

**Cindy Socha**  
**2023-2024**  
**Goals**

Goal 1- DATA	
Specific and Strategic	By June, 2024, 100% of the students will score <b>at or above grade level</b>
Measurable	as assessed by the STAR Early Literacy and Math benchmark assessments.
Action-Oriented	<p>Actions to follow:  Using data, grade level teams will identify two areas in which there are gaps/deficiencies and develop a plan for each identified area and what is needed to achieve this goal.</p> <p>Data points will include: STAR Early Literacy, 5 times per year (approximately every 8 weeks) beginning, middle, end of year as well as progress monitoring using Curriculum Based Measures (CBMs) periodically. Reading Wonders Phonics assessments will be implemented this year as well as the use Anchor Charts. Teachers will use running records for each student to track progress.</p>
Rigorous, Realistic, and Results-Focused	The goal is rigorous, realistic, and results-focused. It is using data to drive instruction and personalize instruction for each student.
Time-Bound	By the end of each assessment period, the Primary School staff will analyze the student progress and revise strategies as needed. By June of 2024, a final report will be developed noting MTSS tier one strategies used and a plan moving forward.
Inclusive	All students are included in the goal and will be instructed individually.
Equitable	All students will receive equitable services and instruction based on needs.

Goal 2- UDL	
Specific and Strategic	By June, 2024, I will develop and implement a comprehensive professional development program for teachers, centered around Universal Design for Learning (UDL), resulting in increased integration of UDL strategies in classroom instruction.
Measurable	The success of the goal can be measured by assessing the number of teachers who actively participate in the professional development program, the level of understanding and application of UDL strategies demonstrated by teachers in their instructional practices, and the overall impact on student engagement, learning outcomes, and inclusivity.
Action-Oriented	<p>The goal is achievable given the resources and support available. The principal can collaborate with UDL experts, provide necessary training materials and resources, and allocate dedicated time for professional development sessions.</p> <p>UDL topics for each month will be addressed:        August: Review of UDL        Sept.: Look Fors        Oct.: Unpacking Barriers        Nov.: Engagement        Dec.: Representation        Jan.: Action and Expression        Feb.: What have we learned        Mar.: Follow up (Survey)</p>
Rigorous, Realistic, and Results-Focused	The goal is rigorous with monthly plans for PD. Results will be evident in classroom walk-throughs, resulting in increased integration of UDL strategies in classroom instruction.
Time-Bound	The goal is time-bound to be achieved by June, 2024, allowing sufficient time for planning, implementation, and evaluation of the professional development program.
Inclusive	UDL skills are crucial for promoting inclusive education, addressing the diverse needs of students, and ensuring equitable learning opportunities. The goal aligns with the school's commitment to providing a quality education for all students.
Equitable	UDL skills are crucial for promoting inclusive education, addressing the diverse needs of students, and ensuring equitable learning opportunities. The goal aligns with the school's commitment to providing a quality education for all students.

<b>Goal 3- SEL</b>	
<b>Specific and Strategic</b>	By June, 2024, teachers will focus on SEL topics to include during morning meetings: Kindness Honesty Self Awareness Empathy Self Management Decision Making And more!
<b>Measurable</b>	The goal will be measured by many walk-throughs during morning meeting times and used in the evaluation process.
<b>Action-Oriented</b>	Teachers will incorporate the 5 Steps for leading morning meetings with a focus on SEL- 1. Start with a greeting 2. Introduce a social emotional skill or topic 3. Start a group discussion 4. Do an activity 5. Reflect and discuss one more time  Teachers will collaborate to develop social scenario problem solving task cards: “What would you do if....?” Sample: The person next to you keeps poking you with a pencil during reading time. It is annoying you. What do you do?
<b>Rigorous, Realistic, and Results-Focused</b>	It is realistic for staff to add more of these social emotional topics into their current morning meetings.
<b>Time-Bound</b>	By June of 2024, teachers will have developed new morning meeting slides on SEL and a set of scenario cards.
<b>Inclusive</b>	All students are included in the goal and in morning meetings.
<b>Equitable</b>	SEL topics will be equitable for all.