October. Final results will be obtained at the end of the school year.</p>	<p>Administrators, VTSS-PBIS Team, and Teachers</p>	<p>Progress will be measured by the administration of two bullying surveys during the school year.</p>
<p>3.2 Olweus Bully Prevention weekly classroom meetings.</p>	<p>Weekly classroom meetings completed.</p>	<p>Administrators, VTSS-PBIS Team, and Teachers</p>	<p>Progress will be measured by documentation of lesson plans that were taught.</p>
<p>3.3 A student Safety Patrol will be created and utilized to assist with morning and afternoon routines for all students.</p>	<p>Student participation in Safety Patrol</p>	<p>Administrators, Teacher Sponsor and Teachers</p>	<p>Progress is measured by the number of students participating and teacher feedback collected at the end of the school year.</p>

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Long Term Measurable Goal 4: Critzler Elementary will be compliant with our Academic Review Findings and Essential Actions Report final documentation needed in June 2018.

Specific measures of student achievement that will be taken throughout the school year(s) and used to monitor academic improvement over time:

4.1-Lesson plans will show consistent alignment with the Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive level as well as learning outcomes to include expected student behavior, conditions, and criteria for student learning.

4.2-Written specific feedback will be provided to teachers regarding the alignment with the Standards of Learning and Curriculum Framework in content and cognition, including the use student learning outcomes with behavior, conditions, and criteria to show student learning.

Types of Assessments	Frequency of Measures and Data Collection	Evidence/Data to be Collected
Participation in PCPS Instructional Model Professional Development	Following each session	Professional development sign in sheets
Summative Evaluations	Ongoing	Walkthrough forms, formal observations

Action Steps	Target/Indicator of Success	Person (s) Responsible	Progress

<p>4.1 Provide additional professional development and technical assistance for teachers on developing lesson plans that are aligned with the SOL Curriculum Framework in content and cognition and include objectives that provide expected student behavior, conditions, and criteria for student learning.</p>	<p>Lesson plans which reflect alignment</p>	<p>Administrators, Director of Administration and Instruction, Teachers</p>	<p>Progress will be measured by review of documentation in June 2018.</p>
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<p>4.2-Administrators will provide specific feedback to teachers regarding alignment of lesson plans and lesson delivery.</p>	<p>Walkthrough Forms Formal Observations Summative Evaluations</p>	<p>Administrators, Director of Administration and Instruction</p>	<p>Progress will be measured by completion of lesson plans, walkthrough forms, and observations which address alignment.</p>
<p>4.2-Administrators will provide feedback to teachers on their use of professional development learning through an explicit focus on student learning outcomes.</p>	<p>Walkthrough Forms Formal Observations Schedule of Observations</p>	<p>Administrators, Director of Administration and Instruction</p>	<p>Progress will be measured by completion of lesson plans, walkthrough forms, and formal observations which address student learning outcomes.</p>

