

School: **Catoctin Elementary**

Empowering all students to make meaningful contributions to the world.

STRAND I: TEACHING FOR LEARNING

Domain 1 - English Language Arts

Outcome Goal:	Achieved: 50% of students in grades 3-5 will meet their growth goal or EOY benchmark in Reading MAP 2024. New Goal: Students in Tiers 2 & 3 will demonstrate a 58% or higher in conditional growth in their spring MAP assessment in 2023 and 2024.	Process Goal:	Teachers will individually plan and deliver differentiated reading instruction through the Readers' Workshop model as observed by walkthroughs, lesson plans, observations, and planning discussions 80% of the time.
Outcome Goal Progress: Year 1	In the 2022 spring MAP, students in grade 3 demonstrated 64% conditional growth, grade 4 students demonstrated 63%, and grade 5 students had 58%. The Outcome Goal was met!	Process Goal Progress: Year 1	Teachers demonstrate all components of the workshop mini-lesson, differentiated small group instruction, conferring, mid-workshop teaching point, closure as observed by lesson plans, observations, walkthroughs 80% of the time.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:

<input checked="" type="checkbox"/> Component 1: Welcoming, Inclusive and Affirming Environment	<input checked="" type="checkbox"/> Component 2: Inclusive Curriculum and Assessment	<input checked="" type="checkbox"/> Component 3: Engagement and Challenge Through Deeper Learning
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Weekly planning for all grade levels focusing on pacing guides and unpacking SOL strands and creating learning objectives weekly. Teams will create common summative assessment by unit to collect data for the CLTs.	Classroom teachers, SBIF, IFT, school administration	teacher lesson plans, school calendar, Cardinal Corner calendar for staff, Common Assessments			
CLTs focusing on data gained from grade level formative/summative assessments, MAP, PALS, DRA, and growth assessments. Looking at students who scored under 40% on MAP (tier 3) and planning for interventions.	Classroom teachers, SBIF, IFT, school administration	CLT agendas			
Special area teachers will push into general education classroom bi-monthly to support and provide RTI to Tier 2 and 3 students.	Specialists, Classroom teachers, SBIF	CLT agendas			
Intervention teachers will co-teach within the general education setting to facilitate the application of skills learned in small group lessons.	Classroom teachers, Special Education Teachers, EL Teachers, SBIF, Administration	Lesson Plans, Walk-through, observations documents in MLP where special ed and general education teachers were observed together on the same date			
Reading instruction will reflect the Science of Reading and will include spiral review at the beginning of the lesson and identified skill work to support learning gaps throughout the year.	Classroom teachers, Special Education Teachers, EL Teachers, SBIF, Administration	Lesson Plans, Walk-through, observations			

Domain 2 - Mathematics

Outcome Goal:	Achieved: 50% of students in grades 3-5 will meet their growth goal or EOY benchmark in Reading MAP 2024. New Goal: Students in Tiers 2 & 3 will demonstrate a 58% or higher in conditional growth in their spring MAP assessment in 2023 and 2024.	Process Goal:	Teachers will plan and deliver differentiated math instruction through the Math Workshop model as observed by walkthroughs, lesson plans, and planning discussions 80% of the time.
Outcome Goal Progress: Year 1	In the 2022 spring MAP, students in grade 3 demonstrated 65% conditional growth, grade 4 students demonstrated 71%, and grade 5 students had 61%. The Outcome Goal was met!	Process Goal Progress: Year 1	Teachers will plan and deliver differentiated math instruction through the Math Workshop model as observed by walkthroughs, lesson plans, and planning discussions 80% of the time.
Outcome Goal Progress: Year 2		Process Goal Progress: Year 2	
Outcome Goal Progress: Year 3		Process Goal Progress: Year 3	

Process Goal is supported by the following LCPS Culturally Responsive Framework Components:

<input checked="" type="checkbox"/>	Component 1: Welcoming, Inclusive and Affirming Environment	<input checked="" type="checkbox"/>	Component 2: Inclusive Curriculum and Assessment	<input checked="" type="checkbox"/>	Component 3: Engagement and Challenge Through Deeper Learning
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Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Weekly planning for all grade levels focusing on pacing guides and unpacking SOL strands and creating learning objectives weekly. Teams will create common summative assessment by unit to collect data for the CLTs.	Classroom teachers, SBIF, IFT, school administration	discussion during team planning on Wednesdays by SBIF, teacher lesson plans			
CLTs focusing on data gained from grade level assessments, MAP, and growth assessments. Looking at students who scored under 40% on MAP (tier 3) and planning for interventions.	Classroom teachers, SBIF, IFT, school administration	CLT agendas			
Teachers will plan and deliver STEAM lessons twice a month.	Classroom teachers, SBIF, IFT	lesson plans and observation			
Intervention teachers will co-teach within the general education setting to facilitate the application of skills learned in small group lessons.	Classroom teachers, Special Education Teachers, EL Teachers, SBIF, Administration	Lesson Plans, Walk-through, observations scheduled with both the special education and general education teacher at the same time documented in MLP			
Math Workshop implementation with fidelity including a quick spiral review at the beginning of the lesson throughout the year.	Classroom teachers, Special Education Teachers, EL Teachers, SBIF, Administration	Lesson Plans, Walk-through observations			

Domain 3 - Science

Outcome Goal:	80% of students in grade 5 will score proficient or pass advanced on their Science SOL in the spring of 2024.	Process Goal:	
Outcome Goal Progress: Year 1	*** This goal was created in year two ***	Process Goal Progress: Year 1	
Outcome Goal Progress: Year 2	73% of students in grade 5 will score proficient or pass advanced on their Science SOL in the spring of 2023.	Process Goal Progress: Year 2	

Outcome Goal Progress: Year 3		Process Goal Progress: Year 3			
Process Goal is supported by the following LCPS Culturally Responsive Framework Components:					
<input checked="" type="checkbox"/> Component 1: Welcoming, Inclusive and Affirming Environment	<input checked="" type="checkbox"/> Component 2: Inclusive Curriculum and Assessment	<input checked="" type="checkbox"/> Component 3: Engagement and Challenge Through Deeper Learning			
Strategies for Current Year	Staff Role(s) Responsible for Monitoring Implementation	Evidence of Progress/Completion (Artifacts required)	Fall Monitoring Comments	Winter Monitoring Comments	Spring Monitoring Comments
Weekly planning for all grade levels focusing on pacing guides and unpacking SOL strands and creating learning objectives weekly. Teams will create common summative assessment by unit to collect data for the CLTs.	Classroom teachers, SBIF, IFT, school administration	discussion during team planning on Wednesdays by SBIF, teacher lesson plans			
CLTs focusing on data gained from grade level formative/summative assessments. Looking at students who scored under 60% on formative assessments and planning for interventions.	Classroom teachers, SBIF, IFT, school administration	CLT agendas			
Teachers will plan and deliver STEAM lessons twice a month focusing on the scientific process.	Classroom teachers, SBIF, IFT	Lesson Plans, Walk-through observations			
Science instruction will incorporate the Scientific Method with fidelity.	Classroom teachers	Lesson Plans, Walk-through observations			