Cromwell Public Schools integrates strategic planning and community engagement to create a focus on student success. With an eye on the future, our community is unified around a set of universal, high-leverage student skills that support both Connecticut Core Standards and 21st-century skills.

We maintain focus on the expectations and rigor of the Connecticut Core Standards. Our assessments ensure that students have the opportunity to apply their learning in new ways to solve complex problems. This is the standard by which we define mastery. Collaboratively, we create new lessons and implement new strategies to ensure that all students achieve.

As district, school, and teacher goals took shape, we were able to step back and admire the coherent and aligned direction that we share. Our District Coherence Planning created the structure and focus for schools to write their improvement plans. School Improvement Plans communicated a framework from which faculty developed grade and subject-appropriate learning outcomes and goals.

The school communities collaborate on each School Improvement Plan. Faculty, staff, and administrators comprise the core SIP teams. Professional Learning Community and Data Team meetings are used to analyze discipline-specific data, determine action plans, and fulfill professional development needs. With clear and meaningful student-centered goals, it is easy to partner with students and strive together for success.
Cromwell Public Schools – District Goal Alignment

**Central Office/Director of Mathematics Goal #2**
By May 2015, 90% of students in grades 6-12 (CMS and CHS) will demonstrate improvement in their ability to construct and engage in viable arguments by at least one performance level (or maintain exemplary) as measured by a mathematics department-specific proof rubric.

Objective 2a: At least 90% of special education students will score proficient or improve by at least 1 performance level on a mathematics department-specific proof rubric that measures ability to construct and defend arguments based on evidence.

**Central Office/Director of Curriculum and CCS Goal #2**
By May 2015, 80% of grade 9 and 10 students (CHS) will achieve goal on their ability to write a scientific conclusion using supporting evidence as measured by CT Science Framework-aligned assessments and the CAPT scoring rubric.

Objective 2a: At least 80% of special education students will score at goal or improve by at least 1 performance level on a CT Science Framework-aligned assessment that measures ability to write a scientific conclusion using supporting evidence.

**Cromwell Middle School/Principal Goal #2**
Increase student ability to engage in critical stance and cite textual evidence to support the stance for all students as measured by the teacher-created formative literacy assessments and rubrics

Objective 2a: Special education students as well as other identified students not making proficiency on critical stance as measured by a series of literacy formative assessments will make either a 10% growth or one level growth as measured by the May 2015 administration of the final common formative assessment.

**Cromwell High School/Principal Goal #2**
Increase student ability to construct and engage in viable arguments for all students by at least one performance level (or maintain exemplary) as measured by discipline rubrics.

Objective 2a: At least 90% of special education students will score proficient or improve by at least 1 performance level on discipline-specific rubrics that measure their ability to construct and defend arguments based on evidence.

**CMS Teacher Goals:**

**Grade 8 Science SLO:** Students will improve their ability to take a critical stance based on textual evidence to respond to open-ended questions.

**Grade 8 Science IAGD:** By May 2015, 85% of students will meet the “Approaching” standard or above in making inferences and predictions as measured by the Grade 7-8 Content Rubric. The remaining 15% of students will demonstrate improved performance by moving from “Below Standard” to “Approaching.”

**Grade 6 Literacy SLO:** Students will be able to draw a conclusion from a nonfiction text using the RACES rubric.

**Grade 6 Literacy IAGD:** By May 2015, 85% of students will achieve goal (8/10) on two short answer questions as measured by the RACES rubric. 15% of students will demonstrate 10% growth, or a one point increase on two short answer questions as measured by the RACES rubric.

**Health SLO:** Students will improve literacy skills by interpreting information from a non-fictional text and taking a critical stance based on evidence-based analysis.

**Health IAGD:** By May 2015, 85% of seventh grade students will demonstrate goal or higher in the ability to interpret information and take a critical stance based on textual evidence from a non-fiction text as measured by a rubric on a post assessment at the end of each term. The remaining 15% will demonstrate growth by one level on the rubric.

**CHS Teacher Goals:**

**Geometry SLO:** Geometry students will construct viable arguments to justify their steps in solving problems.

**Geometry IAGD:** By May of 2015, 90% of students in my geometry class will write a two column proof with 90% accuracy (or an increase of 8 points from the baseline assessment) as measured by the 24 point Proof Rubric. The remaining 10% will increase their scores by at least 4 points.

**Tier II Math Intervention SLO:** All tenth grade students enrolled in Tier II Math Lab will improve their performance in their core Geometry course.

**Tier II Math Intervention IAGD:** By May of 2015, 90% of the Math Lab students enrolled in Geometry will score at, above, or no more than 15 points below the general class chapter test average. The remaining 10% will decrease their discrepancy from the class average.

**Spanish 2 SLO:** Spanish 2 students will construct and defend arguments based on evidence found in readings in the target language.

**Spanish 2 IAGD:** By May of 2015, 80% of Spanish 2 students will reach goal with 85% proficiency and 20% of Spanish 2 student will reach 75% proficiency.

**Science SLO:** Students will be able to construct and defend scientific arguments based on evidence.

**Science IAGD:** By May of 2015, 80% of students will achieve goal on their ability to write a scientific conclusion using supporting evidence as required by CT Science Framework standard DInQ 9 and scored using the CAPT scoring rubric. Students who do not attain goal will demonstrate growth of at least one performance level from the original baseline assessment.
District Coherence Planning Focus #2 (K-5)
COMMUNICATE EFFECTIVELY
Read, write, produce and speak grounded in evidence for a variety of purposes and audiences.

Central Office/Director of Curriculum and CCS Goal #1
Students in grades K-5 (ECS and WIS) will demonstrate improvement in reading comprehension as measured by the DRA 2 and the Teachers College Running Record.

Objective 1a: 90% of all ECS students will achieve grade level standards for reading comprehension or make accelerated growth (more than a year) as measured by the DRA 2 and the Teachers College Running Record.

Woodside Intermediate School/Principal Goal #2
By May 2015, 90% of all WIS students will achieve grade level standards for reading comprehension or make accelerated growth (more than a year) as measured by the Teachers College Running Record.

Objective 2a: 90% of all WIS students will achieve grade level standards for reading comprehension or make accelerated growth (more than a year) as measured by the running record.

Woodside Intermediate School/Principal Goal #3
By May 2015, 90% of all students with IEPS (as of 10/1/14) at WIS will demonstrate at least 1.5 years growth in reading comprehension as measured by the Teachers College Running Record.

Objective 3a: 90% of students with IEPs (as of October 1st of each school year) at ECS will demonstrate at least 1.5 years growth in reading comprehension as measured by DRA 2.

Edna C. Stevens School/Principal Goal #1
Edna C. Stevens School will demonstrate improvement in reading comprehension as measured by the DRA 2.

Objective 1a: 90% of all ECS students will achieve grade level standards for reading comprehension or make accelerated growth (more than a year) as measured by the running record.

Objective 1b: 90% of students with IEPs (as of October 1st of each school year) at ECS will demonstrate at least 1.5 years growth in reading comprehension as measured by DRA 2.

ECS Teacher Goals:

Kindergarten 1 SLO: My kindergarten students will show growth in early literacy skills.

Kindergarten IAGD s: By May 2015, my 2 special education students will be independent at a DRA4.

Grade 1 SLO: My First Grade students will show growth in reading comprehension and accuracy based on the DRA2.

Grade 1 IAGD: By May 2015, 90% of my students will achieve grade level standards for reading or make accelerated growth as measured by DRA2.

Special Education SLO: Grade 2 special education students will demonstrate growth in literacy.

Special Education IAGD: By May 2015, 90% will achieve a passing score or above in retell as demonstrated by their May 2015 DRA2 or a retell-based assessment.

Elementary Literacy SLO: Grade 2 students will read and respond to increasingly complex literary and informational texts.

Elementary Literacy IAGD: By May 2015, 90% of all grade 2 students will score in the goal or higher range on the DRA2, passing level 2B fiction and non-fiction.

WIS Teacher Goals:

Grade 3 SLO: My students will demonstrate growth and/or achieve mastery of grade level reading comprehension.

Grade 3 IAGD: 90% of my students will achieve the grade level standard for reading comprehension or will demonstrate more than one academic year of growth as measured by the Teacher’s College Running Records by May 2015.

Grade 4 SLO: My students will demonstrate growth in comprehension and fluency as measured by Running Records.

Grade 4 IAGD: 90% of my students will achieve grade level standards for reading comprehension or will demonstrate more than one academic year of growth as measured by the Teacher’s College Running Records by May 2015. My 2 students with an IEP will increase by 5 levels or meet grade level expectations (Level S) by May 2015.

Special Education SLO: Students will demonstrate growth in decoding/fluency.

Special Education IAGD: By May 2015, 100% of the students on my caseload for reading will demonstrate reading growth by moving up 5 levels on their Teachers College Running Records.
**Central Office/Director of Mathematics Goal #1**

Students in grades K-5 (ECS and WIS) will demonstrate improvement in **mathematics**, as measured by CCS-aligned pre and post assessments.

**Objective 1a:** 90% of grade K-5 students will demonstrate mastery (85%) or a growth of 50 percentage points between pre and post assessments on grade-level CCS-aligned **math** assessments.

**Edna C. Stevens School/Principal Goal #2**

Edna C. Stevens School will demonstrate improvement in **mathematics** as measured by the pre and post grade level assessments.

**Objective 2a:** 90% of all ECS students will demonstrate mastery (85%) or a growth of 50 percentage points between pre and post tests on grade level **math** assessments.

**Objective 2b:** 90% of students with IEP's (as of Oct 15th) will demonstrate at least a growth of 50 percentage points between pre and post tests on grade level **math** unit assessments.

**ECS Teacher Goals:**

**Grade 1 SLO:** My first grade students will improve achievement in **math** based on Grade 1 aligned Common Core Math curriculum.

**Grade 1 IAGD:** 90% of my students will demonstrate mastery/growth in grade 1 **mathematics** by either: scoring 85% on unit post-assessments or increasing their score by 50 percentage points from the pre-assessment to the post assessments on grade 1 Common Core-aligned unit assessments.

**Cromwell Middle School/Principal Goal #1**

Increase student academic performance as measured by the teacher created formative assessments for **each content area’s primary learning expectation**.

**Objective 1a:** Special education students as well as other identified students not making proficiency on discipline-specific skills aligned to the CCS or existing state content standards as measured by a series of discipline-specific formative assessments will make either a 10% growth or increase their score by at least 10 percentage points from the pre-assessment to the post assessments on grade 1 Common Core-aligned unit assessments.

**CMS Teacher Goals:**

**Guidance SLO:** Students in grade 6 will increase their knowledge of problem solving in all content areas by exploring and utilizing strategies indicative of their learning style.

**Guidance IAGD:** 100% of students will use the results of the Learning Styles Inventory to identify their own learning style and two things they can do to improve as a student.

**Grade 6 Math SLO:** Students will be able to use proportional reasoning to find the percent of a number.

**Grade 6 IAGD:** By May 2015, 85% of students will achieve proficiency as measured by 7 out of 10 on the post assessment. 15% of students will show 10% growth from the pre to the post assessment.

**Woodside Intermediate School/Principal Goal #1**

Woodside Intermediate School students will demonstrate understanding of CCS-aligned grade level **mathematics**.

**Objective 1a:** 90% of all WIS students will demonstrate mastery (85%) or a growth of 50 percentage points between pre and post tests on grade level **math** unit assessments.

**WIS Teacher Goals:**

**Grade 4 SLO:** By May 2015, students will demonstrate growth on grade-level **Common Core-aligned math** unit assessments.

**Grade 4 IAGD:** By May of 2015, 90% of students will demonstrate mastery (85%) or a growth of 50 percentage points between pre and post tests on grade-level **Common Core-aligned math** unit assessments.

**Special Education SLO:** Students with MATH IEPs will demonstrate mastery or growth between modified pre- and post-tests for **math** units.

**Special Education IAGD:** By May of 2015, 100% of students will demonstrate mastery (85%) or a growth of 50 percentage points between pre- and post-tests on modified **Common Core-aligned math** unit assessments.

**Gifted/Talented SLO:** Identified gifted math students will increase their mathematical argument/justification skills in **problem-solving**.

**Gifted/Talented IAGD:** By May 2015, 100% of my students will score 15 out of 16 points on a communication and **problem solving** rubric.

**Cromwell High School/Principal Goal #1**

Increase student academic performance on the learning expectations for all students by at least one performance level (or maintain exemplary) as measured by the school-wide rubrics for each **content area’s primary learning expectation**.

**Objective 1a:** At least 90% of special education students will score proficient or improve by at least 1 performance level on the school-wide rubrics for each **content area’s primary learning expectation**.

**CHS Teacher Goals:**

**Algebra 2 SLO:** Students will be able to find inverse functions graphically and algebraically.

**Algebra 2 IAGD:** By May of 2015, 90% of students will score at least 80% on a Common Core-aligned post assessment or improve their pre-assessment score by 25 percentage points. The remaining 10% will increase their scores by at least 10 percentage points.

**Social Worker SLO:** Special education students with IEP social-behavioral goals being serviced by the school psychologist will improve their social skills and **problem solving competencies**.

**Social Worker IAGD:** By May of 2015, a minimum of 80% of students with IEP social-behavioral goals serviced by the school psychologist will meet their goals with master level progress. 20% or fewer will meet their IEP goals with Satisfactory, Limited or “other” progress.

*Cromwell Public Schools curriculum aligns with national and Connecticut Core Standards (CCS), and emphasizes problem-solving in all academic areas.*