

# CHMS 2018-2019

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	67% of students or greater will achieve proficiency by June 2019 as measured by ECRA's Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Spring Cohort Data	72% of students achieved proficiency as measured by ECRA's Proficiency Projection Report.		Building Present Level: 71%, 79%, 72% (Fall & Winter MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Focus on Literary Reading (Literature)		1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/building up minutes.		Progress Summary:	
	All LA teachers	Documentation on planbook.edu	Increase daily in-class independent reading time to 10 minutes per day to build reading stamina.					
Strategy 2	Focus on Informative Reading Comprehension		2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	SS, Sci, WL, Health	Documentation on planbook.edu	Students will be provided with informative texts in non language arts classes and they will be assessed on their understanding (reading quizzes, entrance/exit slips) (SS); Health: Health students will read 4-5 informative text articles per quarter. Students will use the informative text to support class ideas and connect concepts to real world situations. World Language: Students will read 2 informative texts per quarter in order to support cultural studies in the World Language classroom. Twice per unit, students will utilize reading strategies to identify text structure and text features within informative text (Sci)					
Strategy 3	Focus on Vocabulary		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	All teachers	Documentation on planbook.edu	Teach Roots and Stems program, teach lessons on connotation/denotation and words in context (LA); Identify content based vocabulary in non language arts classroom and students will interact with the vocabulary through the unit to be assessed					

Math SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	70% of students or greater will achieve proficiency by June 2019 as measured by ECRA's Proficiency Projection Report.			GOAL Met? (partially, yes, or no)	No	GOAL Met? (partially, yes, or no)	no
Spring Cohort Data	74% of students achieved proficiency as measured by ECRA's Proficiency Projection Report.			Building Present Level: 68%, 71%, 69% (Fall & Winter MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal							
Strategy 1	Small group instruction			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	1. Teachers use online plan book to plan small group teaching frequency. 2. Targeted small group instruction is occurring. 3. Teachers deliver math instruction in small groups.				
Strategy 2	Differentiation through BigIdeas			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	Leveled assignments and differentiated instruction				
Strategy 3	Focus on retention of math skills			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu and/or GoogleClassroom	1. Warm up activities, 2. Flipped Classroom Videos, 3. Timely & Quality Feedback				

SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	Our SEL goal is to have 84% or greater positive student responses on the School Connectedness Engagement category within Institutional Environment category as reported on the 2018-19 CSCI Survey.			GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Spring Cohort Data	On the 2016 CSCI Survey, 84% of students responded positive on the School Connectedness Engagement category within Institutional Environment category.			Building Present Level: 3% (negative) 17% (neutral) 81% (positive); 4.0 out of 5.0 possible score (3.5+ are positive range)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1	Implement (1-5-9) 1 student, 5 days a week, for 9 weeks. New student each quarter.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	

	Social Workers & Teachers	Charting of students through team meetings. Data will be gathered on team googledocs.	Discuss strategy at team meetings. Each staff member selects a student to intentionally connect with over the course of a quarter, starting September 2018. Students will be chosen through collaborative conversations in team meetings.						
Strategy 2	Increase opportunities for students to identify the need to talk to a trusted adult at school.			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Completed once, will again in Spring.			Progress Summary:		
	Social Workers & Teachers	Collection of referral cards and the percentages of student referrals will help serve as data.	In Advisory, students will receive a referral card in January at the conclusion of Erika's Lighthouse Depression Education Lessons (researched-based curriculum on depression education and suicide prevention). In addition, students will receive another referral card in April during a student/advisor individual conference. Social workers will create scripted prompts to provide common language for staff to use in these conferences.						
Strategy 3	Assign all students to advisor who also is a teacher they see within their academic day.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Completed at start of school; Continous reflection each quarter/team meeting.			Progress Summary:		
	Administrators	Individual student schedules	Individual schedules were created and reviewed prior to the start of the school year						

## Building Name & Grade Level

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	84% or more of students will achieve expected or greater than expected growth by June 2019 as measured by the ECRA Growth Summary Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Spring Cohort Data	According to 2017-18 School Grade-Level Growth Summary from ECRA, 19% of students achieved high growth; 63% of students achieved expected growth; and 17% of students achieved lower than expected growth.		Building Present Level: 86%, 85%, 69% (Fall & Winter MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

### Strategies to Achieve Grade Level Reading Goal

Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

Math SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	84% or more of students will achieve expected or greater than expected growth by June 2019 as measured by the ECRA Growth Summary Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Spring Cohort Data	According to 2017-18 School Grade-Level Growth Summary from ECRA, 21% of students achieved high growth; 62% of students achieved expected growth; and 17% of students achieved lower than expected growth.		Building Present Level: 70%, 95%, 70% (Fall & Winter MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

### Strategies to Achieve Grade Level Math Goal

Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no)	No	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
Strategy 3				3 Strategy Implemented? (partially, yes, or no) no	3 Strategy Implemented? (partially, yes, or no) no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
<b>SEL SIP Goal(s)</b>					
Grade Level SEL Goal	85% or more of students will responded positive on the School Connectedness Engagement category within Institutional Environment category.			<b>Mid-Year 2018-19: Follow-Up</b>	<b>End of 2018-19: Follow-Up</b>
Spring Cohort Data	On the 2016 CSCI Survey, 84% of students responded positive on the School Connectedness Engagement category within Institutional Environment category.			GOAL Met? (partially, yes, or no) no	GOAL Met? (partially, yes, or no) no
				Building Present Level:	Building Present Level:
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?					
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>					
Strategy 1				1 Strategy Implemented? (partially, yes, or no) no	1 Strategy Implemented? (partially, yes, or no) no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
Strategy 2				2 Strategy Implemented? (partially, yes, or no) no	2 Strategy Implemented? (partially, yes, or no) no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
Strategy 3				3 Strategy Implemented? (partially, yes, or no) no	3 Strategy Implemented? (partially, yes, or no) no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
<b>2018-19 School Improvement Plan (SIP)</b>					

# 6th Grade

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	69% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:	70% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report		Building Present Level: 71% Winter MAP		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Focus on Literary Reading (Literature)		1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/building up minutes.		Progress Summary:	
	All LA teachers	Documentation on planbook.edu	Increase daily in-class independent reading time to 10 minutes per day to build reading stamina.					
Strategy 2	Focus on Informative Reading Comprehension		2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	SS, Sci, WL, Health	Documentation on planbook.edu	Students will be provided with informative texts in non language arts classes and they will be assessed on their understanding (reading quizzes, entrance/exit slips) (SS); Health: Health students will read 4-5 informative text articles per quarter. Students will use the informative text to support class ideas and connect concepts to real world situations. World Language: Students will read 2 informative texts per quarter in order to support cultural studies in the World Language classroom. Twice per unit, students will utilize reading strategies to identify text structure and text features within informative text (Sci)					
Strategy 3	Focus on Vocabulary		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	All teachers	Documentation on planbook.edu	Teach Roots and Stems program, teach lessons on connotation/denotation and words in context (LA); Identify content based vocabulary in non language arts classroom and students will interact with the vocabulary through the unit or be assessed					

**2016-17 School Improvement Plans (SIP)**

Math SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	75% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report			GOAL Met? (partially, yes, or no)	No	GOAL Met? (partially, yes, or no)	no
Building Present Level:	75% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report			Building Present Level: 68% (Winter MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Small group instruction			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	1. Teachers use online plan book to plan small group teaching frequency. 2. Teacher document when small group instruction is occurring. 3. Teachers deliver math instruction in small groups.				
Strategy 2	Differentiation through BigIdeas			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	Leveled assignments and instruction instruction				
Strategy 3	Focus on retention of math skills			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu and/or GoogleClassroom	1. Warm up activities, 2. Flipped Classroom Videos, 3. Timely & Quality Feedback				

SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal:				GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Grade Level Strategies to Achieve Building SEL Goal(s)**

Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

Strategy 2									
				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3									
				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
2018-19 School Improvement Plan (SIP)									



# 7th Grade

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	71% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:	75% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report		Building Present Level: 79% Winter MAP		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Focus on Literary Reading (Literature)		1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/building up minutes.		Progress Summary:	
	All LA teachers	Documentation on planbook.edu	Increase daily in-class independent reading time to 10 minutes per day to build reading stamina.					
Strategy 2	Focus on Informative Reading Comprehension		2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	SS, Sci, WL, Health	Documentation on planbook.edu	Students will be provided with informative texts in non language arts classes and they will be assessed on their understanding (reading quizzes, entrance/exit slips) (SS); Health: Health students will read 4-5 informative text articles per quarter. Students will use the informative text to support class ideas and connect concepts to real world situations. World Language: Students will read 2 informative texts per quarter in order to support cultural studies in the World Language classroom. Twice per unit, students will utilize reading strategies to identify text structure and text features within informative text (Sci)					
Strategy 3	Focus on Vocabulary		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	All teachers	Documentation on planbook.edu	Teach Roots and Stems program, teach lessons on connotation/denotation and words in context (LA); Identify content based vocabulary in non language arts classroom and students will interact with the vocabulary through the unit or be assessed					

Math SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	67% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report			GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:	71% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report			Building Present Level: 71% (Winter MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal							
Strategy 1	Small group instruction			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	1. Teachers use online plan book to plan small group teaching frequency. 2. Teacher document when small group instruction is occurring. 3. Teachers deliver math instruction in small groups.				
Strategy 2	Differentiation through BigIdeas			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	Leveled assignments and instruction instruction				
Strategy 3	Focus on retention of math skills			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu and/or GoogleClassroom	1. Warm up activities, 2. Flipped Classroom Videos, 3. Timely & Quality Feedback				

SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal:				GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

Strategy 2									
				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3									
				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
2018-19 School Improvement Plan (SIP)									

# 8th Grade

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	62% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:	72% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report		Building Present Level: 72% Fall MAP		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Focus on Literary Reading (Literature)		1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/building up minutes.		Progress Summary:	
	All LA teachers	Documentation on planbook.edu	Increase daily in-class independent reading time to 10 minutes per day to build reading stamina.					
Strategy 2	Focus on Informative Reading Comprehension		2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	SS, Sci, WL, Health	Documentation on planbook.edu	Students will be provided with informative texts in non language arts classes and they will be assessed on their understanding (reading quizzes, entrance/exit slips) (SS); Health: Health students will read 4-5 informative text articles per quarter. Students will use the informative text to support class ideas and connect concepts to real world situations. World Language: Students will read 2 informative texts per quarter in order to support cultural studies in the World Language classroom. Twice per unit, students will utilize reading strategies to identify text structure and text features within informative text (Sci)					
Strategy 3	Focus on Vocabulary		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: On-going/Each subject area is working toward implementing these strategies/practices as the year progresses.		Progress Summary:	
	All teachers	Documentation on planbook.edu	Teach Roots and Stems program, teach lessons on connotation/denotation and words in context (LA); Identify content based vocabulary in non language arts classroom and students will interact with the vocabulary through the unit or be assessed					

Math SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	68% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report			GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:	75% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report			Building Present Level: 69% (Fall MAP)		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Small group instruction			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	1. Teachers use online plan book to plan small group teaching frequency. 2. Teacher document when small group instruction is occurring. 3. Teachers deliver math instruction in small groups.				
Strategy 2	Differentiation through BigIdeas			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu	Leveled assignments and instruction instruction				
Strategy 3	Focus on retention of math skills			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On-going.		Progress Summary:	
	All math teachers	Documentation on planbook.edu and/or GoogleClassroom	1. Warm up activities, 2. Flipped Classroom Videos, 3. Timely & Quality Feedback				

**SEL SIP Goal(s)**

SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal:				GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	

Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Grade Level Strategies to Achieve Building SEL Goal(s)**

Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

Strategy 2									
				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3									
				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
2018-19 School Improvement Plan (SIP)									