# NJ K–3 Self–Assessment Validation System (K–3 SAVS)

Office of K–3 Education

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## Protocol: Sample Growth Plan Template

### Build a Growth Plan for Continual Quality Review of the K–3 Education Program

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#### Directions for Using the Sample Growth Plan Template

Prior to using the Growth Plan Template, teams should collaboratively review the K–3 SAVS tools, protocols, and Q&As. Utilize the following:

***Framework and Plan for a High-Quality K–3 Education Program***

1. Review and discuss the quality criteria, indicators, and Analytic Rubric.
2. Consider and take notes on the district’s evidence of practice as it relates to the quality indicators.
3. Identify and highlight indicators that have little or no evidence of alignment with current practice.
4. At the end of each section, click: “Go to the Growth Plan Template for Section 1.” (Section 2 and Section 3, respectively)

***Analytic Rubric***

1. Review the Analytic Rubric at the top of each Growth Plan Template.
2. Refer to the team’s notes from each of the three sections.
3. Self-assess evidence of practice and strength of alignment with the quality indicators.

***Growth Plan Template***

1. Create and prioritize goals based on areas of need and district values for the K–3 program.
2. Populate a Growth Plan Template for each section. (Enter as many plan components as desired.)
3. Combine the three completed Templates, and if desired, utilize them in other district strategic plans.

**The team may also elect to articulate the details of their *Growth Plan* by creating a step-by-step cycle of improvement. Use the *Quality Review and Validation Cycle Infographic* to enter each step toward the goals selected for improvement. See more information at the end of this protocol.**

For detailed, step-by-step implementation support, refer to the Guide to Using the K–3 SAVS and the implementation protocols on the [K–3 SAVS webpage](https://www.nj.gov/education/earlychildhood/grkto3/savs.shtml).

### Section 1: Growth Plan Template for Continual Quality Review of the K–3 Education Program

Use this Analytic Rubric to self-assess the strength of alignment between evidence of practice and the quality indicators.

| **No Evidence** | **Emerging** | **Developing** | **Approaching** | **Accomplished** |
| --- | --- | --- | --- | --- |
| There is no evidence in support of the criterion or indicators. | Very basic evidence exists to support the criterion and indicators. The need for change is recognized. | Evidence shows that the criterion and indicators are being supported but are still unmet. Plans and early steps have been developed and initiated. | There are several examples of evidence to show that the criterion and indicators are addressed, but not yet fully accomplished. Practice has shifted to the implementation phase. | There is an abundance of evidence to show that the criterion and indicators are being accomplished. |

#### Area(s) of need:

Add specific indicator(s) in column 1. Use the rubric above to self-assess alignment of practice and quality indicators and enter the information in column 2.

| **Specific Indicators** | **Use rubric to assess alignment of practice and indicator** |
| --- | --- |
|  |  |

#### Evidence that validates alignment/nonalignment of practice and indicators:

(Use Analytical Rubric and add evidence of baseline alignment here.)

#### Goal(s) to strengthen alignment between practice and indicators:

(Add goal(s) here.)

#### Responsible person(s):

(Add responsible person(s) here.)

#### Resources required:

(Add required resources here.)

#### Evidence of Change:

(Add new evidence here.)

#### Timeline:

(Add timeline for progress monitoring and achievement here.)

#### Recalibrate new alignment:

(Refer to the Analytic Rubric and add updated alignment here.)

#### Section 2: Growth Plan Template for Continual Quality Review of the K–3 Education Program

Use this Analytic Rubric to self-assess the strength of alignment between evidence of practice and the quality indicators.

| **No Evidence** | **Emerging** | **Developing** | **Approaching** | **Accomplished** |
| --- | --- | --- | --- | --- |
| There is no evidence in support of the criterion or indicators. | Very basic evidence exists to support the criterion and indicators. The need for change is recognized. | Evidence shows that the criterion and indicators are being supported but are still unmet. Plans and early steps have been developed and initiated. | There are several examples of evidence to show that the criterion and indicators are addressed, but not yet fully accomplished. Practice has shifted to the implementation phase. | There is an abundance of evidence to show that the criterion and indicators are being accomplished. |

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#### Goal(s) to strengthen alignment between practice and indicators:

(Add goal(s) here.)

#### Responsible person(s):

(Add responsible person(s) here.)

#### Resources required:

(Add required resources here.)

#### Evidence of Change:

(Add new evidence here.)

#### Timeline:

(Add timeline for progress monitoring and achievement here.)

#### Recalibrate new alignment:

(Refer to the Analytic Rubric and add updated alignment here.)

### Section 3: Growth Plan Template for Continual Quality Review of the K–3 Education Program

Use this Analytic Rubric to self-assess the strength of alignment between evidence of practice and the quality indicators.

| **No Evidence** | **Emerging** | **Developing** | **Approaching** | **Accomplished** |
| --- | --- | --- | --- | --- |
| There is no evidence in support of the criterion or indicators. | Very basic evidence exists to support the criterion and indicators. The need for change is recognized. | Evidence shows that the criterion and indicators are being supported but are still unmet. Plans and early steps have been developed and initiated. | There are several examples of evidence to show that the criterion and indicators are addressed, but not yet fully accomplished. Practice has shifted to the implementation phase. | There is an abundance of evidence to show that the criterion and indicators are being accomplished. |

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| --- | --- |
|  |  |

#### Evidence that validates alignment/nonalignment of practice and indicators:

(Use Analytical Rubric and add evidence of baseline alignment here.)

#### Goal(s) to strengthen alignment between practice and indicators:

(Add goal(s) here.)

#### Responsible person(s):

(Add responsible person(s) here.)

#### Resources required:

(Add required resources here.)

#### Evidence of Change:

(Add new evidence here.)

#### Timeline:

(Add timeline for progress monitoring and achievement here.)

#### Recalibrate new alignment:

(Refer to the Analytic Rubric and add updated alignment here.)

### Communicate the Growth Plan with a Continual Quality Review Validation Infographic



The K–3 SAVS protocols include a *Sample Quality Review and Validation Cycle Infographic* which articulates the flow of the district’s plan to strengthen alignment between evidence of practice and the criteria and indicators of high-quality practice.

The infographic is an illustration of a sample Growth Plan built with key action steps. When engaging stakeholders, it may be helpful to use both an infographic and text description to provide a clear explanation of the district’s dedication to continual quality review and improvement of the K–3 education program.

The infographic protocol includes clear text explanations and directions for K–3 SAVS teams to modify the sample and create an infographic representing their own unique plans.

For detailed, step-by-step implementation support, refer to the *Protocol — Quality Review and Validation Cycle Infographic* and the *Guide to Using the K–3 SAVS* on the [K–3 SAVS webpage](https://www.nj.gov/education/earlychildhood/grkto3/savs.shtml).