



NEW HAVEN PUBLIC SCHOOLS

TEVAL: Content-Specific Goal Setting Guidelines

Revised September 2022



NEW HAVEN PUBLIC SCHOOLS

NHPS Academics Department

New Haven Public Schools

54 Meadow Street

New Haven, CT 06519

Dear Administrators and Teachers,

Attached please find guidance for establishing TEVAL goals with teachers in each subject area. These were created based on an analysis of data and the particular needs of each subject area. The samples are to provide guidance as teachers and Instructional Managers work together to set mutually agreed-upon goals, set individual targets for students, and monitor their progress throughout the year.

These guidelines have been designed with specifics of each subject area curriculum and assessments. If applicable, the School Improvement Plan or other school-wide goals and initiatives, might be taken into account when planning TEVAL goals.

If you have any questions or if your teachers require specific guidance or assistance in setting their goals, please do not hesitate to contact us.

Best regards,

NHPS Academic Department
2022-2023

TABLE OF CONTENTS

Goal Setting Process	Page 4
SLOs and IAGDs Explanation	Page 5
Sample Goals	Page 6
English Language Arts	Page 8
Library Media	Page 10
Mathematics	Page 11
Multilingual Learners	Page 12
Performing and Visual Arts	Page 14
Science	Page 16
Social Studies	Page 18
Physical Education	Page 21
World Languages	Page 23
School Counselor	Page 25

Goal Setting Process – General Guidelines

Complete by Oct 31, 2022

Prior to Goal-Setting Conference

1. Review the student data.
2. Review the Content-Specific Goal-Setting guidance for your subject area.
3. Set one goal for student learning – use goal-setting form in TalentEd
 - Decide on the Student Learning Objective (SLO)
 - SLOs identify core ideas, domains, knowledge and/or skills students are expected to acquire for which baseline data indicate a need.
 - The SLO should reflect high expectations for student learning – at least a year’s worth of growth and should be aligned to relevant state or district standards for grade level or course.

IAGDs should be written in **SMART** goal language:

S = Specific and
Strategic

M = Measurable

A = Aligned and Attainable

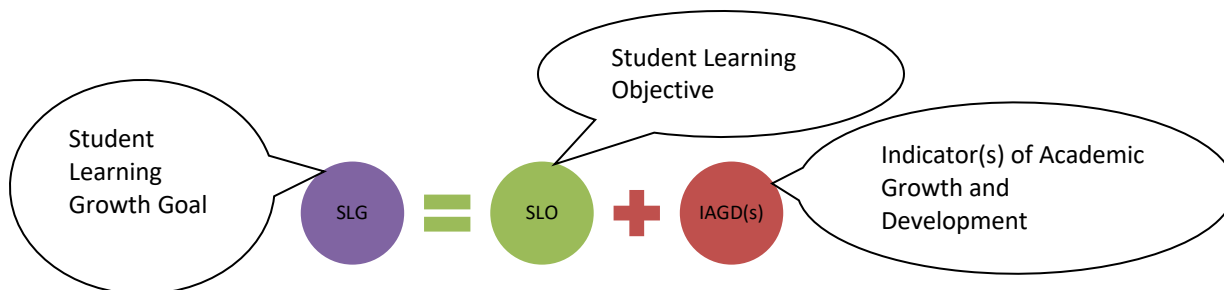
R = Results-Oriented

- Select two Indicators of Academic Growth and Development (IAGDs)
 - IAGDs should focus on individual student growth – see guidance in this booklet when setting targets.
 - Whenever possible, IAGDs should include individual growth targets for **all** students assigned to a teacher (K-8 specials teachers may select grade levels to focus the goals, but all students in the selected grade level should have individual growth targets).
 - Multiple measures/indicators should be used for each SLO.
 - If a district measure exists it should be used, where appropriate, as one of the measures but should not be the only measure.
 - Each indicator should make clear: (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the targeted performance level.
- Provide additional information – during the goal-setting process, teachers and IMs will document the following:
 - baseline data
 - For K-8 specials teachers and school professionals the selected student population with supporting justification for the selection
 - learning content aligned to specific, relevant standards
 - interval of instruction
 - assessments the teacher plans to use to gauge students’ progress
 - any important technical information about the indicator evidence (like timing or scoring plans)
 - professional learning/supports needed to achieve the goals

After goal setting conference

1. Submit your completed Goal Setting form in TalentEd to your instructional manager for approval.
2. Your IM will either approve your goals as written or send them back for revision.
3. If goals are sent back for revision, please resubmit revised goals within 5 school days.

Student Learning Growth and Development Goals



Taken together, an SLO and its IAGD(s) provide the evidence that the objective was met. Here are some examples of IAGDs that might be applied:

Grade/Subject	SLO- broad goal statements for student learning and expected student improvement	IAGD(s)- specific evidence, with a quantitative target
Engineering Gr 9-12	Students will demonstrate the engineering design process. Students will be able to apply the engineering design process to a real-world problem. Students will communicate their solutions using the engineering design process for a real-world problem.	By June 2023: <ol style="list-style-type: none"> 1. All students will make growth and 80% will meet their individual growth targets on the Engineering Design Rubric (minimum of 10 point increase) 2. All students will make growth and 70% of students will meet their individual targets on Connecticut CTE Engineering Assessment Standard #25
8 th Grade Science	Students will demonstrate and use the Science and Engineering Practices (SEP) https://www.nextgenaset.org/science-and-engineering-practices-seps/	<ol style="list-style-type: none"> 1. By June 2023: 2. All students will be exposed to and consistently use the 8 SEP's in all experiments and labs as measured by student work
Special Education /Executive Functioning	Students with disabilities will be prepared and organized for the school day.	All students will meet the targets for growth in the area of preparedness and organization as evidenced by the use of a checklist to be filled out weekly (progress monitoring schedule) with student and case manager. Each student will increase their weekly average by a minimum of 4 points for 3 consecutive weeks by May.

SAMPLE Indicators of Academic Growth and Achievement (IAGDs)

This document includes various examples of SLOs and Indicators of Academic Growth and Achievement (IAGDs) to assist you in your goal setting. These are only guidelines and examples. Please ensure that the goals set are measurable and rigorous. It is equally important to challenge students to exceed their goals. Here are a few samples in each subject area. ***Please read the rest of this document*** for more sample SLOs and IAGDs.

LITERACY

K-1 By June 2023, All Kindergarten students will grow, 70% of Kindergarten students will meet or exceed their personal growth goal for segmenting words as measured by the Dibels PSF (Phonemic Segmentation Fluency) assessment and Foundations unit assessments

Grades 4-12 By June of 2023 ____ students performing in the proficient band on the RI will increase from ____ from the Fall administration to ____ in Spring Administration; and by June of ____ on average, ____ of students will meet their personal annual growth goal, as compared from Fall ____ to Spring ____, an increase of 10% more than in the Spring of ____.

LIBRARY MEDIA

Grades 5-8: By June 2023, all students will increase their ability to capture evidence from digital source material to support their claims using computer based note-taking tools, as measured by teacher-created pre and post assessments.

MATHEMATICS

Grades K-5 (or 6) iReady schools: By June 2023, 100% of students will show growth on their iReady assessment, with 80% meeting their typical growth goal and __% meeting their stretch goal.

K-2

By June 2023, all students will show growth on the District benchmark assessment from pretest to the end of year. In addition, 75% of students will reach the district proficiency level.

WORLD LANGUAGES

Levels I-IV: By June 2023, all students will show growth and ____% of students will meet or exceed the proficiency target for the level (based on NHPS Proficiency Targets document).

SCIENCE

By June 2023, all students will show an average growth of _____ on _____ (Specific NGSS Practice)_ as measured by specific practice rubric. ____ number of students will exceed predicted growth.

SOCIAL STUDIES

By June of 2023, using a district approved geography assessment, all students will meet their individual growth goals, and ____ number of students will exceed their goal in demonstrating an understanding of geography and the use of maps and globes as measured on district approved geography assessment.

By June of 2023, all students will show growth and ____ number of students will exceed their individual growth goals in their ability to develop an argument as measured by shared Common Core aligned district 4 pt. scale rubric.

VISUAL/PERFORMING ARTS

Grades 3-12: By June 2023, all students will show growth in Visual Art skills, and ____ students (in the selected grade level/course selection) will exceed their individual target on the selected attributes.

Grades 2-8: By June 2023, all students will increase performance, and ____ of students (in a selected grade level) will exceed their target on the selected attributes as measured by rubrics/performance.

PHYSICAL EDUCATION

Grades 4-12: By June 2023, all students will show growth, and ____ number of students will perform at or exceed their individual growth goal in the 20-meter Pacer by using the CT Physical Fitness Assessment scores.

SUBGROUP GOALS

Multilingual Learners

Grades K-12: By June 2023, all multilingual learners will demonstrate growth in *constructing meaning from oral presentations through grade-appropriate listening, reading and viewing* as determined by their individual growth target *and* measured by the CELF (#1) proficiency descriptor. ____ number of students will exceed their goals.

Special Education

By June 2023, students on my caseload will increase their letter recognition to 100% on 3 of 4 trials for 3 consecutive weeks.

By June 2023, students on my caseload will reach their individual growth target on the Reading Inventory based in the Fall benchmark.

English Language Arts

Lynn Brantley, Literacy Supervisor

Sample Student Learning Objectives – Kindergarten:

- Students will demonstrate understanding of the organization and basic features of print.
- Students will demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Students will know and apply grade-level phonics and word analysis skills in decoding words.

Sample Student Learning Objectives – Grades 1-2:

- Students will read with sufficient accuracy and fluency to support comprehension.
- Students will know and apply grade-level phonics and word analysis skills in decoding words.

Sample Student Learning Objectives – Grade 3:

- Students will read and understand complex literary and informational texts independently and proficiently.
- Students will read with sufficient accuracy and fluency to support comprehension.

Sample Student Learning Objectives – Grades 4-8:

- Students will read and understand complex literary and informational texts independently and proficiently.

Sample Student Learning Objectives – Grades 9-12:

- Students will write argumentative, explanatory, narrative texts that meet the district rubric criteria.
- Students will read and analyze complex literary and informational texts independently and proficiently.

Group	Student Learning Measures/Indicators	Guidance for Setting Individual Student Targets
K	<p>Pre and Post Phonemic Segmentation Fluency (PSF) <i>Sample:</i> By June 2023 <u>all</u> students will grow on Phonemic Segmentation Fluency (PSF). ____ number of Kindergarten students will meet or exceed the grade level benchmark goals as measured by the Phonemic PSF.</p> <p><i>Sample:</i> All students will meet or exceed their grade level benchmarks for reading common high-frequency words by sight as measured by the reading list provided in CORE or Leveled Literacy Intervention (LLI).</p>	<p>Targets are set for each student that is guided by the grade level benchmarks</p> <p>The reading list is provided in CORE or Leveled Literacy Intervention (LLI). See end of year benchmarks.</p>
1-2	<p>Pre and Post Oral Reading Fluency (ORF) <i>Sample:</i> By June 2023 <u>all</u> students will grow on the Oral Reading Fluency (ORF). ____ number of 1st grade students will meet or exceed the grade level benchmarks on the ORF.</p>	<p>Pre and Post Oral Reading Fluency (ORF) Targets are set for each student that is guided by the grade level benchmarks</p>
3	<p>Reading Inventory (RI) Oral Reading Fluency (ORF)</p> <p><i>Sample:</i> By June of 2023, students performing at the proficient band on the RI will increase 15% from ____ from the Fall administration to ____ in Spring Administration; and By June 2023 <u>all</u> students will grow on the RI. ____% of students will meet or exceed the designated growth goal defined by their fall lexile. This will be monitored mid-year and end-of-year.</p>	<p>Reading Inventory (RI)</p> <p>HMH provides a chart outlining the expected yearly growth goal for individual students based on Fall lexile.</p>

	<p><i>Sample:</i> By June 2023 <u>all</u> students will grow on the Oral Reading Fluency (ORF). ____ number of 3rd grade students will meet or exceed the grade level benchmarks on the ORF.</p>	<p>Pre and Post Oral Reading Fluency (ORF) Targets are set for each student that is guided by the grade level benchmarks</p> <p>At minimum all goals must be in the grade level band.</p>
4-8	<p>Reading Inventory (RI)</p> <p><i>Sample:</i> By June of 2023, students performing at the proficient band on the RI will increase 15% from ____ from the Fall administration to ____ in Spring Administration; and By June 2023 <u>all</u> students will grow on the RI. ____% of students will meet or exceed the designated growth goal defined by their fall lexile. This will be monitored mid-year and end-of-year.</p>	<p>HMH provides a chart outlining the expected yearly growth goal for individual students based on Fall lexile.</p> <p>HMH also provides a chart outlining the grade level stretch bands aligned to the CCSS.</p>
9-12 ELA	<p>Performance Tasks or Common Writing Assessment</p> <p><i>Sample:</i> All students will grow on assessment and ____ number of students will meet or exceed their individual growth goals on any 3 areas of the rubric: (comprehension, evidence, organization, or conventions). (PT)</p> <p>By June 2023, all students will grow on the Common Writing Assessment by ____ steps on the organization/claim and evidence rubric rows, and the percent of students scoring a 3 or higher on the rubric will increase by 15% from ____ to ____.</p> <p><i>Sample:</i> By June of 2023, students performing at the proficient band on the RI will increase 15% from ____ from the Fall administration to ____ in Spring Administration; and By June 2023 <u>all</u> students will grow on the RI. ____% of students will meet or exceed the designated growth goal defined by their fall lexile. This will be monitored mid-year and end-of-year.</p>	<p>A typical Performance Task growth target should be 1 or 2 steps on the rubric. Student growth should be measured across several areas of the rubric.</p> <p>HMH provides a chart outlining the expected yearly growth goal for individual students based on Fall lexile.</p> <p>HMH also provides a chart outlining the grade level stretch bands aligned to the CCSS.</p>

Library Media

Sample Student Learning Objectives:

- Students will follow an inquiry process in seeking knowledge in curricular subjects.
- Students will develop and refine a range of questions to frame a search for new understanding.
- Find, evaluate and select appropriate sources to answer questions.
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Group	Student Learning Measures/Indicators	Guidance for Setting Individual Student Targets
K - 4	<p>LMS-created pre- and post-assessments. <i>Sample:</i> By June 2023, all students will increase their ability to independently locate books on topics of interest as measured by teacher-created pre and post assessments.</p> <p>By June 2023, all students will increase their ability to independently locate sources using the digital catalog system in order to answer their own research questions, as measured by teacher-created pre and post assessments.</p>	<p>Teachers establish a baseline using pre-assessment data. Typical growth is 1-2 points on teacher-created rubrics based on end-of-year assessments.</p> <p>Teachers establish a baseline using pre-assessment data (teacher-created.) Typical growth is 1-2 points on teacher-created rubrics based on end-of-year assessments.</p>
5- 8	<p>LMS-created pre- and post-assessments. <i>Sample:</i> By June 2023, all students will increase their ability to capture evidence from digital source material to support their claims using computer based note-taking tools, as measured by teacher-created pre and post assessments.</p>	<p>Teachers establish a baseline using pre-assessment data. Typical growth is 1-2 points on rubrics based on end-of-year assessments. Assessments typically are collaborative, and are part of content area rubrics.</p>
9 - 12	<p>LMS-created pre- and post-assessments. <i>Sample:</i> By June 2023, all students will meet their individual growth targets on their ability to use emerging technology to organize information and to present new learning.</p>	

Mathematics

Monica Joyner, Supervisor

Sample Student Learning Objectives:

K-5/6 iReady Guidance - Goal Setting and Broad Communication

The key to setting goals is to make sure they are clear, positive, specific, measurable, and achievable:

Focus on growth and learning to increase students' satisfaction in their progress and performance. Give them the opportunity to see what they are capable of achieving.

- Set collective goals, such as class or school goals, to keep individuals accountable to one another and help them grow as a team.

Once you set your goals, communicate them broadly and ensure everyone understands what they are working to accomplish. Provide an opportunity for each person to play an important role to motivate the whole community to come together to reach it.

Please access the following resources for additional guidance:

- [Setting Goals with Students Guidance](#)
- [Collaborative Learning Extension: Goal Setting](#)
- [Ideas](#) from fellow educators about goal setting

K-12

- Students will be able to show competency of grade-specific CCSSM content standards as well as effectively utilize the Standards of Mathematical Practice. Students will engage in a rigorous standards-based curriculum and be able to demonstrate their understanding of concepts, strategies, procedures and application through mathematical discourse with peers and adults using grade-level, academically appropriate vocabulary.

Group	Student Learning Measures/Indicators	Guidance for Setting Individual Student Targets
K-1	District CCSS Math Assessment By June 2023, all students will show growth on the district CCSS Math test. In addition, 70% of students will reach or exceed proficiency at the end of the school year.	Based on the iReady diagnostic ___percentage (___ number) of students will achieve typical growth, while ___ percentage (___ number) will reach their stretch growth goal.
1-8		Typical growth would be to reach 80% correct on the Fact Fluency Assessments.
3-12	Universal Screener iReady (K-5) IXL (6-12) All students will show growth on universal screening assessment from Fall to Spring. In addition, 80% of students will show at least one year of growth as defined by the universal screener	Sample Goal: At least 80% of Algebra students will gain 100 points on the IXL universal screener. Sample Goal: 100% of students will show growth on their iReady assessment, with 80% meeting their typical growth goal and ___% meeting their stretch goal.
9-12	High School Skills Assessment All students will show growth on the high school skills assessment from their Fall baseline data scores to final testing at the end of the school	Math department will supply formula-embedded spreadsheets to help individualized goal-setting guidance.

	year. In addition, by June, 2023, 75% of students will score proficient or better on the exam by the end of the school year.	
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Multilingual Learners

Rosalyn Díaz-Ortiz, Supervisor

Pedro Mencia-Landa, Director

In order for all New Haven TESOL, Bilingual and teachers of multilingual learners (ML) to assist in decreasing the achievement gap, it is highly recommended that one of the TEVAL goals focuses on the development of oral and/or literacy skills. Teachers must use the grade-level specific CELF standards as a means to set goals and assess students' performance through the use of the proficiency descriptors (see Student Learning Measures/Indicators). All this evidence of growth will be collected in each student's *ML Portfolio* and used to validate growth in language and academic stated growth targets.

Under the new Connecticut's Next Generation Accountability System, the Performance Evaluation Advisory Council (PEAC) recommends the state mastery test data be used to inform goal setting and professional learning. The following section provides guidance on the TEVAL goal setting of all teachers with multilingual students in their classrooms, TESOL Teachers and/or Bilingual Educators.

PEAC recommends that LAS-Links be used as the School's Accountability and support system to inform educator goal-setting and to inform professional development planning, but not be used as a measure of goal attainment for educators. That is, while the LAS-Links results can be used to identify an area of improvement and focus, it cannot be a measure included in the TEVAL goal and/or as part of the actual calculation in deriving an educator's final summative rating for their annual performance evaluation.

Starting with SY 2021-22 a growth target toward English Language Proficiency (ELP) was added to Indicator 2 (b, d, e & f) and growth will be measured on:

- **2b: High needs students ELA performance index**
- **2d: High needs students math performance index**
- **2e: LAS Links Oral Scale Score (Listening and Speaking)**
- **2f: LAS Links Literacy Scale Score (Reading and Writing)**

Group	Student Learning Measure(s)/Indicators	Guidance for Setting Individual Student Targets
All General Education, Bilingual,	Benchmarks: + RI – Reading Inventory +FSF - <i>Fluidez en la Segmentación de Fonemas (bilingual teachers)</i> + FLO - <i>Fluidez en la Lectura Oral (bilingual teachers)</i> + SEL - <i>Evaluación de Lectura en Español</i> (bilingual teachers)	Use suggested benchmarks to help track (periodically) student learning. The LAS-Links Growth

Bi-literacy, and TESOL Teachers	<p>+ SOLOM (Student Oral Language Observation Matrix) Spanish/English</p> <p>+ <i>On Our Way to English</i> retelling assessment-(ESOL)</p> <p>+ <i>On Our Way to English</i> writing rubric (ESOL)</p> <p>+ Inside the USA Assessments (9-12)</p> <p>+ Writing Assessments and rubrics (9-12)</p> <p>+ Imagine Learning Benchmark from <i>Language and Literacy</i> (ESOL)</p> <p>+ Imagine Learning Benchmark from <i>Lectura (Bilingual teachers)</i></p> <p>+ CELP proficiency descriptors</p> <p>+ MI - Math Inventory</p> <p>+ Performance Tasks (ESOL)</p> <p>Sample:</p> <ul style="list-style-type: none"> • <u>All</u> MLs will show growth and 95% will meet their individual growth target in <i>constructing meaning from oral presentations through grade-appropriate listening, reading and viewing</i> (CELP #1). • <u>All</u> MLs will demonstrate growth when <i>constructing grade-appropriate oral claims and support them with reasoning and evidence</i> as determined by their individual growth target and measured by the CELP (#4) proficiency descriptor. • <u>All</u> MLs will demonstrate mastery in determining meaning of words and phrases in oral presentations and literary and informational text as determined by their individual growth target and measured by the CELP (#8) proficiency descriptor. • <u>All</u> MLs in grades K- 5 will increase their oral retell score as measured by the <i>On Our Way to English Retelling Assessment</i>. # (?) number will exceed the individual goal. • <u>All</u> MLs will demonstrate growth when <i>constructing the grade appropriate written claims with reasoning and evidence</i> as measured by the <i>On Our Way to English Writing Rubric</i>. # (?) number will exceed the individual targets. • <u>All</u> MLs in Kindergarten will meet or exceed their individual growth goals as measured by the Phonemic FSF (<i>Fluidez en la Segmentación de Fonemas</i>). • <u>All</u> K-12 MLs will demonstrate growth in their oral language (speaking & listening) as measured by the SOLOM (<i>Student Oral Language Observation Matrix</i>). • <u>All</u> K-3 MLs will meet or exceed their individual growth goals as measured by the FLO (<i>Fluidez en la Lectura Oral</i>), SEL (<i>Evaluación de Lectura en Español</i>) and/or FSF (<i>Fluidez en la Lectura Oral</i>). • <u>All</u> 9-12 MLs will meet their individual target goal on the language development scale on the RI Assessment for grades 9 & 10. (Even if the student is an 11th or 12th grader and RI Assessment should be administered for growth purposes.) • <u>All</u> 9-12 MLs will meet or exceed their individual growth goals as measured by the assessments provided by the Inside USA resource • <u>All</u> 9-12 MLs will meet or exceed their individual growth goals as measured by writing assessments and rubrics. 	<p>Model is to be used as a guide to create TEVAL goals for the year; to assist in monitoring student growth and help identify needed areas of improvement for future professional growth and development.</p>
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Performing and Visual Arts

Ellen Maust, Supervisor

MUSIC:

Sample Student Learning Objectives for General Music PREK-4:

- Students will demonstrate growth in rhythmic reading, writing and performing (or selected rhythmic or melodic element or concept) as measured by the year-long composition unit (or specific repertoire and musical activities containing corresponding element and concepts) using the corresponding 4 point scale unit assessment rubric.

Sample Student Learning Objectives for General Music or Chorus:

- Students will improve singing with rhythmic accuracy, tonal accuracy, and appropriate vocal technique using the corresponding rubric.

Sample Student Learning Objectives for instrumental music (including ensembles and general music instruments):

- Students will demonstrate growth on their instrument with proficiency in the areas of: fingerings, tone quality, demonstrating a steady beat, and pitch reading using performance assessments.

Group	Student Learning Measures/Indicators	Guidance for Setting Individual Student Targets
Music preK/K/1	Skills Attributes as identified on the scope and sequence <i>Sample:</i> By June 2023, all students will increase performance in selected skill(s), and ___ number of students (in a selected grade level) will exceed their target on the selected attributes.	Music skills rubric pre- assessment, mid- year assessment and post assessment Typical growth would be two rubric points in each indicator on the Music Skills Rubric.
General Music Gr. 2– 8	Music skills, concepts and knowledge as identified in scope and sequence. NHPS teacher designed long-term unit, performance task and common rubric: <i>Sample:</i> By June 2023, all students will increase performance, and ___ number of students (in a selected grade level) will exceed their target on the selected attributes. Recorder performance gr3/4: <i>Sample:</i> By June 2023, all students will improve recorder skills, and ___ number of students (in a selected grade level) will exceed their individual growth goal.	Music skills rubric pre and post assessment. Typical growth would be two rubric points in each selected indicator(s) on a music skills rubric. Performance task rubrics from NHPS PLC written units. Typical growth would be 2 rubric points in each objective. Model Cornerstone Assessments http://www.nationalartsstandards.org growth would be 2 rubric points on the assessment or unit and assessment form NHPS curriculum or teacher developed unit and assessment using NHPS unit and rubric guides Benchmark levels in recorder, ukulele, guitar, keyboard or percussion curriculum: Typical growth would be 4 benchmark levels.
Instrumental and vocal ensembles Grades 5-12	Performance level in terms of music reading, technical and musicianship skills – individual and ensemble	Rubrics from NHPS/CMEA/festival auditions and adjudications: Typical growth for individuals (and ensembles) would be 15% increase in overall score, or 5% in selected performance concept.

	<p><i>Sample:</i> By June 2023, all ensembles will improve their performance skills. Within the ensemble, ___ number of students will exceed their individual target on their selected/identified skill.</p>	<p>Performance assessments: Typical growth would be 2 rubric points in identified area(s) of need.</p>
Visual Art		
<p>Sample Student Learning Objectives for Visual Art:</p> <ul style="list-style-type: none"> Students will be able to demonstrate the use of <i>value</i> (or other grade-specific attribute) in a work of art using corresponding rubric. Students will improve their ability to apply the <i>Elements of Art</i> and <i>Principles of Design</i> using corresponding rubric for portfolio assessment. 		
Visual Art Prek	<p>Knowledge and Skills as identified in the Visual Art scope and sequence</p> <p><i>Sample:</i> By June 2023, all students will show growth in their developmental Visual Art skills, ___ number of students will exceed their target on the selected attributes.</p>	<p>Visual Art basic skills rubric pre and post assessment:</p> <p>Typical growth would be two rubric points in each indicator on the Music Skills Rubric.</p>
Visual Art Grades K-2	<p>Art knowledge and skills aligned with scope and sequence within Visual Arts Curriculum</p> <p><i>Sample:</i> By June 2023, all students will show growth in Visual Art skills, and ___ number of students (in the selected grade level) will exceed their target on the selected attributes.</p>	<p>Visual Art skills rubric pre and post assessment.</p> <p>Performance task rubrics from NHPS PLC written units. Typical growth would be 2 rubric points in each objective.</p> <p>Model cornerstone assessment from the National Core Arts Standards http://www.nationalartsstandards.org Typical growth would be one benchmark level</p>
Visual Art Grades 3-12	<p>Visual Art knowledge and skills aligned with scope and sequence</p> <p>Response to art</p> <p>Portfolio & Journal</p> <p><i>Sample:</i> By June 2023, all students will show growth in Visual Art skills, and ___ number of students (in the selected grade level/course selection) will exceed their individual target on the selected attributes.</p>	<p>Guided by teachers, students can set individual growth goals based on expectations for the particular rubric used. (pre and post)</p> <p>Performance task rubrics from NHPS Visual Arts long-term units. Typical growth would be 2 rubric points in each objective.</p> <p>Model cornerstone assessment from the National Core Arts Standards http://www.nationalartsstandards.org Typical growth would be one benchmark level Evidence based critique and academic vocabulary use</p>
Additional information about setting goals in the Performing and Visual Arts:		

The Arts are a “doing” subject. The ultimate focus in Arts instruction should be on making, creating, performing & presenting. Therefore, written tests that elicit specific knowledge should not be used for TEVAL goals. Rather, district and state performance based assessments, authentic performance tasks with accompanying rubrics, and/or response to art should be the focus of SLOs and IAGDs. Also, it would be appropriate for a music teacher’s 3rd goal to focus on specific ensemble growth at their appropriate level of performance.

Science

Robert McCain, Supervisor

DISTRICT GOAL SCIENCE: The percentage of students using the Science and Engineering Practices (SEP) or CrossCutting Practices (CCC) in class will increase 80% by the end of the year.

Sample Student Learning Goals:

- provide opportunities for students to be actively involved in a variety of scientific investigations that integrate the three dimensions resulting in an increased student understanding of science and engineering concepts (rubric measure)
- engage all students through the use of scientific and engineering practices to strengthen connections to the Disciplinary Core Ideas (DCI) (rubric measure)
- be aware of the conceptions that students bring to class and the instruction needed to build on and/or modify them; (rubric measure)
- maintain a classroom atmosphere that supports and reinforces the attitude of reflection, respect for logical thinking, and consideration of scientifically based alternate explanations (rubric measure)

Overall Suggested IAGD: *Sample:*

80% of students will know and use all 8 SEP's by June using a variety of teacher measures

80% of students will know and use CrossCutting Concepts in areas other than science as measured by ____

100% of students will work collaboratively to solve problems using ____

Sample Websites:

CSDE NGSS Interim Assessment

<https://ct.portal.cambiumast.com/ngss.html>

New Haven Science Curriculum

<https://docs.google.com/document/d/1VugoZTkVOVKIHua8r31PSsEHZHefLpDx/edit?usp=sharing&ouid=113684465780582301151&rtpof=true&sd=true>

Smithsonian Science

[Smithsonian Curriculum 2022-2023: Getting Started](#)

8 SEPs

<https://www.nextgenaset.org/science-and-engineering-practices-seps/>

Group: Grade/Level/Class	Student Learning Measure/Indicators	Guidance for Setting Individual Student Targets
K-5 (6) Science Grade 6 teachers can use the Smithsonian Grade 5 program	Smithsonian kits, assessments and journals	Use the IAB/assessments/Journals as daily or weekly embedded instruction in the classroom to teach all students or small groups test taking strategies and skills as measured by a teacher made rubric Teacher created/Smithsonian assessments should be embedded into instruction in the classroom to mirror the NGSS Assessment in terms of quantity, quality and format. Teachers will create rubrics to show student growth over time
7 - 12 Science	IAB, Assessments and labs	Use the IAB as daily or weekly embedded instruction in the classroom to teach all students or small groups test taking strategies or skills as measured by a teacher made rubric Teacher created assessments should be embedded into instruction in the classroom to mirror the NGSS Assessment in terms of quantity, quality and format. Teachers will create rubrics to show student growth over time
All Science Courses	Teacher Made Pre-Post	All students show growth using the Science and Engineering Practices (SEP) or CrossCutting Practices (CCC) by the end of the year. Teachers can use a 1-4 rubric to assess before and after scoring.
More information about setting goals in Science:		
<p>CSDE NGSS Interim Assessment "testlet" clusters are available for many topics, but should not be used as the sole measure of science growth. 6-12 science teachers are expected to have students do at least 2 appropriate clusters per quarter. https://ct.portal.cambiumast.com/ngss.html</p> <p>In all cases, content teachers are advised to use assessments AND performance based projects judge growth. Middle/High School teachers are advised to use NGSS practice rubrics on several project based assessments over time to measure growth on specific practices and subcompetencies. www.newhavenscience.org/NHPSMasteryScoringCriteria.pdf</p>		

Social Studies

Sandra Clark, Supervisor

Teachers are encouraged to include summative performance tasks that are standards-aligned and support teaching within the c3 framework. These tasks revolve around a compelling question that challenges students to conduct research and communicate their conclusions. Final project, portfolios, end of unit chapter test.

Teachers are encouraged to adopt district common assessments in order to measure student progress consistently and to inform future classroom instruction.

Sample Student Learning Objectives:

- Students will independently use primary and secondary sources to explain, connect and form an argument based on historical and current issues related to _____. (cite specific discipline studied; civics, economics, history, geography)
- Students will demonstrate ability to ask questions through investigation of societal issues, trends and major events in history.
- Students will recognize culture as a tool to enhance their understanding as both individuals and members of a global society.
- Students will demonstrate an increased understanding of the relationship and significance of themes, concepts, and movements in the development of the United States.

Learning Content/Standards

Connecticut Elementary and Secondary Social Studies Frameworks

Common Core State Standards for Literacy in History/Social Studies

District standards for social studies and suggested performance indicators per grade level

Group	Student Learning Measures/Indicators	Guidance for Setting Individual Student Targets
K-6	<p>Content and skills as indicated on K-12 Core Grade Level Skills Matrix</p> <p>Teacher created Pre assessments, midyear and end of year assessments</p> <p><i>Sample:</i> By June 2023 all students will meet grade level expectations as measured by teacher created pre and post tests.</p>	<p>Teachers should use grade level performance indicators to inform the skill level of each student.</p> <p>All students showing growth by the end of the year.</p>
5-6*	<p>Norm referenced, authentic pre and post assessments, teacher created quizzes/tests, performance task and relevant standard based assessments</p> <p>Criteria set by the CT Social Studies Frameworks Inquiry Arc: Questioning, content, research and gathering evidence, application</p> <p><i>Sample:</i> By June of 2023, all students will show growth and ____ number of students will increase their % scores by half the difference between 100 and their pre-assessment score.</p>	<p>Typical growth targets should include specific indicators of growth; such as percentages or the number of questions answered correctly that would demonstrate an increase in content knowledge and skills over the course of the year.</p> <p>Target scores on end of year portfolios, post-assessments should be determined by baseline and pretest data. Typical target would be to meet 75% or more of the set skill level expectation as defined by performance</p>

	<p><i>Sample:</i> By June of 2023, using a district approved geography assessment, all students will show growth, ____ number of students will exceed their individual goals when demonstrating an understanding of geography and the use of maps and globes as measured on district approved geography assessment.</p>	<p>indicators for each grade level.</p> <p>In grade 6, typical growth would be to move toward mastery of geography concepts presented on quizzes and tests by the end of the year.</p>
<p>Guidance below for grades 7-12 may be referred to in addition to recommendation set for primary grades</p>		
7-8	<p>DBQs or Performance tasks scored with district rubric aligned to guiding principles/Social Studies C3 framework i.e. questioning, content knowledge, evidence gathering</p> <p>District created assessments-Vocabulary (Core Content), text dependent/open response items</p> <p>Standards - based authentic in-house pre and post assessments, chapter quizzes, and unit tests.</p> <p><i>Sample:</i> By June 2023, students who answered less than 15/25 questions correctly on midyear assessment will improve by 30%.</p> <p><i>Sample:</i> By June 2023, ____ of all students who scored between a 0-59% on the pre-test, will increase scores between ____ percentage pts on the content portion of the district quarterly assessment.</p> <p><i>Sample:</i> By June of 2023, all students will show growth and ____ number of students will meet or exceed their individual growth goals in each of the following areas as measured by district rubric: claim, content knowledge, organization.</p>	<p>Baseline data should be established from pre, midyear, post assessment data. All students will show growth and ____ of students will meet their individual growth goals on end of year assessments.</p> <p>Typical growth would be to improve by at least 10 percentage pts. from Q1 to Q4 on quarterly assessments.</p> <p>All students will show growth, ____ number of students will move at least 2 pt. in each area of common rubric.</p>
9-12	<p>District Common Writing Assessments or DBQ's scored with district rubric aligned to guiding principles/social studies C3 framework i.e. questioning, content knowledge, evidence gathering.</p> <p>District created assessments-Vocabulary (Core content), text dependent/open response items</p> <p>Authentic assessments and in-house quizzes/tests</p> <p>Standard based practice assessments: AP (History, Geography, Government) PSAT, SAT</p> <p><i>Samples:</i> By June of 2023, all students will show growth and ____ number of students will exceed their individual growth goals in their ability to develop an argument as measured by shared Common Core aligned district 4 pt. scale rubric.</p>	<p>Baseline data should be established from pre, midyear, post assessment data. All students will show growth and ____ of students will meet their individual growth goals on end of year assessments.</p> <p>Typical growth students will move at least 1 pt in each area of rubric in a year.</p> <p>Growth will vary based on initial assessment. Typical growth would be to move</p>

	<p><i>Sample:</i> By June 2023, ____ of all students who scored between a 0-59% on the pre-test, will increase scores between ____ percentage pts on the content portion of the district quarterly assessment.</p> <p>By June 2023, all students will show growth and ____ number of students will meet or exceed their individual growth goal on teacher created pre and post assessments.</p> <p>By June 2023, all students will show growth and ____ number of students will exceed individual growth goals on the SAT "Evidence-Based Reading and Writing" strand of test.</p>	<p>toward 25% growth in inquiry skills for acquiring facts and using information. Grade level benchmarks indicate if students are "on target" will be reported on a scale range of 6 to 36 on the PSAT 8/9, 8 to 38 on the PSAT 10 and 10 to 40 on the SAT (Social Studies subtest)</p>
More Information about goal setting in Social Studies		
<p>* Suggested for buildings running departmentalized Grades 5-6 Social Studies courses.</p> <p>K-6 With the introduction of new standards and frameworks in social studies on national and state levels, teachers for this grade span are encouraged to attend workshops that reinforce expected content, instructional strategies and assessment tools. Available for teachers are grade level end of year student outcomes and a core level skills matrix provided by the department.</p> <p>7-12</p> <p>In social studies, student performance measures are vital to the goal setting process and it is indisputable that student outcomes are often vague and therefore difficult to measure. In an attempt to manage this challenge, provided are recommended strategies to facilitate a more productive course of action for district teachers and IMs. Teachers can use gathered statistical measures as evidence of fulfilling their responsibility of teaching suggested content and process thinking skills. What may be considered are scores from performance tasks, district created and established DBQ's for each discipline area (i.e. Civics, US, World History); curriculum needs for the department, student exposure/prior knowledge and power strands for content. With the recent adoption of new standards in Social Studies (Inquiry standards & CT Frameworks for Social Studies), teachers may now more forcefully utilize historical thinking: contextualizing, sourcing, corroborating, etc. as the skills we measure with use of a common rubric. Higher standards in social studies paired with district power strands focus on student results that clearly connect teaching and learning as well.</p> <p>Although subject to ongoing research, the new SAT, PSAT 10, PSAT 8/9 may provide additional data for history and social studies teachers to be considered when planning lessons as the year progresses. Two sections, 1) Evidence-Based Reading & Writing; 2) Analysis in History/Social Studies, will report cross-test scores distinct to each assessment on a scale range. I.e. 6 to 36 on the PSAT 8/9, 8 to 38 on the PSAT 10 and 10 to 40 on the SAT. Teachers will continue to work towards updating curriculum and existing practice which reflect the application of analysis, inquiry and critical thinking skills in history/social studies. See above for a sampling of the variety of measures for gauging progress and student goals.</p> <p>-CT Frameworks documents links: http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf -National Standards for Social Studies link: http://www.socialstudies.org/C3</p>		

Physical Education

Erik Patchkofsky, Athletic Director

Sample Student Learning Objectives:

- Students will successfully and safely perform 5 different locomotor skills (skipping, galloping, hopping, running, and walking), using a variety of pathways and speeds, in a modified game situation, while maintaining body control.
- Students will understand and apply the elements of the 4 main components of fitness (muscular strength, muscular endurance, flexibility and cardiovascular endurance) through a variety of learning tasks throughout the school year.
- Students will demonstrate the use of opposition by pairing dominant hand with opposite foot in a variety of basic physical activities.

Overall Suggested IAGD: 80% of students will meet their individual growth goals on _____.

Group	Student Learning Measures/Indicators	Guidance for Setting Individual Student Targets
PreK-2	District Locomotor Physical Education Assessment Example: By the end of the year, all students will show growth and ____ number of students will exceed their individual growth goal on _ (grade appropriate performing locomotor and non-locomotor skills) _ by using district locomotor assessment.	Typical growth would be to reach Level II on the district assessment.
2-3	By the end of the year, students should be able to demonstrate purposeful opposition in a variety of basic physical activities. Example: At the end of the year, all students will show growth and ____ number of students will exceed their individual growth goal in demonstrating the concept of opposition correctly while throwing, striking, sliding, and rolling.	Rubric for all 4 skills to assess opposition Demonstrate Concept of Opposition 1. Identify dominant hand 2. Step with opposite foot to dominate hand 2nd grade should be able to perform opposition in at least 3 out of 4 activities. 3rd grade should be able to perform opposition in 4 out of 4 activities.
4-H.S.	CT Physical Fitness Assessment All 4th, 6th, 8th, and High School (PE 1) grade students enrolled in a Physical Education course are required to perform in the CT Physical Fitness Assessment.	Health-Related Fitness Zones I = Needs Improvement Zone (does not meet health-related standards) F=Health Fitness Zone (meets health-related standards) H=High Fitness Performance Zone (exceeds health related standards)

	<p>Students will demonstrate improvement on at least one area of the CT Fitness Test</p> <p>Workout/Activity Logs</p> <p>Students will demonstrate improvement on Fitness through the designated fitness logs.</p> <p>Example: At the end of the year, all students will show growth and ____ number of students will perform at or exceed their individual growth goal in the 20-meter Pacer by using the CT Physical Fitness Assessment scores.</p>	<p>Students performing in H zone need to maintain their fitness within the zone. At least %70 of the students will improve one or more areas CT Fitness Test</p> <p>http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/phys_ed/fitness_guide/HR_Fitness_Standards.pdf</p>
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More information about setting goals in PE:

Kindergarten through third grade teachers may include locomotor skills or National Association of Sport and Physical Education (NASPE) as part of their TEVAL goals by using the required district curriculum assessments. Goal structures can take into account growth with a whole group, class section, or subgroups of students. The TEVAL must use at least two different locomotors skills as a data point.

Fourth grade through high school teachers may include the State's Third Generation Connecticut Physical Fitness Assessment as part of their TEVAL goals by using the State's standards and assessment rubric. Student growth should be maintained or increased depending on the number of days in Physical Education and the students' individual needs.

All grades may include a motor skill/concept assessment. The motor skill/concept should include multiple units. It is proven that students, who are more proficient in motor skills will be more inclined to pursue physical activity for lifelong fitness. Improved motor skills will allow students to perform at a higher level, which will improve their health-related fitness. Rubrics are available in the curriculum.

All grades may include Personal Fitness portfolios for students. Students need to demonstrate an understanding of the process for fitness improvement. The portfolio will examine the students' knowledge of the steps needed for developing a fitness plan. Portfolios will help students to value physical education and physical activity in order to improve personal health.

The "Third Generation" Connecticut Physical Fitness Assessment document link:

http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/phys_ed/fitness_guide/Fitness_Assessment_Test_Administrators_Manual.pdf

World Languages

Jessica Haxhi, Supervisor

Sample Student Learning Objectives:

- (Department Focus Again this Year) Students will demonstrate interpersonal conversational skills at the _____ proficiency level (choose based on NHPS proficiency target for the level you teach). (ACTFL World Readiness Standards 1.1)
- Students will demonstrate comprehension of oral and written texts in the target language through identification of main idea/basic details/complex details (add/subtract, depending on the level). (ACTFL World Readiness Standards 1.2)
- Students will demonstrate writing skills appropriate to the novice low/mid/high, intermediate low/mid-level (choose based on NHPS proficiency target for the level you teach). (ACTFL World Readiness Standards 1.3)

Group	Student Learning Measure(s)	Guidance for Setting Individual Student Targets
K-4	<p>Observation Checklist Checklist is on the K-5 section of the WL Google site Sample: By June 2023, <u>all</u> students will show growth and ___ number of students will meet or exceed the grade-level performance target on the elementary world languages observation checklist.</p>	<p><u>Baseline:</u> Teacher fills out an observation checklist for each student to record their beginning-of-year skills. <u>Setting Goals:</u> For each student, teacher sets a goal of what percentage of the checklist will be achieved by the student by Q2 and Q4. For non-native speakers, typical growth would be to perform 80% or more of the skills on the <u>grade-level</u> checklist either with hints or on their own by the end of the year. Work with Supervisor to modify for your grade level. Native speakers may be able to use the overall K-5 checklist and achieve 80% or more.</p>
Grades 5-6	<p>Can Do Statement Checklist Checklist is on the 6th grade page of the WL Google site Sample: By June 2023, <u>all</u> students will show growth and ___% of students will meet or exceed their individual growth goals on the 6th grade world languages can-do statement checklist.</p> <p>Interpersonal Interview or Presentational Writing Sample Sample: By June 2023, <u>all</u> students will show growth and ___% of students will meet or exceed the proficiency target for their grade level (Novice Low or Novice-Mid).</p>	<p><u>Baseline:</u> Students can be asked to fill the checklist out themselves, with their self-assessment verified by the teacher through classroom assessments/observation. Have them do this at the beginning of the course, at the ½ year mark, and end of year. <u>Target:</u> 80% or more of the skills on the checklist checked as either with hints or on their own by the end of the year. Teachers can modify if they do not teach all 6th grade units in the year. See the checklist or work with Supervisor for recommendations about how to modify it if instruction is not at least 4 days/week.</p> <p>Interpersonal Interview or Presentational Writing Sample <u>Baseline:</u> Interview students with the same method as used for Level I, give them a self-assessment checklist, or give them a presentational writing task similar to the Level I Pen Pal letter writing task. <u>Setting Goals:</u> For non-native speakers, typical growth would be to grow at least one level on the Level I interpersonal Speaking Rubric by the end of the 6th grade year. For native speakers, teachers should perform a pre-assessment interview, score using Level I or II rubric, and set growth goals accordingly.</p>
ALL 7th-12th Levels I-IV and AP	<p>Interpersonal (Conversational) Speaking Sample: By June 2023, <u>all</u> students will show growth and ___% of students will meet or exceed the NHPS proficiency target for their Level.</p>	<p>Interpersonal (Conversational) Speaking <u>Baseline:</u> See the TEVAL page on the WL Google site for guidance on pre-assessments. Note that this goal could be assessed through both student self-assessment and teacher interviews. <u>Target:</u> Proficiency Target for the level that you teach. See the TEVAL Page for guidance.</p>

	<p>Writing Focus <i>Sample:</i> By June 2023, <u>all</u> students will show growth and ____ % of students will meet or exceed the NHPS Proficiency Target for their level.</p> <p>Student Self-Assessment <i>Based on the NHPS Self-Assessment (available in Schoolnet).</i> <i>Sample:</i> By June 2023, <u>all</u> students will show growth and ____% of students will meet or exceed the NHPS Proficiency Target for the Level.</p> <p>Interpretive Listening and Reading Please contact Jessica if you would like to focus on Listening or Reading and she will help you tailor your assessment(s) to your particular level.</p>	<p>Writing Performance Tasks <u>Baseline:</u> Writing sample scored with Presentational Writing Proficiency Rubric for the level. See the TEVAL page on the WL Google site for guidance on assessments. <u>Target:</u> Proficiency Target for the level that you teach. See the TEVAL Page for guidance.</p> <p>Student Self-Assessment <u>Baseline:</u> As part of progress monitoring, students will be filling out the NHPS Can-Do Checklist for their Level on Schoolnet. Teachers may use October scores as baseline, or use “0” as the starting score for Level I if students are not heritage speakers. Here is the folder with all of the checklists. <u>Target:</u> Proficiency Target for the level that you teach. See the TEVAL Page for guidance.</p> <p>Interpretive Listening and Reading <u>Baseline:</u> See the TEVAL page on the WL Google site for guidance on pre-assessments, but please contact Jessica if you would like to focus on Listening or Reading and she will help you tailor your assessment(s) to your particular level.</p>
<p>More Information about setting goals in world languages:</p> <p>There is extensive information about goal-setting and proficiency targets on the WL Google Website here: https://sites.google.com/nhps.net/nhps-world-languages/teval</p>		

School Counseling

Dina Natalino, Supervisor of College & Career Pathways

Comprehensive school counseling not only consists of program standards but also includes the nine content standards adopted from the ASCA national model. Content standards address the three primary domains of academic (A), career (C) and personal/social (P/S) development. These three domains form the content of the school counseling curriculum, individual student planning, group work, individual counseling, consultations and collaboration.

Sample Student Learning Objectives:

- Students will develop an academic and career plan that reflect their interests, abilities and goals and that includes appropriately rigorous, relevant coursework and experiences
- Students will demonstrate healthy ways of dealing with conflict
- Student will implement strategies to achieve postsecondary goals

Based on our department improvement plan, our goals for SY2022-2023 include:

Ensure that all students have access to learning opportunities that are specifically aligned to the skills needed for a range of future work and life experiences.

Increase college & career exposure and provide multiple pathways to career opportunities.

Increase student enrollment and success in advanced courses.

Support students in seamless transitions from middle school to high school and high school to life.

Action Items driving our work are highlighted below:

- Develop a district-wide vision of the graduate including expectations for courses that all students have had access to by the end of high school.
- Improve access to dual-enrollment, college-before-college, Advanced Placement, Seal of Bi-literacy, and other initiatives that give students the opportunity to gain college credit before graduation.
- Improve access to opportunities for internships, vocational experiences, certifications, and other initiatives directly related to career preparation.
- Provide targeted support for student success in the transition from 8th grade to high school, especially for those students most in need of support.
- Increase opportunities for students to graduate through access to Opportunity Programs for overage under-credited students.

Group	Student Learning Measure(s)	Guidance for Setting Individual Student Targets
K-12	<p>Sample: By June 2023, all 6-12 students will meet individual goals as set in Naviance; students will have met with school counselor or advisor to discuss Career Key or Do What You Are career assessment results.</p> <p>Sample: By June 2023, 80% of students will meet or exceed Social Emotional Learning Benchmarks.</p> <p>Sample: By June 2023, 85% or more of 9th grade students will remain on track for 4-year cohort graduation</p> <p>Sample: By June 2023, ____% of students will have participated in developmental guidance lessons.</p>	<p>Developmental Guidance</p> <p>School counselors will provide developmental guidance lessons or facilitate workshops based on student needs evidenced through surveys, student, family and staff feedback, and/or school-wide needs/foci..</p> <p>Developmental guidance lessons will also prepare students to make informed career choices. Lessons are focused on self-assessment; interest and personality inventories; resources for investigating careers; skills needed for the workplace; and academic preparation needed for career choices.</p>

	<p>Sample: By June 2023, increased career exposure will provide all students with a greater understanding of post-secondary opportunities that align with their interests.</p>	<p>Sample Curriculum Resources: <i>Michigan Model, Naviance College and Career, NHPS Developmental Guidance Plan, Jesse Lewis Choose Love Movement</i></p>
9 -12	<p>Sample: By June 2023, there will be a ____% increase in the number of students accessing advanced courses as compared to SY2021-2022.</p> <p>Sample: By June 2023, there will be a ____% increase in the number of advanced course opportunities students have access to as evidenced by an increase in dual enrollment and work-based learning (WBL) courses/experiences.</p> <p>Sample: By June 2023, ____% of seniors will have presented a project or portfolio measured with the NHPS 21st Century Competency Rubrics.</p> <p>Sample: By June 2023, ____% of high school students will have met with school counselor for academic advisement.</p>	<p><u>Advanced Course Selection & Success/District Vision of a Graduate</u></p> <p>Ensure that all students have access to learning opportunities that are specifically aligned to the skills needed for a range of future work and life experiences. High School students will be encouraged to take at least two advanced courses throughout their high school experience. Courses can include Advanced Placement, High School Partnership, Early College, Work-Based Learning and/or Industry Certifications. Middle school course selection process will include conversations regarding advanced course selection to increase understanding of impact on engagement and cumulative GPA.</p>
6-12	<p>Sample: By June 2023, 85% or more of 9th grade students will remain on track for 4-year cohort graduation.</p> <p>Sample: By June 2023, the 4-year cohort graduation rate will increase by 5% or more.</p> <p>Sample: June 2023, there will be a 10% decrease in the percentage of chronically absent students..</p> <p>Sample: By June 2023, there will be a 20% decrease in the recurring disciplinary referrals.</p> <p>Sample: By June 2023, 100% of 8th grade students and families will have met with school counselor for academic and high school selection advisement.</p> <p>Sample: By June 2023, ____% of 9th grade students will have met with school counselor for individual meetings.</p>	<p><u>High School Transition</u></p> <p>Middle school counselors will increase understanding of high school opportunities and counseling 8th grade students to high schools that would be the best fit. Schedules will also be reviewed to determine how to move towards a middle school model within a K-8 structure.</p> <p>High School counselors will increase understanding of structures and supports necessary for a successful transition.</p> <p>Collaborative structures among middle and high school counselors will support communication on student needs.</p> <p>Sample Resources: Student Connection Spreadsheets, NHPS College & Career Pathways Document, NHPS High School Transition Plan, Middle School Counselor Site Visit Plan</p>
9 -12	<p>Sample: By June 2023, 85% or more of 9th grade students will remain on track for 4-year cohort graduation.</p> <p>Sample: By June 2023, the 4-year cohort graduation rate will increase by 5% or more.</p> <p>Sample: June 2023, there will be a 10% decrease in the percentage of chronically absent students..</p>	<p><u>Opportunity Programs</u></p> <p>School counselors will understand opportunity programs for students that are not finding success.</p> <p>Sample Resources/Strategies: Overage, Undercredit Spreadsheets, NHPS Special Diploma/Graduation Requirements, Presentations from and visits to opportunity programs, Middle school counselor collaboration with opportunity programs prior to high school transition</p>

	Sample: By June 2023, there will be a 20% decrease in the recurring disciplinary referrals.	
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