

Madison School 2018-2019

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	76% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	Currently 71% of students in 3rd grade are projected to meet Benchmark, 77% of 4th grade students are projected to meet Benchmark, and 82% of 5th grade students are projected to meet Benchmark.		Building Present Level: According to the ECRA Winter Growth Summary Report, 71% of students met the proficiency benchmark.		Building Present Level:	

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

Strategies to Achieve Grade Level Reading Goal						
Strategy 1	Continue to implement TLT in order to provide increased guided support and targeted intervention or enrichment to students.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Each grade level has a 30 minutes TLT time as a part of their daily schedule. All support staff and classroom teachers work with groups of students at this time based upon student need.		
	Teachers, Support Staff, Specialists, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	- Madison Block Schedule (30 minutes per grade level) to begin on October 9th, 2018 - 3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups			
Strategy 2	Continue Emphasis on Constructed Response and alignment of instruction and expectations K-5			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Each grade level (grades 1-5) uses an aligned constructed response rubric to teach and assess student progress. The goal is to increase critical thinking and student's ability to respond and analyze what they are reading.		
	Teachers, Support Staff, Specialists, and RtI tutors	- MAP and ECRA growth and achievement data - Aligned Rubrics K-5	- Discussion at SIP Meetings and Faculty Meetings - Constructed Response Folder for staff			
Strategy 3	Implement Grade Level Goals and Strategies			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: All grade level strategies are currently being implemented or adjusted based upon student need. Grade level goals and strategies were reviewed as a part of our Fall and Winter benchmark meetings.		
	Teachers, Support Staff, Specialists, and RtI tutors					

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	76% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	Currently 80% of students in 3rd grade are projected to meet Benchmark, 70% of 4th grade students are projected to meet Benchmark, and 76% of 5th grade students are projected to meet Benchmark.		Building Present Level: According to the ECRA Winter Growth Summary Report, 73% of students met the proficiency benchmark.		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal						
Strategy 1	Develop aligned Constructed Response Rubrics and focus on Mathematical Practices as a part of math instruction.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Each grade level (grades 1-5) developed an aligned constructed response rubric to teach and assess student progress and increase student ability to explain their mathematical thinking.		
	Teachers, Support Staff, Specialists, and RtI tutors	- MAP and ECRA growth and achievement data - Aligned Rubrics K-5	- Discussion at SIP Meetings and Faculty Meetings - Constructed Response Folder for staff			
Strategy 2	Implement TLT in order to provide increased guided support and targeted intervention or enrichment to students.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Each grade level has a 30 minutes TLT time as a part of their daily schedule. All support staff and classroom teachers work with groups of students at this time based upon student need.		
	Teachers, Support Staff, Specialists, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	- Madison Block Schedule (30 minutes per grade level) to begin on October 9th, 2018 - 3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups			
Strategy 3	Implement Grade Level Goals and Strategies			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: All grade level strategies are currently being implemented or adjusted based upon student need. Grade level goals and strategies were reviewed as a part of our Fall and Winter benchmark meetings.		
	Teachers, Support Staff, and RtI tutors					

SEL SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	

SEL Goal	By Spring 2019, less than 18% of Madison students will be considered At-Risk in the area of Academic Behaviors based on SAEBRS rating data.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no			
Building Present Level:	The SAEBRS data revealed that 18% of Madison students demonstrate Academic Behaviors that are At-Risk.			Building Present Level:		Building Present Level:				
<small>Is your goal: Specific? Measurable? Attainable? Relevant? Timely?</small>										
Grade Level Strategies to Achieve Building SEL Goal(s)										
Strategy 1	Review and increase fidelity of implementation of Tier 1 positive behavior system and supports (i.e. clip systems, Classroom Mood Survey, Class Dojo, Classroom economy, etc.)			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: Grade level teams have reviewed SAEBRS data and supports have been put in place for students. Grade level teams are in the process of reviewing their current classroom management systems and making adjustments based upon student need.		Progress Summary:					
Classroom Teachers, SW, School Psychologist	- Classroom and Grade level systems created	- Grade level teams review SAEBRS data and classroom systems. - Review data at Target Review and Benchmark Meetings								
Strategy 2	Implement "Check and Connect" with students identified as "At Risk" on the SAEBRS survey.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no			
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Check and Connect began on January 28th. Identified students have all been assigned staff mentors.		Progress Summary:					
SELAS Committee and all staff	- Staff List of Mentors created - Student List Created	- Grade level teams review SAEBRS data and identify at risk students. - Review data and student progress at Target Review and Benchmark Meetings								
Strategy 3	Pilot and implement "Calm Classroom" strategies in our grade level classrooms.			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: We started to pilot "Calm Classroom" in one primary and one intermediate classroom. The SELAS committee is working on creating a training for all staff interested in implementing some of the strategies in their classrooms.		Progress Summary:					
SELAS Committee, SW, and Pilot teacher	- Completion of "Calm Classroom" training - Implemented into pilot classrooms (primary and intermediate)	- SELAS committee to seek volunteers for Check and Connect Program - SELAS committee to share list of at-risk students in the area of academic behavior on the SAEBRS with problem solving team. - Program to begin by January 2019.								
2018-19 School Improvement Plan (SIP)										

Madison School 2018-2019

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	89% or more of students will achieve expected or greater than expected growth as measured by the ECRA Growth Summary Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	24% of students achieved high growth; 65% of students achieved expected growth; and 11% of students achieved lower than expected growth.	Building Present Level: According to the ECRA Winter Growth Summary Report, 84% of students achieved expected or greater than expected growth (18% high growth, 66% expected growth, and 16% low growth).		Building Present Level:	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1 (See Building Goal - Proficiency Tab)			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:	(See Building Goal - Proficiency Tab)			Progress Summary:		
Strategy 2 (See Building Goal - Proficiency Tab)			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:	(See Building Goal - Proficiency Tab)			Progress Summary:		
Strategy 3			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:	(See Building Goal - Proficiency Tab)			Progress Summary:		

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	More than 86% of students will achieve expected or greater than expected growth as measured by the ECRA Growth Summary Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	24% of students achieved high growth; 62% of students achieved expected growth; and 14% of students achieved lower than expected growth.	Building Present Level: According to the ECRA Winter Growth Summary Report, 82% of students achieved expected or greater than expected growth (17% high growth, 65% expected growth, and 18% low growth).		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1 (See Building Goal - Proficiency Tab)			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:	(See Building Goal - Proficiency Tab)			Progress Summary:		

Strategy 2	(See Building Goal - Proficiency Tab)			Strategy Implemented? 2 (partially, yes, or no)	Partially	Strategy Implemented? 2 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	(See Building Goal - Proficiency Tab)		Progress Summary:	
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	Partially	Strategy Implemented? 3 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	(See Building Goal - Proficiency Tab)		Progress Summary:	
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)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	
<small>Is your goal: Specific? Measurable? Attainable? Relevant? Timely?</small>							
Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1				Strategy Implemented? 1 (partially, yes, or no)	Partially	Strategy Implemented? 1 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? 2 (partially, yes, or no)	Partially	Strategy Implemented? 2 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	Partially	Strategy Implemented? 3 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
2018-19 School Improvement Plan (SIP)							

Building Name & Grade Level

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	87% or more of kindergartners will read at a D level or higher by May 2018.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	Currently, 5% of the Kindergartners are reading at a level D or higher.	Building Present Level: Currently 19% of kindergartners are reading at level D or higher. 32% are reading at a level C. Thus, mid-year 51% of our students are already approaching the goal. 22% of the kindergartners are meeting the grade level requirements of reading at a level B. Thus, 73% of our kindergartners are making adequate progress to reach our end of the year goal. The remaining 11% of our students are reading at level A or below.		Building Present Level:	

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Strategies to Achieve Grade Level Reading Goal

Strategy 1	Targeted phonemic awareness and phonics groups based on student need from the Kids Day data.		Strategy Implemented? (partially, yes, or no) yes	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	
	K- Teachers, Reading Specialist, and RtI Tutors	Aimsweb data Blending and segmenting. Kids day data trimester assessments.	Extra skill practice will be given to groups 2 a week. Phonemic and phonics instruction appropriate to student need will be given during TLT time in guided reading groups.		Progress Summary: The extra practice twice a week has been effective with some children scoring higher on their aimsweb. For the 11% not meeting our mid-year goal, we are increasing the skill practice time to 30 minutes. We are also changing their instruction to one on one time or in a group of two, to increase focus for the student and differentiated focus on the skills that are needed to make adequate progress. (phonemic awareness, blending, segmenting skills).	
Strategy 2	Increase reading accuracy by mastering kindergarten sight words.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	
	K-teachers, Reading specialist, RtI tutors	Trimester sight word assessment	Practice the words in guided reading group. Highlight and read words in poetry journals, practice reading words at home with parents/ 10 words per month September through April.		Progress Summary: Students are being assessed each trimester on their sight word knowledge and they are making good progress as they practice monthly at home. For those students not meeting the mid-year benchmark, we are increasing sight word practice in guided reading groups.	
Strategy 3	Introduce decoding strategies in shared reading and carry those strategies through in guided reading groups (ex: Eagle Eye, Lips the Fish) and model inferring strategies during shared reading/read alouds		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	
	K-teachers, Reading specialist, DS	Fountas & Pinnell Data	Introduce strategies one at a time in shared reading. Practice in small group guided reading. Create and focus on graphic organizer to model inferring during shared reading/read alouds.		Progress Summary: Students are using the vocabulary of the strategies as they read. Monthly comprehension strategies are being explicitly taught through read alouds.	

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)	Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
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Grade Level Math Goal:	95% of students will demonstrate an understanding of the relationship between numbers and quantities; connecting counting to cardinality by May 2019 as demonstrated on the Kids Day Counting Assessment.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	Building Present Level: Currently 89% of students can count 10 objects with 1:1 tagging. 62% of students can determine there is one less object without counting when one object is removed from the set. 49% of students know there are 11 objects without counting when two more objects are added to the set. Overall 44% of students currently meet the goal of being able to do all three assessment activities above accurately.	Building Present Level: Currently 93% of students can count 15 objects with 1:1 tagging. 61% of students can determine there is one less object without counting when one object is removed from the set. 50% of students know there are 16 objects without counting when two more objects are added to the set. Overall 45% of students currently meet the goal of being able to do all three assessment activities above accurately.		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Guided math experiences which teach counting strategies, develop 1:1 tagging, and compare numbers using vocabulary of more/less and one/two more/less.	1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible? Evidence of Completion: Action Steps / Timeline:						
	Classroom Teachers, DS, Resource Teacher	KID Day counting assessment	First trimester Teach counting strategies and develop 1:1 tagging, count up to 15 objects. Second Trimester: Teach vocabulary for comparing numbers. Compare numbers within ten as sets of more or fewer. Compare written numbers within 10 as greater or less. Third trimester. Students will count and compare larger sets of objects and explain their thinking.	Progress Summary: Students have been taught counting strategies and have counted 15 or more objects practicing their 1:1 tagging. Students are able to compare numbers and sets of objects		Progress Summary:	
Strategy 2	Students will engage in play based learning games which develop number relationships.	2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible? Evidence of Completion: Action Steps / Timeline:						
	Classroom Teachers	KID Day counting assessment	Throughout the year, partners will play table games, count the room, dice and spinner games. First trimester games will promote counting strategies and develop 1:1 tagging, count up to 15 objects. Second Trimester games will foster use of vocabulary for comparing numbers. Compare numbers within ten as sets of more or fewer. Compare written numbers within 10 as greater or less. Third trimester games will require students to count and compare larger sets of objects.	Progress Summary: Students have be playing partner games during math workshop to help deelop number sense		Progress Summary:	
Strategy 3	Integrate the use of technology for students to practice counting and building number relationships.	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:						
	Classroom Teahcers, DS, Resource Teacher	KID Day counting assessment	Students will practice counting strategies using activities integrated with technology creation apps that require students to explain their thinking and math practice apps.	Progress Summary: Students are still learning Freckle and have created some math activities in seesaw. We need to spend more time helping students explain their thinking in class and using creation apps such as Seesaw		Progress Summary:	

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)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	
<small>Is your goal: Specific? Measurable? Attainable? Relevant? Timely?</small>							
Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1				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:		Progress Summary:	
Strategy 2				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:		Progress Summary:	
Strategy 3				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:		Progress Summary:	
2018-19 School Improvement Plan (SIP)							

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	By the end of the 2018-2019 school year, according to the BAS assessment, 89% of first graders will be reading at instructional J, which is considered on grade level.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	After fall 2018 assessments, 77% of first graders are reading at an instructional D or above, which is considered on grade level.	Building Present Level: Currently 84.7% of students are reading at an instructional level G or higher which is the expectation for Winter of 1st Grade (29% of our students are reading at a level J or higher).		Building Present Level:	

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Increase rigor of independent reading activities.		1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: We worked with DS team to plan and create appropriate independent reading responses that aligned with our curriculum and student MAP goals.		Progress Summary:	
	-Classroom Teachers -Differentiation Specialists	-BAS -AimsWeb	-DS team is pushing in to classrooms to help set up independent routines					
Strategy 2	Increase accountability for independent reading activities.		2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: We have students post reading responses to Seesaw frequently and provide feedback.		Progress Summary:	
	-Classroom Teachers -Differentiation Specialists	-BAS -AimsWeb	-Students will create a weekly portfolio of their independent work using Keynote and Seesaw					
Strategy 3	Students will use data binders to monitor their growth and create goals.		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: We decided to not use student data binders because it put too much emphasis on student reading levels instead of their reading behaviors. We are reflecting on how we can improve this process and make it more effective.		Progress Summary:	
	-Classroom Teachers -Students -Parents	-End of trimester goal reflection sheet (to be completed with parents)	-Students will graph trick word mastery, and fluency (beginning in the winter) -Teachers will meet with students to update binders -Data Binders will go home on a weekly basis to be reviewed by parents					

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	By the end of the 2018-2019 school year, 84% or more of first grade students will achieve proficiency as stated by the ECRA Spring MAP Proficiency Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	no
Building Present Level:	After the fall 2018 MAP assessment, 79% of students are performing at the 50th percentile or greater. 32% of students are at the 90th percentile or above.	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 83% of students met the proficiency benchmark.		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Explicit instruction of addition and subtraction fact strategies.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We have taught addition and subtraction strategies such as counting on, friends of 10, doubles, near doubles. We regularly have Math Talks and meet in small groups to provide guided practice. Students use Xtra Math regularly.			Progress Summary:		
	Classroom Teachers	-Score on fact fluency common assessments	-Utilize Math in Focus Fact Fluency resource to guide instruction -Meet regularly with small, guided groups -Facilitate Math Talks -Regularly implement Xtra Math practice opportunities						
Strategy 2	Provide math instruction that follows the "Concrete-Pictorial-Abstract" learning progression.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We, whenever possible, introduce new concepts with manipulatives to provide that concrete understanding. As students master a concept using manipulatives, we progress to pictorial and finally onto abstract. Some students who struggle more may stay in the concrete and pictorial stages.			Progress Summary:		
	Classroom Teachers	-Score on common assessments	-Meet regularly with small, guided groups -Implementation of math stations that allow students to practice current and previously learned skills						
Strategy 3	Utilize the 1st Grade Math Constructed Response rubric to provide feedback and guide instruction.			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: We have been incorporating constructed responses into our math routine, however need to be more consistent about doing them on a bi-weekly basis. We also want to use the constructed response rubric to analyze student responses more frequently.			Progress Summary:		
	Classroom Teachers	-Score on common assessments -Score on Constructed response rubric	-Align 1st grade rubric with other grade levels -Complete math constructed response problems on a bi-weekly basis						

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)	Partially			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				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:			Progress Summary:		
Strategy 2				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:	Progress Summary:
	Strategy 3				<div style="display: flex; justify-content: space-between;"> <div style="background-color: #e1f5fe; padding: 2px;">3</div> <div style="background-color: #fff9c4; padding: 2px;">Partially</div> </div>
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:

Building Name & Grade Level

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	More than 87% of students will be reading on or above grade level (M) as measured by the Fountas & Pinnell (BAS).		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	78% are currently meeting or exceeding grade level expectations (level J+).		Building Present Level: 72% of students are currently on or above grade level (49% of students have already met end of the year or above expectations).		Building Present Level:	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Increase volume of text for students.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students take home reading envelopes daily with books at their reading level. Students are adding books on their own and students are also receiving books from teachers based on small group instruction. Parent communication sheets to create conversation starters are also included in their reading envelope.			Progress Summary:		
	Classroom teacher, resource teacher, and reading specialist.	*BAS *Aimsweb	- Students below grade level will receive extra instruction in LLI or an additional guided reading intervention group. - Students below grade level will receive an at home reading assignment related to their intervention -All students will receive literacy conversation starters for parents to use at home -All students will have a book envelope to take home books from the classroom library to have appropriate texts to read at home.						
Strategy 2	Incorporate constructed responses to increase comprehension.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are responding to their reading in their journals based on guided reading instruction. Going forward, we are going to begin to utilize the rubric to help students reflect on their responses.			Progress Summary:		
	Classroom teacher	*BAS *Aimsweb	-Utilize reading response journals -Utilize rubric to guide instruction -Provide direct instruction using articles of varying genres						
Strategy 3	Increasing students knowledge and use of vocabulary			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are being introduced to 5 new words each week and working on activities with the words to apply them in their writing. They are also applying synonym and antonyms to increase their depth of knowledge of the words. Students are also being introduced to new prefixes and suffixes every few weeks and work on finding words while they read that have these patterns.			Progress Summary:		
	Classroom teacher	*periodic assessments *Winter and Spring MAP data	- Incorporate student word journals - Utilize a "Word of the Week" - Find and post high level vocabulary they find in their independent reading books - Engage students in dictionary/thesaurus skills"						

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	By the end of the 2018-2019 school year, 73% or more of second grade students will achieve proficiency as stated by the ECRA Spring MAP Proficiency Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	no

Spring Cohort Data	Last year, 79% of the 1st grade students met the benchmark according to the ECRA's Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 81% of students met the proficiency benchmark.	Building Present Level:
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal

Strategy 1	Targeted instruction based on MAP learning continuum.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are being pretested before each unit to determine pull out enrichment groups. Students are getting instruction based on their MAP RIT during this time. Guided math groups continue to target the common core standards skills students need and advancing them as needed.		Progress Summary:	
	Classroom teacher, differentiation specialist	MAP test	-students will receive additional instruction outside of math block in small group setting. -students will receive guided instruction during guided math				
Strategy 2	Implement independent activities during math workshop geared towards students' needs (enrichment or reteaching)			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Math contracts are made per unit with differentiated activities. Students are also receiving teacher assignments based on their learning in guided math tailored to their needs.		Progress Summary:	
	Classroom teacher	MAP test	*Use pretests and post tests to guide students' independent practice				
Strategy 3	Utilize Fast Bridge to progress monitor students who are below grade level			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We are using MAP, MCAP, and classroom common assessments to monitor student growth and determine who needs services beyond the regular classroom instruction.		Progress Summary:	
	Classroom teacher, resource teacher, RIT Tutor	MAP test	Students will receive additional instruction outside of math block to help increase their knowledge base in mathematics				

SEL SIP Goal(s)

Grade Level SEL Goal		Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
Building Present Level:		GOAL Met? (partially, yes, or no)	GOAL Met? (partially, yes, or no)
		Partially	no
		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)	Partially	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)	Partially	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)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

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)	Yes	GOAL Met? (partially, yes, or no)	no
Spring Cohort Data	Last year, 74% of 2nd grade students met the Benchmark according to the ECRA Spring Growth Summary Report.		Building Present Level: According to the ECRA Winter Proficiency Projection Results, 78% of students met the proficiency benchmark.		Building Present Level:	

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

Strategies to Achieve Grade Level Reading Goal							
Strategy 1	Use Targeted Learning Time to address student needs.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Student groupings and teaching objectives identified for TLT are fluid and based on the needs as determined by current data.		Progress Summary:	
	Classroom teachers, resource teachers, specialists, reading tutors	Schedule of students and teachers made based on data	Use assessments to create targeted groups, teach groups for a session, and evaluate progress				
Strategy 2	Use repeated readings, recordings, and fluency rubrics to help students evaluate their reading fluency.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students will continue to be progress monitored using fluency rubrics, teacher feedback, and self-reflection. We will focus on the consistent collection of data.		Progress Summary:	
	Classroom teachers, resource teachers, specialists, reading tutors	Recordings and student-completed rubrics	-Familiarize students with rubrics, -teach them how to record themselves -have students complete rubrics				
Strategy 3	Use reading response rubric to instruct students on the three types of ELA response tasks: literary analysis, narrative, and research simulation			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: Continue to utilize reading response rubric during instruction as a tool to assist students in understanding the elements of a well written response and guide self-reflection. Use student examples to analyze using the rubric. Provide individualized feedback to students.		Progress Summary:	
	Classroom teachers, resource teachers, specialists, reading tutors	Teacher and student scored rubrics	-Explicitly teach using text evidence to support thinking -Model finding text evidence to support thinking -provide time for self evaluation using the rubric -provide time for teacher conferring (both individually and in groups)				

Math SIP Goal(s)	Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
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Grade Level Math Goal:	80% of students or greater will achieve proficiency 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	Last year, 80% of 2nd grade students met the Benchmark according to ECRA's Spring Growth Summary Report.		Building Present Level: According to the ECRA Winter Proficiency Projection Results, 76% of students met the proficiency benchmark.		Building Present Level:	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?						
Strategies to Achieve Grade Level Math Goal						
Strategy 1	Utilize the 3rd Grade Math Constructed Response rubric to provide feedback and set goals with students.		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:	
	Classroom teachers, resource teachers, specialists, reading tutors	Teacher and student scored rubrics	-Explicitly teach drawing a model, using correct math vocabulary, including an equation, and writing a statement explaining their reasoning -provide time for self evaluation using the rubric -provide time for teacher conferring (both individually and in groups)		Students continue to receive direct instruction, are given time for self-reflection, and work with a partner scoring exemplars.	
Strategy 2	Student reflection on use of 8 mathematical practices.		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:	
	Classroom teachers, resource teachers, specialists, reading tutors	Seesaw Journal	-Utilize the pacing guide to focus on specific practices -Post the 8 practices in classroom -Incorporate "math talk" time into math block with a specific focus on practices -Utilize exit tickets for student reflection on the 8 practices		Students reflect during and after lessons to identify which strategy was used to help solve a problem.	
Strategy 3	Individualize instruction and student practice using adaptive technology.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	
	Classroom teachers, resource teachers, specialists, reading tutors	Freckle Reports Khan Mappers Reports	-All students are provided accounts/logins -Utilize spring MAP data to level students -consult with district TOSA		Students are assigned Freckle assignments both for homework and classwork to provide differentiated practice.	
SEL SIP Goal(s)						
Mid-Year 2018-19: Follow-Up						
Grade Level SEL Goal			GOAL Met? (partially, yes, or no)	Partially	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? 1 (partially, yes, or no)	Partially	Strategy Implemented? 1 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? 2 (partially, yes, or no)	Partially	Strategy Implemented? 2 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	Partially	Strategy Implemented? 3 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

Building Name & Grade Level

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	77% of students or greater will achieve proficiency 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	Last year, 77% of 3rd grade students met the Benchmark according to the ECRA Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 66% of students met the proficiency benchmark (70% projected on Winter MAP).		Building Present Level:	

Grade Level Reading Goal:

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Provide targeted instruction through guided reading at least 3 times a week for students who came into 4th grade reading below Fountas & Pinnell Level Q.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	
	classroom teachers and specialists	-Schedule of guided reading groups based on data	Meet with specified group at least 3x a week during guided reading		Progress Summary: Interention groups help us achieve this goal with a higher number of students in our classes. Students are finding success and seem encouraged by their growth.	
Strategy 2	Students will individually set goals to take responsibility for their own learning and identify areas for growth.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	
	classroom teachers and specialists	student goal sheet on iPads	Set goals with students, confer with students weekly about goal progress		Progress Summary: Monthly reading goals are set and analyzed. Students increase their minutes, typically, and most goals are met with constant reminders during our HO time.	
Strategy 3	Students will respond to their reading in their Reader's Notebooks at least 1 time a week based on specific prompts utilizing the 4th grade Constructed Reponse Rubric.		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:	
	Classroom teachers and specialists	Responses in Reader's Notebooks	Familiarize students with rubrics Provide direct instruction and teacher modeling		Progress Summary: We have discovered that longer responses take longer, so sometimes weekly responses are biweekly. We utilize a variety of writing duiring our reading block, in which many are responses.	

2018-19 School Improvement Plans (SIP)

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 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	Last year, 69% of 3rd grade students met the Benchmark according to ECRA's Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 63% of students met the proficiency benchmark (60% projected on Winter MAP).		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Identify and monitor students who achieved lower than expected growth as measured by the ECRA Growth Summary Report.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Various before and after school groups have been established and executed for targeted students with the purposes of reteaching and learning/reinforcing facts.			Progress Summary:		
	Classroom teachers and specialists	Students grouped based on instructional needs according to MAP and ECRA reports	Group students based on instructional needs according to MAP and ECRA reports						
Strategy 2	Use common assessments, ECRA data, and informal assessments (entrance/exit slips) to assess students and provide reteaching support throughout math block.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Daily math warm up is established during on level classrooms and many types of exit/ showachaknow slips and activities have been used throughout the week. Constructed responses are a part of this routine.			Progress Summary:		
	Classroom teachers and specialists	-warm up/entrance slips, exit slips	Use warm up/entrance slips/exit slips to guide future instruction						
Strategy 3	Use technology (ie Khan Mappers) with iPads to target individual student skills to differentiate instruction			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: IXL is used to diagnose the students' skill levels and practiced at school, as well as at home to pinpoint skills of mastery and skills that need to be worked on. Skills on differentiated based on students' successes. Kahn Mappers and Freckle are are two other tools used during math and for math practice at home.			Progress Summary:		
	Classroom teachers	Use available apps and/or web based programs to target differentiated instruction	Familiarize students with the available technology and make time for exploration						
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)	Partially		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				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:			Progress Summary:		
Strategy 2				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:			Progress Summary:		
Strategy 3				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:			Progress Summary:		

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:

Building Name & Grade Level

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	82% of students or greater will achieve proficiency 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	Last year, 83% of 4th grade students met the benchmark as reported on ECRA's Spring Growth Summary Report.		Building Present Level: According to the ECRA Winter Proficiency Projection Results, 74% of students met the proficiency benchmark.		Building Present Level:	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will participate in individual goal setting to build student ownership in their own learning and identify areas for growth.			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: Using current MAP data (Winter 2018), students will analyze and determine goals based on relative strength and/or suggested areas of focus.		Progress Summary:	
	Teachers, Resource Teachers, and RtITutors	Reading Reflections in Journal and/or SeeSaw	During independent time, students are required to reflect and write about progress toward their goals in Reading, Winter MAP				
Strategy 2	Increase direct instruction and practice of constructed response to increase reading comprehension and writing 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: Students have been instructed in informational constructed response and are using a rubric to evaluate their own responses. Currently, students are learning to format literary analysis and narrative constructed responses. They will also use a rubric to self-reflect on their responses. We plan to increase the use of exemplars.		Progress Summary:	
	Teachers, Resource Teachers, Specialists and RtITutors	Student written responses and rubrics	-Explicit instruction in format and organization of reading response -Use of rubrics and exemplars -Student Self-Evaluation				
Strategy 3	Collaborate and co-teach with building support staff to improve instructional strategies to reach all students' needs.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We are working with the Differentiation Specialist on a variety of reading strategies. Also, working with our Resource teacher, we also have a bank of guided reading lessons to target specific skills after evaluating MAP scores.		Progress Summary:	
	Teachers, Differentiation Specialist, Resource teacher	Winter MAP and classroom assessments	Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions), Differentiated guided reading lessons based on students' reading level, teacher created list of varied text to use for guided reading.				

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	76% of students or greater will achieve proficiency 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	Last year, 68% of 4th grade students met the benchmark as reported on ECRA's Spring Growth Summary Report (which includes both MAP and PARCC).	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 62% of students met the proficiency benchmark.	Building Present Level:
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal

Strategy 1	Use a variety of resources (Khan Mappers, IXL Diagnostics, and/or Morning Warm-Ups) to increase exposure to a variety of math concepts.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are currently using Khan Mappers, IXL Diagnostics, Classroom warm-ups, and/or exit slips.		Progress Summary:
	Classroom Teachers Resource Teacher	Winter MAP IXL Diagnostic Report	Increased in-class opportunities for students to engage in continued practice on a variety of concepts, via Khan Mappers, IXL Diagnostics, and/or Morning Warm-Ups			
Strategy 2	Direct instruction and practice for constructed response in math word problems.		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: Constructed response instruction has begun using The Problem Solver. It consists of real world situations for students to solve. Students have a tool box of problem solving strategies and decide which to use to solve the word problems. Responses are given in words (constructed response style) using a step-by-step explanation. Precise math vocabulary is required in the answer. After our winter benchmark meetings, groups were formed to receive this explicit instruction during Targeted Learning Time and it is expected to bolster students' approach to solving math problems.		Progress Summary:
	Classroom Teachers Resource Teacher	Winter MAP -Student Written Responses	-Explicit instruction in format and organization of math constructed response -Use of rubrics and exemplars -Student Self-Evaluation			
Strategy 3	Increase student goal setting using pre and post-test data to set goals, determine a plan of action, reflect on progress based on post-test data.		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: For some of the classroom assessments, this strategy was used due to the fact we did not have standardized tests to which to refer. However, we have decided to focus on using MAP scores for goal setting. It allows students to extend their breadth and depth of conceptual understanding. Students are using a variety of methods to reach their goals such as IXL, Khan Mappers, and Freckle.		Progress Summary:
	Classroom Teachers Resource Teacher	Winter MAP, Pre and Post Tests	Students will set a goal based on pretest performance, and include what they would like to learn and focus on during each unit, list steps that they will take to reach goal, reflect on post test performance, and determine an action plan based on performance			

SEL SIP Goal(s)

Grade Level SEL Goal	By Spring 2019, less than 18% of Madison students will be considered At-Risk in the area of Academic Behaviors based on SAEBRS rating data.	Mid-Year 2018-19: Follow-Up	GOAL Met? (partially, yes, or no)	Partially	End of 2018-19: Follow-Up	GOAL Met? (partially, yes, or no)	no
Building Present Level:	The SAEBRS data revealed that 18% of Madison students demonstrate Academic Behaviors that are At-Risk.	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)	Partially	Strategy Implemented? (partially, yes, or no)	no
			Progress Summary:		Progress Summary:	

Strategy 2				Strategy Implemented? 2 (partially, yes, or no)	Partially	Strategy Implemented? 2 (partially, yes, or no)	no
				Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	Partially	Strategy Implemented? 3 (partially, yes, or no)	no
				Progress Summary:		Progress Summary:	