

Walker Proficiency Goal

ELA SIP Goal(s) [1]			Mid-Year 2018-19: Follow-Up [2]		Action Steps / Timeline [3]	
Grade Level Reading Goal: [4]	75% or more of students will achieve proficiency by June 2019, as measured by ECRA Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [5]	Currently 61% of students in 3rd grade are projected to meet Benchmark, 81% of 4th grade students are projected to meet Benchmark, and 80% of 5th grade students are projected to meet Benchmark.		Building Present Level: According to the Winter MAP Proficiency Projection Results, 68% of Walker students have demonstrated proficiency at this point of the school year. We are trending toward meeting our year-end goal of 75% achieving proficiency.		Building Present Level: 75% of Walker students achieved proficiency, as measured by ECRA Proficiency Projection Report.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement schoolwide Flex Block Schedule with a targeted focus on guided reading and written response to reading.		Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [6]	Progress Summary: Teachers in grades K-5 have implemented a Flex Block Schedule and continue to focus on guided reading and written response to reading.		Progress Summary: Teachers in grades K-5 have implemented a Flex Block Schedule and continue to focus on guided reading and written response to reading.	
	All Teachers	Formative and summative assessment throughout year	Ongoing			
Strategy 2	Hold RtI Benchmark meetings three times a year (fall, winter, spring) to review student progress throughout and plan supports for all students of need.		Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [8]	Progress Summary: Trimester 1 and 2 RtI Benchmark meetings have been held with each grade level team. Additionally, staff meeting time has been prioritized to address skill/strategy goals for students projected to not meet year end goals. Support staff has been re-aligned to deliver these prioritized skills/strategies to		Progress Summary: Trimester 1, 2, and 3 RtI Benchmark meetings have been held with each grade level team. Additionally, staff meeting time has been prioritized to address skill/strategy goals for students projected to not meet year end goals. Support staff has been re-aligned to deliver these	
	All Teachers	Data Collection and RtI Planning	Fall, Winter, Spring dates TBD			
Strategy 3			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion: [10]	Progress Summary:		Progress Summary:	
		Action Steps / Timeline: [11]				

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

Strategies to Achieve Grade Level Math Goal

Math SIP Goal(s) [12]			Mid-Year 2018-19: Follow-Up [13]		End of 2018-19: Follow-Up [14]	
Grade Level Math Goal: [15]	79% or more of students will achieve proficiency by June 2019, as measured by ECRA Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [16]	Currently 70% of students in 3rd grade are projected to meet Benchmark, 84% 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 Winter MAP Proficiency Projection Results, 79% of Walker students have demonstrated proficiency at this point of the school year. We are currently on target for meeting/exceeding our year-end goal of 79% achieving proficiency.		Building Present Level: 79% of Walker students achieved proficiency, as measured by ECRA Proficiency Projection Report.	

Strategy 1	Hold RtI Benchmark meetings three times a year (fall, winter, spring) to review student progress throughout and plan supports for all students of need.		Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
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	Who is Responsible? All Teachers	Evidence of Completion: [17] Data Collection and RtI Planning	Action Steps / Timeline: [18] Fall, Winter, Spring dates TBD	Progress Summary: Trimester 1 and 2 RtI Benchmark meetings have been held with each grade level team and we have analyzed our grade level proficiency to inform more targeted instruction.	Progress Summary: Trimester 1, 2, and 3 RtI Benchmark meetings have been held with each grade level team and we have analyzed our grade level proficiency to inform more targeted instruction.
Strategy 2	Focus: Fact Fluency practice in K-3			Strategy Implemented? (partially, yes, or no) Partially	Strategy Implemented? (partially, yes, or no) Yes
	Who is Responsible?	Evidence of Completion: [19]	Action Steps / Timeline: [20]	Progress Summary: Ongoing	Progress Summary:
Strategy 3	Focus: Algebraic thinking and problem-solving and constructed response in grades 3			Strategy Implemented? (partially, yes, or no) Partially	Strategy Implemented? (partially, yes, or no) Yes
	Who is Responsible?	Evidence of Completion: [21]	Action Steps / Timeline: [22]	Progress Summary: Ongoing	Progress Summary:
SEL SIP Goal(s) [23]					
Grade Level SEL Goal [26]	Upon completing the SAEBRS in the spring of 2019, there will be an increase of students falling within the typical range of Social/Academic/Emotional Behavior functioning across the school.			Mid-Year 2018-19: Follow-Up [24]	
Building Present Level:	12% of students are in the at-risk range overall according to the 2018 fall SAEBRS.			GOAL Met? (partially, yes, or no) Partially	End of 2018-19: Follow-Up [25] GOAL Met? (partially, yes, or no) Yes
				Building Present Level: SAEBRS survey to be completed again in spring - no data available to measure this goal, but anecdotal feedback reflects students are demonstrating coping skills to fall within typical range of Social/Academic/Emotional Behavior functioning across the school.	Building Present Level: As of June 2019, 6% of students are in the at-risk range overall according to the 2019 SAEBRS, reflecting a 50% reduction from our 12% in the fall of 2018. Also, anecdotal feedback reflects students are demonstrating coping skills to fall within typical range of Social/Academic/Emotional Behavior functioning across the school.
<small>Is your goal: Specific? Measurable? Attainable? Relevant? Timely?</small>					
Grade Level Strategies to Achieve Building SEL Goal(s)					
Strategy 1	Continued implementation of an all-school incentive plan that reinforces the CHAMPS expectations and the following focus areas: Ability to work independently, Engagement, and Coping.			Strategy Implemented? (partially, yes, or no) Partially	Strategy Implemented? (partially, yes, or no) Yes
	Who is Responsible? • Principal and all staff	Evidence of Completion: [27] • Increased positive contributions from students across school • Increased staff recognition of students for positive contributions at Walker	Action Steps / Timeline: [28] • Implementation of schoolwide positive behavior incentive to promote positive contributions across school • Continued Implementation of Principal Paw Prints recognition system to promote positive contributions across school	Progress Summary: We have recognized students weekly who have demonstrated desired CHAMPS behaviors and monthly SELAS themes based on their interactions with others.	Progress Summary: We have recognized students weekly who have demonstrated desired CHAMPS and monthly SELAS themes based on their interactions with others.
Strategy 2	Teachers will explicitly teach classroom lessons focused on monthly SELAS themes.			Strategy Implemented? (partially, yes, or no) Partially	Strategy Implemented? (partially, yes, or no) Yes
	Who is Responsible? • Classroom Teachers	Evidence of Completion: [29] • Spring SAEBRS Results • Lesson Plans	Action Steps / Timeline: [30] • Weekly SELAS Lessons	Progress Summary: Ongoing	Progress Summary: Completed

Strategy 3	All staff will teach positive peer interactions and empathy through the symbol of our Buddy Bench and this year's theme of "Choose Kind."			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [31]	Action Steps / Timeline: [32]	Progress Summary: Ongoing			Progress Summary: Completed		
	<ul style="list-style-type: none"> • Social Worker • Teachers/lunch • Students • Peer Mediators 	<ul style="list-style-type: none"> • Students will be more inclusive in school, in class, and at recess. • Spring SAEBRS Results 	<ul style="list-style-type: none"> • Ongoing implementation and monitoring 						
2018-19 School Improvement Plan (SIP)									

Walker Growth Goal

ELA SIP Goal(s) [33]	Mid-Year 2018-19: Follow-Up [34]	Action Steps / Timeline [35]
<p>Grade Level Reading Goal: [36]</p> <p>88% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA Growth Summary Report in the area of Reading.</p> <p>Spring Cohort Data [41]</p> <p>READING: 21% of students achieved high growth, 70% of students achieved expected growth, and 9% of students achieved lower than expected growth.</p> <p>WRITING: 23% of students achieved high growth, 68% of students achieved expected growth, and 9% of students achieved lower than expected growth.</p>	<p>GOAL Met? (partially, yes, or no) Partially</p> <p>Building Present Level: As of the winter assessment period, 80% of students have achieved expected or greater than expected growth. We are trending toward meeting/exceeding our goal of 88% in June.</p>	<p>GOAL Met? (partially, yes, or no) Partially</p> <p>Building Present Level:</p>

Building Name

ELA SIP Goal(s) [36]	Mid-Year 2018-19: Follow-Up [37]	Action Steps / Timeline [38]
<p>Grade Level Reading Goal: [40]</p> <p>Overall ECRA proficiency projection report goal</p> <p>Building Present Level: [42]</p> <p>XX% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level:</p>	<p>GOAL Met? (partially, yes, or no) Yes</p> <p>Building Present Level: 90% of Walker students have achieved expected or greater than expected growth, as measured by ECRA Growth Summary Report in the area of Reading.</p>

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Strategy 2	Strategy 3
<p>See Grade Level Tabs</p> <p>Who is Responsible? [43]</p> <p>Evidence of Completion: [43]</p> <p>Action Steps / Timeline: [44]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [47]</p> <p>Evidence of Completion: [47]</p> <p>Action Steps / Timeline: [48]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [51]</p> <p>Evidence of Completion: [51]</p> <p>Action Steps / Timeline: [52]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Strategy 2	Strategy 3
<p>Who is Responsible? [45]</p> <p>Evidence of Completion: [45]</p> <p>Action Steps / Timeline: [46]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [49]</p> <p>Evidence of Completion: [49]</p> <p>Action Steps / Timeline: [50]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [53]</p> <p>Evidence of Completion: [53]</p> <p>Action Steps / Timeline: [54]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>

2016-17 School Improvement Plan (SIP)

Math SIP Goal(s) [55]	Mid-Year 2018-19: Follow-Up [56]	End of 2018-19: Follow-Up [57]
<p>Grade Level Math Goal: [61]</p> <p>87% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA Growth Summary Report in the area of Math.</p> <p>Spring Cohort Data: [63]</p> <p>21% of students achieved high growth, 68% of students achieved expected growth, and 11% of students achieved lower than expected growth.</p>	<p>GOAL Met? (partially, yes, or no) Partially</p> <p>Building Present Level: As of the winter assessment period, 83% of students have achieved expected or greater than expected growth. We are trending toward meeting/exceeding our goal of 87% in June.</p>	<p>GOAL Met? (partially, yes, or no) Yes</p> <p>Building Present Level: 87% of Walker students have achieved expected or greater than expected growth, as measured by ECRA Growth Summary Report in the area of Math.</p>

Math SIP Goal(s) [58]	Mid-Year 2018-19: Follow-Up [59]	End of 2018-19: Follow-Up [60]
<p>Grade Level Math Goal: [62]</p> <p>proficiency goal</p> <p>Building Present Level: [64]</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level:</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level: 87% of Walker students have achieved expected or greater than expected growth, as measured by ECRA Growth Summary Report in the area of Math.</p>

Strategies to Achieve Grade Level Math Goal

Strategy 1	Strategy 2	Strategy 3
<p>See Grade Level Tabs</p> <p>Who is Responsible? [65]</p> <p>Evidence of Completion: [65]</p> <p>Action Steps / Timeline: [66]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [69]</p> <p>Evidence of Completion: [69]</p> <p>Action Steps / Timeline: [70]</p>	<p>Strategy Implemented? (partially, yes, or no) No</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [73]</p> <p>Evidence of Completion: [73]</p> <p>Action Steps / Timeline: [74]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>

Strategies to Achieve Grade Level Math Goal

Strategy 1	Strategy 2	Strategy 3
<p>Who is Responsible? [67]</p> <p>Evidence of Completion: [67]</p> <p>Action Steps / Timeline: [68]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [71]</p> <p>Evidence of Completion: [71]</p> <p>Action Steps / Timeline: [72]</p>	<p>Strategy Implemented? (partially, yes, or no) No</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [75]</p> <p>Evidence of Completion: [75]</p> <p>Action Steps / Timeline: [76]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>

SEL SIP Goal(s) [77]	Mid-Year 2018-19: Follow-Up [78]	End of 2018-19: Follow-Up [79]
<p>Grade Level SEL Goal [83]</p> <p>Building Present Level:</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level:</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level:</p>

SEL SIP Goal(s) [80]	Mid-Year 2018-19: Follow-Up [81]	End of 2018-19: Follow-Up [82]
<p>Grade Level SEL Goal [84]</p> <p>Building Present Level:</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level:</p>	<p>GOAL Met? (partially, yes, or no) no</p> <p>Building Present Level:</p>

Grade Level Strategies to Achieve Building SEL Goal(s)

Strategy 1	Strategy 2	Strategy 3
<p>Who is Responsible? [85]</p> <p>Evidence of Completion: [85]</p> <p>Action Steps / Timeline: [86]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [89]</p> <p>Evidence of Completion: [89]</p> <p>Action Steps / Timeline: [90]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [93]</p> <p>Evidence of Completion: [93]</p> <p>Action Steps / Timeline: [94]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>

Grade Level Strategies to Achieve Building SEL Goal(s)

Strategy 1	Strategy 2	Strategy 3
<p>Who is Responsible? [87]</p> <p>Evidence of Completion: [87]</p> <p>Action Steps / Timeline: [88]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [91]</p> <p>Evidence of Completion: [91]</p> <p>Action Steps / Timeline: [92]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>
<p>Who is Responsible? [95]</p> <p>Evidence of Completion: [95]</p> <p>Action Steps / Timeline: [96]</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>	<p>Strategy Implemented? (partially, yes, or no) no</p> <p>Progress Summary:</p>

2018-19 School Improvement Plan (SIP)

2018-19 School Improvement Plan (SIP)

Walker Kindergarten

ELA SIP Goal(s) [97]			Mid-Year 2018-19: Follow-Up [98]		Action Steps / Timeline [99]	
Grade Level Reading Goal: [100]	By May of 2019, using the BAS assessment, 85% of kindergarten students will read at instructional level D or higher.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [101]	Currently 6% of students are reading at a level D or higher, as measured by the September 2018 BAS.		Building Present Level: Currently, 82% of kindergarten students are reading at instructional C or higher. 30% of kindergarten students are reading at or above the end of year instructional goal of D or higher.		Building Present Level: As of May of 2019, 94% of kindergarteners are reading at instructional Level D or higher as measured on the BAS assessments.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement schoolwide Flex Block Schedule, allocating staffing and resources to focus on guided reading/small group differentiated instruction.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [102]	Action Steps / Timeline: [103]	Progress Summary: All kindergarten students work in guided reading groups three times per week. Some students meet with the Reading Specialist for LLI or with the Differentiation Specialist for guided reading. RTI tutors work in centers with small groups to do further guided reading and writing activities.		Progress Summary: All kindergarten students work in guided reading groups three times per week. Some students meet with the Reading Specialist for LLI or with the Differentiation Specialist for guided reading. RTI tutors work in centers with small groups to do further guided reading and writing activities.	
Strategy 2	Students will participate in a research-based multisensory phonics program as part of core instruction in ELA.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [104]	Action Steps / Timeline: [105]	Progress Summary: All kindergarten students partake in daily explicit phonics instruction. These skills and activities are also integrated into our word work during centers and guided reading. They also are reinforced during morning work/seatwork.		Progress Summary: All kindergarten students partake in daily explicit phonics instruction. These skills and activities are also integrated into our word work during centers and guided reading. They also are reinforced during morning work/seatwork.	
Strategy 3				Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [106]	Action Steps / Timeline: [107]	Progress Summary:		Progress Summary:	

2016-17 School Improvement Plans (SIP)

Math SIP Goal(s) [108]	Mid-Year 2018-19: Follow-Up [109]	End of 2018-19: Follow-Up [110]
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Grade Level Math Goal: [111]	By the end of May 2019, 85% of kindergarten students will be able to fluently add and subtract numbers from 0-5, as measured by District Common Assessments.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level: [112]	Currently, 6% of students are able to fluently add and subtract numbers 0-5, as measured by District Common Assessments.	Building Present Level: Currently, 36% of students can fluently add and subtract numbers 0-5. 97% of students have mastered addition 0-5, and 36% have mastered subtraction.		Building Present Level: As of May 2019, 91% of kindergarten students can fluently add and subtract numbers from 0-5, as measured by District Common Assessments.	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will utilize daily routines to build number sense, including calendar time, math warm-ups, transitions, and movement breaks.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [113]	Action Steps / Timeline: [114]	Progress Summary: Math activities are incorporated throughout our calendar time and math block. We developed number sense through number talks 0-20, place value activities, and our hundreds chart activities. We built the hundreds chart and daily and use our number line, ten frames, and place value charts as concrete models.			Progress Summary: Since August, math activities have been incorporated throughout our calendar time and math block. We developed number sense through number talks 0-20, place value activities, and our hundreds chart activities. We built the hundreds chart and daily and use our number line, ten frames, and place value charts as concrete models.		
	• Kindergarten Teacher	• Formative assessments • Observations	• Calendar Counts routine (August-June) • Focus on number fluency activities and number talks to develop number recognition, counting, subitizing, and sequencing (during calendar and math warm-ups) • Identify visual supports that align with number awareness and displays in the classroom						
Strategy 2	Teachers will focus on the Kindergarten Operations and Algebraic Thinking Common Core Standards (K.OA.A.1, K.OA.A.2, K.OA.A.3, and K.OA.A.5)			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [115]	Action Steps / Timeline: [116]	Progress Summary: We have used a variety of strategies, the district pacing guide, and the Math in Focus resource to build our math routines and work with the Common Core Standards. We have focused primarily on addition as set by our pacing guide, and will be focusing more on subtraction from mid-February to the end of the year.			Progress Summary: We have used a variety of strategies, the district pacing guide, and the Math in Focus resource to build our math routines and work with the Common Core Standards.		
	• Classroom Teacher • Differentiation Specialist	• Lesson plans • Math Unit Assessments • Formative Assessments	• Implement math curriculum with Math in Focus as a resource • Use manipulatives, models, and drawings to represent addition and subtraction in multiple ways • Practice decomposing numbers in more than one way • Practice with automaticity of addition and subtraction facts through 5						
Strategy 3	Teachers will introduce a variety of strategies to solve addition and subtraction problems [117]			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [118]	Action Steps / Timeline: [119]	Progress Summary: Students have been introduced to math centers and activities that focus on a variety of methods to solve addition and subtraction problems, such as, making models with tens frames or drawings, number lines, equations, counting on, counting back. They work in partners on math games that are aligned to the daily and unit content. We work in guided math groups to reinforce or extend learning, as needed. These same strategies and routines will be implemented and adapted to work on subtraction.			Progress Summary: Students have been introduced to math centers and activities that focus on a variety of methods to solve addition and subtraction problems, such as, making models with tens frames or drawings, number lines, equations, counting on, counting back. They work in partners on math games that are aligned to the daily and unit content. We work in guided math groups to reinforce or extend learning, as needed. These same strategies and routines will be implemented and adapted to work on subtraction.		
	• Classroom Teacher • Differentiation Specialist	• Lesson plans • Formative assessments • Observations	• Utilize math games, partner activities, and technology resources to provide students practice with math strategies • Provide opportunities for students to explain their thinking including strategies used to solve problems						

	SEL SIP Goal(s) [120]				Mid-Year 2018-19: Follow-Up [121]			End of 2018-19: Follow-Up [122]	

Walker First Grade

ELA SIP Goal(s) [130]			Mid-Year 2018-19: Follow-Up [131]		Action Steps / Timeline [132]	
Grade Level Reading Goal: [133]	By May of 2019, using the BAS assessment, 85% of first grade students will read at instructional level I or higher.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [134]	As of September 2018, 5% of students are meeting the end of year benchmarks of Instructional Level J. In addition, 28% of first graders are currently reading below grade level benchmarks in reading for entering first grade (Instructional Level C or lower as measured on the BAS).		Building Present Level: Currently, 82% of first graders are reading at instructional Level G or higher on the BAS assessments. 33% of students are already meeting the end of the year benchmark of Level J or higher.		Building Present Level: As of May of 2019, 97.4% of first graders are reading at instructional Level I or higher as measured on the BAS assessments. 12.8% of first graders are currently reading at instructional Level M (end of second grade benchmark) as measured on the BAS assessment.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will participate in daily guided reading instruction targeted at the instructional level of students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [135]	Progress Summary: First grade continues to implement daily guided reading for ALL students. In addition, students who are not meeting current benchmarks participate in daily reading interventions with the reading specialist and RTI tutors. The first grade team and the reading specialist meet informally to discuss student progress weekly. We also adjust small group interventions as needed based on student performance in classroom guided reading, BAS assessments, and LLI assessments.		Progress Summary: First grade continues to implement daily guided reading for ALL students. In addition, students who are not meeting current benchmarks participate in daily reading interventions with the reading specialist and RTI tutors. The first grade team and the reading specialist meet informally to discuss student progress weekly. As students have exited interventions, we have worked them in double guided reading within the classroom. We also adjust small group interventions as needed based on student performance in classroom guided reading, BAS assessments, and LLI assessments.	
	• First Grade Teachers • Reading Specialist • RTI Tutors • Differentiation Specialist	• BAS Assessments	• Implement daily guided reading instruction at student's instructional level • Identify students who are not on track to meet the targeted goal of level J by the end of first grade and provide extra daily support from the Reading Specialist and RTI tutors to provide double guided reading time (core plus more)			
Strategy 2	Teachers will implement daily explicit phonics instruction.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [137]	Progress Summary: First grade teachers implement daily explicit phonics instruction. In addition, we have small reteach groups that meet with RTI tutors 3 times per week to reinforce skills being taught. These groups are flexible and based on weekly phonics assessments.		Progress Summary: First grade teachers continue to implement daily explicit phonics instruction. In addition, we have small reteach groups that meet with RTI tutors 3 times per week to reinforce skills being taught. These groups are flexible and based on weekly phonics assessments.	
	• First Grade Teachers	• Weekly Unit Foundations Tests	• Implement daily guided reading at student's instructional level (August - June) and daily literacy centers • Implement daily Foundations lessons to increase students' decoding skills (September-June)			
Strategy 3	Students will participate in weekly written responses to reading to improve their ability to respond to texts in writing and further develop their reading comprehension skills and ability to articulate their understanding.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [139]	Progress Summary: First grade teachers work with students in small groups to develop weekly written responses to reading during guided reading. In addition, we have modeled longer, formatted written responses using a template that has been shared with the primary team at Walker.		Progress Summary: Progress Summary: First grade teachers work with students in small groups to develop written responses to reading. We adjusted our approach to slow down and build a stronger foundation in sentence writing and also to work on the comprehension conversations as we see these as prerequisites to developing solid written responses.	
	• First Grade Teachers	• Weekly Reading Response Journal Entries • BAS Writing Scores	• Weekly written responses to reading September 2018 to June 2019			

2016-17 School Improvement Plans (SIP)

Math SIP Goal(s) [141]	Mid-Year 2018-19: Follow-Up [142]	End of 2018-19: Follow-Up [143]
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Grade Level Math Goal: [144]	By May of 2019, 85% of students will score at or above the 50th percentile (39 of 48 points) on the Spring M-Comp Benchmark Assessment.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [145]	Currently 5% of first grade students scored 39 points out of 48 on the Fall M-Comp Benchmark Assessment.			Building Present Level: Currently, 85% of students are meeting the winter benchmark of 28 or higher on the winter mComp. In addition, 54% of students have already met the end of year benchmark on the mComp of scoring 39 points or higher.		Building Present Level: 85% of students are meeting the spring benchmark of 39 (50th percentile) or higher on the spring mComp.	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	In September first graders will begin weekly fast math timings and fact fluency practice using Freckle to increase fact fluency.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [146]	Action Steps / Timeline: [147]		Progress Summary: Students continue to work on math fact fluency by taking weekly fast math timings and practicing math fact fluency daily utilizing math fact games.		Progress Summary: Students continue to work on math fact fluency by taking fast math timings and practicing math fact fluency daily utilizing math fact games. Their growth is evidenced on the spring mComp. 5% of students were meeting the end of year mComp benchmark (50th percentile) in	
• First Grade Teachers	• Weekly Timing Results	• Weekly Timings and Practice September - May.					
Strategy 2	Teachers will meet following each math unit test and M-Comp benchmark to analyze progress monitoring data and adjust groups/instruction as needed. In addition, first grade teachers meet weekly with the Differentiation Specialist to plan for differentiated small group instruction.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [148]	Action Steps / Timeline: [149]		Progress Summary: The first grade team meets weekly with the differentiation specialist to analyze data and plan for small group differentiated math centers to meet all students' needs. In addition, we plan weekly for additional math support and reteaching for small groups of students with the RTI tutors.		Progress Summary: The first grade team meets weekly with the differentiation specialist to analyze data and plan for small group differentiated math centers to meet all students' needs. In addition, we plan weekly for additional math support and reteaching for small groups of students with the RTI tutors.	
• First Grade Teachers • Differentiation Specialist	• Regular team meetings to inform differentiated instructional groups	• Weekly September - May					
Strategy 3	Teachers will design and implement daily math game centers that focus on building strong, fluent computation skills. In addition, first grade teachers collaborate with the Differentiation Specialist weekly to plan for differentiated small group instruction for weekly math centers. [150]			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [151]	Action Steps / Timeline: [152]		Progress Summary: Students work in math fact centers daily and also rotate through differentiated math centers weekly, planned and co-taught by the differentiation specialist and first grade teachers.		Progress Summary: Students work in math fact centers daily and also rotate through differentiated math centers weekly, planned and co-taught by the differentiation specialist and first grade teachers.	
• First Grade Teachers • Differentiation Specialist	• Weekly Plans for Math Centers in Shared Google Doc	• Weekly Throughout Year September - May					

SEL SIP Goal(s) [153]				Mid-Year 2018-19: Follow-Up [154]				End of 2018-19: Follow-Up [155]			
Grade Level SEL Goal [156]				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: [157]	Action Steps / Timeline: [158]		Progress Summary:		Progress Summary:	

Walker Second Grade

ELA SIP Goal(s) [163]		Mid-Year 2018-19: Follow-Up [164]		Action Steps / Timeline [165]	
Grade Level Reading Goal: [166]	80% of 2nd grade students will be at grade level BAS expectations Level M.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [167]	89% of the 2nd grade students are currently at grade level or above BAS expectations (Level J or above). 11% are currently below grade level BAS expectations (Level I and below).	Building present level: 85% of the 2nd graders are at grade level or above BAS expectations (mid-year level L or above). 15% are below BAS expectations (level K, level J).		Building present level: 83% of the 2nd graders are at grade level M or above BAS expectations.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will participate in guided reading instruction focused toward the instructional level of students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [168]	Progress Summary: Strategy has been implemented since Sept. Students have participated in daily guided reading instruction focused toward the instructional level of students. Foundations has been implemented on a daily basis, guided reading groups meet 4-5 times a week and students write responses to literature as exit slips.		Progress Summary: Strategy has been implemented since Sept. Students have participated in daily guided reading instruction focused toward the instructional level of students. Foundations has been implemented on a daily basis, guided reading groups meet 4-5 times a week and students write responses to literature as exit slips.	
	<ul style="list-style-type: none"> Classroom teachers Reading Specialist Differentiation Specialist Resource Teacher 	<ul style="list-style-type: none"> Trimester assessments (informative and formative) Daily assessments 	<ul style="list-style-type: none"> Implement... Reading Fundamentals Foundations Guided Reading Groups Written responses to literature 			
Strategy 2	Teachers will implement multi-sensory phonics core instruction and apply understandings to daily work.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [170]	Progress summary: Since Sept. teachers have implemented multi-sensory phonics core instruction through daily Reading Fundamentals, Foundations and Guided Reading Groups.		Progress summary: Since Sept. teachers have implemented multi-sensory phonics core instruction through daily Reading Fundamentals, Foundations and Guided Reading Groups.	
	<ul style="list-style-type: none"> Classroom teachers Reading Specialist Resource Teacher 	<ul style="list-style-type: none"> Trimester assessments (informative and formative) Daily assessments 	<ul style="list-style-type: none"> Implement... Reading Fundamentals Foundations Guided Reading Groups 			
Strategy 3	Implement schoolwide Flex Block Schedule, allocating staffing and resources to focus on guided reading/small group differentiated instruction with a specific priority on writing.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [172]	Progress summary: Since Sept. teachers have implemented a Flex Block Schedule utilizing staff and resources to focus on guided reading and small group differentiated instruction with a specific priority on writing. Students have been writing responses to literature on a consistent basis.		Progress summary: Since Sept. teachers have implemented a Flex Block Schedule utilizing staff and resources to focus on guided reading and small group differentiated instruction with a specific priority on writing. Students have been writing responses to literature on a consistent basis.	
	<ul style="list-style-type: none"> Classroom teachers Reading Specialist Differentiation Specialist Resource Teacher 	<ul style="list-style-type: none"> Trimester assessments (informative and formative) Daily assessments 	<ul style="list-style-type: none"> Implement... Reading Fundamentals Foundations Guided Reading Groups Written responses to literature 			

2016-17 School Improvement Plans (SIP)

Math SIP Goal(s) [174]	Mid-Year 2018-19: Follow-Up [175]	End of 2018-19: Follow-Up [176]
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Grade Level Math Goal: [177]	84% 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)	Yes
Spring Cohort Data: [178]	81% of 1st grade students met last year's Spring MAP Proficiency, with 16% demonstrating high growth, 63% demonstrating expected growth, and 21% demonstrating low growth. Additionally, 98% of students are at or above the 40th % ile on the M-CAP.	Building present level: 85% proficiency, -0.05 growth as measured by ECRA's Proficiency Projection Report.		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Students will practice and self-monitor math fact fluency (addition and subtraction to 20) progress.	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [179]	Action Steps / Timeline: [180]	Progress summary: Since Sept. students have been practicing and self-monitoring math fact fluency (addition and subtraction to 20). As of Jan. 96% of the students are at or above grade level on the M-CAP.	Progress summary: Since Sept. students have been practicing and self-monitoring math fact fluency (addition and subtraction to 20). As of May 87% of the students are at or above grade level on the M-CAP.	
• Classroom teachers and support staff	• MAP 2019 scores • Complete math goal 2. O.A.B.2 • 2nd grade common assessments • M-Comp assessment	• Ongoing Implementation of Math In Focus materials: Enrichment, Reteach • Daily practice with fact fluency (Games, Flashcards, Freckle) • Building number sense through the use of manipulatives (ongoing) • Students will graph biweekly progress of math timings			

Strategy 2	Students will participate in guided math groups determined by the use of formative assessments.	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [181]	Action Steps / Timeline: [182]	Progress summary: Since Sept. students have been participating in guided math groups determined by the use of formative assessments.	Progress summary: Since Sept. students have been participating in guided math groups determined by the use of formative assessments.	
• Classroom teachers • Resource Teacher • Differentiation Specialist • RTI tutor	• Exit Slips • Anecdotal notes • Unit assessments and written responses	• Guided math lessons in small groups based on formative assessments: exit slips, pre-assessment, written responses to explain thinking. (Ongoing, Fall 2018 - Spring 2019)			

Strategy 3		Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
Who is Responsible?	Evidence of Completion: [183]	Action Steps / Timeline: [184]	Progress Summary:	Progress Summary:	

SEL SIP Goal(s) [185]

Grade Level SEL Goal [188]		Mid-Year 2018-19: Follow-Up [186]	GOAL Met? (partially, yes, or no)	no	End of 2018-19: Follow-Up [187]	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)	no	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [189]	Action Steps / Timeline: [190]		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: [191]	Action Steps / Timeline: [192]		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: [193]	Action Steps / Timeline: [194]		Progress Summary:			Progress Summary:	
2018-19 School Improvement Plan (SIP)									

Walker Third Grade

ELA SIP Goal(s) [195]			Mid-Year 2018-19: Follow-Up [196]		Action Steps / Timeline [197]	
Grade Level Reading Goal: [198]	61% or greater of 3rd grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data: [199]	70% of 2nd graders met spring MAP Proficiency based on ECRA's Growth Summary report, with 5% demonstrating high growth, 70% demonstrating expected growth, and 24% demonstrating low growth.		Building Present Level: Currently 72% of third graders are projected to meet their proficiency benchmark based on their winter MAP progress.		Building Present Level: Building Present Level: 90% of Walker students have achieved expected or greater than expected growth, as measured by ECRA Growth Summary Report in the area of Reading.	

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

Strategies to Achieve Grade Level Reading Goal							
Strategy 1	Implement schoolwide Flex Block Schedule, allocating staffing and resources to focus on guided reading/small group differentiated instruction with a specific priority on writing.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [200]	Action Steps / Timeline: [201]	Progress Summary: As of January 2019, third grade teachers used data to determine a targeted, yet flexible spelling groups. In addition, we have focused on an increase writing to reading responses. A group of third grade students are receiving LLI intervention four times a week.			
	<ul style="list-style-type: none"> Classroom Teacher Reading Specialist Differentiation Specialist Resource teacher & RTI tutors 	<ul style="list-style-type: none"> Increased independent writing to reading response, including text evidence in each response. Measured by increase in score using the PARCC rubric. 	<ul style="list-style-type: none"> Flexible small group and whole group instruction focused on common core skills: spelling, writing responses to reading, typing/keyboarding stamina, providing evidence from text with support. 				
Strategy 2	Teachers will implement differentiated reading strategy/skill groups.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [202]	Action Steps / Timeline: [203]	Progress Summary: As of January 2019, the Third Grade classroom teachers have implemented leveled reading groups. Teachers have reviewed student work with students, however goals were reviewed with less frequency than 2-3 times a month. Based on a review of the winter MAP data, the third grade team will target about 10 students who are projected not to meet their spring proficiency benchmark by offering specific skill groups once/week.			
	<ul style="list-style-type: none"> Classroom Teacher Reading Specialist Differentiation Specialist Resource teacher 	<ul style="list-style-type: none"> Interpret assessment data from AIMSWEB, MAP, BAS current classroom performance Schoolwide post-assessments Storyworks quizzes Wordly Wise word study/quizzes 	<ul style="list-style-type: none"> Students will be grouped by their BAS instructional level - late September-May Instruction on specific skill/strategy groups - September-May Utilize multiple leveled resources to meet the Reading standards (Some include: Scholastic Storyworks Junior, Scholastic News, Schoolwide,) - September Conferencing throughout the year 2-3 times a month reviewing student work and making goals with students 				
Strategy 3	Teachers will implement weekly Paragraph Power writing responses by applying the PARCC Scoring Rubric for Prose Constructed Responses across the content areas.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion: [204]	Action Steps / Timeline: [205]	Progress Summary: As of January 2019, third grade students have used a paragraph writing template to assist them with their			
				Progress Summary:			

<ul style="list-style-type: none"> Classroom Teacher Reading Specialist Differentiation Specialist Resource Teacher 	<ul style="list-style-type: none"> Interpret assessment data from AIMSWEB, MAP, F & P, current classroom performance Storyworks monthly quizzes Schoolwide post-assessments 	<ul style="list-style-type: none"> Utilize leveled resources and exposure to vocabulary to meet the Reading standards using a variety of resources (Some examples include: Schoolwide, Scholastic Storyworks Junior, Scholastic News, Wordly Wise) - September Application through written responses, poetry, quizzes, research, etc. Conference throughout the year to check for understanding and application of skills 	constructed reading responses. We will transition the students to apply the scoring rubric to their paragraphs.
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2016-17 School Improvement Plans (SIP)

Math SIP Goal(s) [206]		Mid-Year 2018-19: Follow-Up [207]		End of 2018-19: Follow-Up [208]	
Grade Level Math Goal: [209]	70% or greater of 3rd grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data: [210]	76% of 2nd grade students met last year's Spring MAP Proficiency, with 16% demonstrating high growth, 62% demonstrating expected growth, and 22% demonstrating low growth.	Building Present Level:		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	By May 2018, 85% of students will demonstrate math fact fluency as evidenced by achieving a score at or above 80% on a teacher created assessment. (Currently, 0.04 % of third graders demonstrated mastery on the math fact fluency pre-assessment as collected in the fall 2018.)	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes						
	<table border="1"> <tr> <td>Who is Responsible?</td> <td>Evidence of Completion: [211]</td> <td>Action Steps / Timeline: [212]</td> </tr> <tr> <td> <ul style="list-style-type: none"> Classroom teacher Resource teacher RtI Tutors Students </td> <td> <ul style="list-style-type: none"> Weekly/monthly reports from web-based systems Students will set a fact fluency goal and track progress using a google doc students will also be reflecting on their progress in November and January. </td> <td> <ul style="list-style-type: none"> Skills group instruction to remediate deficits found using the M-Comp skills analysis Apply Fact Masters cards and Xtra math program and timings (When completed, students will continue to practice mixed math fact timings until the end of the year) Students will be taught how to use the computation systems and assigned to use them in class and as homework </td> </tr> </table>	Who is Responsible?	Evidence of Completion: [211]	Action Steps / Timeline: [212]	<ul style="list-style-type: none"> Classroom teacher Resource teacher RtI Tutors Students 	<ul style="list-style-type: none"> Weekly/monthly reports from web-based systems Students will set a fact fluency goal and track progress using a google doc students will also be reflecting on their progress in November and January. 	<ul style="list-style-type: none"> Skills group instruction to remediate deficits found using the M-Comp skills analysis Apply Fact Masters cards and Xtra math program and timings (When completed, students will continue to practice mixed math fact timings until the end of the year) Students will be taught how to use the computation systems and assigned to use them in class and as homework 	1	Progress Summary: As of January 2019, the Third Grade students have reached and exceeded the goal. Currently, 84% of students have mastered fact fluency.	1	Progress Summary: As of May 2019, the Third Grade students have reached and exceeded the goal. Currently, 91% of students have mastered fact fluency.
Who is Responsible?	Evidence of Completion: [211]	Action Steps / Timeline: [212]									
<ul style="list-style-type: none"> Classroom teacher Resource teacher RtI Tutors Students 	<ul style="list-style-type: none"> Weekly/monthly reports from web-based systems Students will set a fact fluency goal and track progress using a google doc students will also be reflecting on their progress in November and January. 	<ul style="list-style-type: none"> Skills group instruction to remediate deficits found using the M-Comp skills analysis Apply Fact Masters cards and Xtra math program and timings (When completed, students will continue to practice mixed math fact timings until the end of the year) Students will be taught how to use the computation systems and assigned to use them in class and as homework 									
Strategy 2	Students will receive MIF and Greg Tang computation lessons to develop strategies for accuracy and fluency.	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes						
	<table border="1"> <tr> <td>Who is Responsible?</td> <td>Evidence of Completion: [213]</td> <td>Action Steps / Timeline: [214]</td> </tr> <tr> <td> <ul style="list-style-type: none"> Classroom teacher Resource teacher RtI Tutor support </td> <td> <ul style="list-style-type: none"> Spring 2018 MAP data Formative checks/assessments District common assessments </td> <td> <ul style="list-style-type: none"> Guided math lessons in small groups based on entrance/timing sheets (Ongoing) Students will self monitor to examine their performance data and set goals for improvement (Fall/Winter 2018) </td> </tr> </table>	Who is Responsible?	Evidence of Completion: [213]	Action Steps / Timeline: [214]	<ul style="list-style-type: none"> Classroom teacher Resource teacher RtI Tutor support 	<ul style="list-style-type: none"> Spring 2018 MAP data Formative checks/assessments District common assessments 	<ul style="list-style-type: none"> Guided math lessons in small groups based on entrance/timing sheets (Ongoing) Students will self monitor to examine their performance data and set goals for improvement (Fall/Winter 2018) 	2	Progress Summary: As of January 2019, the remaining students will need to be taught Greg Tang computation lessons for accuracy and fluency.	2	Progress Summary: As of May 2019, the remaining 9% of 3rd graders will continue to work on fact fluency using all practices to continue to build automaticity.
Who is Responsible?	Evidence of Completion: [213]	Action Steps / Timeline: [214]									
<ul style="list-style-type: none"> Classroom teacher Resource teacher RtI Tutor support 	<ul style="list-style-type: none"> Spring 2018 MAP data Formative checks/assessments District common assessments 	<ul style="list-style-type: none"> Guided math lessons in small groups based on entrance/timing sheets (Ongoing) Students will self monitor to examine their performance data and set goals for improvement (Fall/Winter 2018) 									
Strategy 3		Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no						
		3		3							

	Who is Responsible?	Evidence of Completion: [215]	Action Steps / Timeline: [216]	Progress Summary:	Progress Summary:		
	SEL SIP Goal(s) [217]			Mid-Year 2018-19: Follow-Up [218]		End of 2018-19: Follow-Up [219]	
Grade Level SEL Goal [220]				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				1 Strategy Implemented? (partially, yes, or no)	no	1 Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [221]	Action Steps / Timeline: [222]	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: [223]	Action Steps / Timeline: [224]	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: [225]	Action Steps / Timeline: [226]	Progress Summary:		Progress Summary:	
2018-19 School Improvement Plan (SIP)							

Walker Fourth Grade

ELA SIP Goal(s) [227]		Mid-Year 2018-19: Follow-Up [228]		Action Steps / Timeline [229]	
Grade Level Reading Goal: [230]	81% or greater of 4th grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data: [231]	76% of 3rd grade students met last year's PARCC Proficiency, with 31% demonstrating high growth, 51% demonstrating expected growth, and 18% demonstrating low growth.	Building Present Level: Currently 86% of fourth graders are projected to meet their proficiency benchmark based on their winter MAP progress.		Building Present Level: Based on Spring to Spring Map assessment data, 71% of students reached their prospective growth goals.	

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

Strategies to Achieve Grade Level Reading Goal							
Strategy 1	Implement schoolwide Flex Block Schedule, allocating staffing and resources to focus on guided reading/small group differentiated instruction with a specific priority on writing.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [232]	Action Steps / Timeline: [233]	Progress Summary: We have put a strong emphasis on meeting with guided reading groups regularly, and have embedded guided writing into our instruction. We will soon begin delivering instruction to help student progress in their identified skill strand area based on the MAP assessment.		Progress Summary: We met with groups weekly during our reading block and flex time. Students were provided with differentiated instruction (text, questioning, and written response prompts) during this time that aligned to students' ability level. Teachers worked with students on their identified skill strands as well.	
Strategy 2	Teachers will use the RACE strategy to teach students how to approach a constructed response.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [234]	Action Steps / Timeline: [235]	Progress Summary: We will continue giving systematic instruction on RACE responses. We will dissect anchor papers with our students and target instruction to improve responses. Throughout this process, students have been reflecting on their writing and making goals for themselves. They will also continue to do this moving forward.		Progress Summary: Teachers continued giving systematic instruction on RACE responses. After extensively dissecting anchor papers, students practiced writing RACE responses weekly. After completing these responses, teachers graded and wrote notes on student work for students to review. Students were then asked to reflect on their response and list specific ways to improve responses moving forward.	
Strategy 3	Teachers will utilize other resources and cross-curricular opportunities to continue practicing responding to reading.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [236]	Action Steps / Timeline: [237]	Progress Summary: Students are writing a persuasive essay in Science, using the RACE strategy to cite text evidence that		Progress Summary: Students were asked to complete various assignments throughout the year that asked them to respond to	

<ul style="list-style-type: none"> • Fourth Grade Teachers • Resource Teachers 	<ul style="list-style-type: none"> • Responses in Science and Social Studies in-class work • Common assessments' writing components 	<ul style="list-style-type: none"> • Model close reading and writing various types of constructed responses • Close reading of Science/Social Studies material 	<p>supports their argument. Also, students are conducting a cross-curricular research project and nonfiction writing assignment supporting the CCSS in ELA and the Social Studies standards.</p>	<p>reading with text-based support. These activities took place during the time that students were in their homerooms, and well as during Science, Social Studies, and BLT time.</p>
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2016-17 School Improvement Plans (SIP)

Math SIP Goal(s) [238]			Mid-Year 2018-19: Follow-Up [239]		End of 2018-19: Follow-Up [240]	
Grade Level Math Goal: [241]	84% or greater of 4th grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Spring Cohort Data: [242]	96% of 3rd grade students met last year's PARCC Proficiency, with 22% demonstrating high growth, 71% demonstrating expected growth, and 6% demonstrating low growth.		Building Present Level: Currently 73% of fourth graders are projected to meet their proficiency benchmark based on their winter MAP progress.		Building Present Level: Based on Spring to Spring Map assessment data, 82% of students reaching their prospective growth goals.	

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

Strategies to Achieve Grade Level Math Goal

Strategy	Who is Responsible?	Evidence of Completion: [243]	Action Steps / Timeline: [244]	Strategy Implemented? (partially, yes, or no)	Strategy Implemented? (partially, yes, or no)
Strategy 1	<ul style="list-style-type: none"> • 4th grade teachers • Differentiation Specialist 	<ul style="list-style-type: none"> • Teacher Assessments • Entrance/Exit Slips 	<ul style="list-style-type: none"> • Teachers will guide students through small group targeted instruction, using formative assessments (such as Exit slips twice a week) to form groups • Teach step-by-step strategies for problem solving • Students will be provided explicit instruction and practice opportunities for them to authentically understand how these mathematical practices strengthen their proficiency as a mathematician. 	<p>1 Strategy Implemented? (partially, yes, or no) Yes</p> <p>Progress Summary: 4th grade classes are organizing small groups through formative assessments. One class is piloting an online resource called Mastery Manager that generates questions to be used for formative assessments. Classes are using manipulatives to conceptualize fractions. Standards are being continually reviewed through warm-up exercises and real world problems.</p>	<p>1 Strategy Implemented? (partially, yes, or no) Yes</p> <p>Progress Summary: Standards were continually reviewed in the form of warm-up activities. Exit slips were used to provide explicit instruction.</p>
Strategy 2	<ul style="list-style-type: none"> • 4th grade teachers • Differentiation Specialist 	<ul style="list-style-type: none"> • District Assessments • Teacher Assessments • Entrance/Exit Slips 	<ul style="list-style-type: none"> • Teachers will guide students through whole group and small group targeted instruction using formative assessments • Teachers will implement guided writing instruction in math to help students form a written response to problems explaining their mathematical process. • Students will use a teacher-created problem solving checklist to navigate multi-step word problems with precision and accuracy. 	<p>2 Strategy Implemented? (partially, yes, or no) Partially</p> <p>Progress Summary: Fourth graders are practicing solving math problems using step-by-step strategies. Students write about their thinking using specific vocabulary. Students review exemplars to understand expectations.</p>	<p>2 Strategy Implemented? (partially, yes, or no) Partially</p> <p>Progress Summary: Students applied their knowledge through extended response questions and real world problems, using step by step strategies to break down the problem.</p>
Strategy 3				<p>3 Strategy Implemented? (partially, yes, or no) no</p>	<p>3 Strategy Implemented? (partially, yes, or no) no</p>

	Who is Responsible? [247]	Evidence of Completion: [247]	Action Steps / Timeline: [248]	Progress Summary:	Progress Summary:
	SEL SIP Goal(s) [249]			Mid-Year 2018-19: Follow-Up [250]	End of 2018-19: Follow-Up [251]
Grade Level SEL Goal [252]				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				1 Strategy Implemented? (partially, yes, or no) no	1 Strategy Implemented? (partially, yes, or no) no
	Who is Responsible? [253]	Evidence of Completion: [253]	Action Steps / Timeline: [254]	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? [255]	Evidence of Completion: [255]	Action Steps / Timeline: [256]	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? [257]	Evidence of Completion: [257]	Action Steps / Timeline: [258]	Progress Summary:	Progress Summary:
2018-19 School Improvement Plan (SIP)					

Walker Fifth Grade

	ELA SIP Goal(s) [259]	Mid-Year 2018-19: Follow-Up [260]		Action Steps / Timeline [261]	
Grade Level Reading Goal: [262]	80% or greater of 5th grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Spring Cohort Data: [263]	88% of 4th grade students met last year's PARCC Proficiency, with 21% demonstrating high growth, 74% demonstrating expected growth, and 5% demonstrating low growth.	Building Present Level: Currently, 56% of 5th grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.		Building Present Level: Based on Spring to Spring MAP Projection data, 60% of students met growth projection.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement schoolwide Flex Block Schedule, allocating staffing and resources to focus on guided reading/small group differentiated instruction with a specific priority on writing.	1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes				
	<table border="1"> <thead> <tr> <th>Who is Responsible?</th> <th>Evidence of Completion: [264]</th> <th>Action Steps / Timeline: [265]</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Reading Specialist </td> <td> <ul style="list-style-type: none"> Individual reading and writing conferences with students daily Spring 2019 MAP results 2019 BAS assessment Weekly constructed response results </td> <td> <ul style="list-style-type: none"> Differentiated small group instruction through Flex Time Continual monitoring of reading progress based on student leveling Students will apply reading strategies and skills in order to implement their understanding in daily writing activities and across content areas. Students will incorporate graphic organizers to organize reading responses and apply this structure throughout the year. </td> </tr> </tbody> </table>	Who is Responsible?	Evidence of Completion: [264]	Action Steps / Timeline: [265]	<ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Reading Specialist 	<ul style="list-style-type: none"> Individual reading and writing conferences with students daily Spring 2019 MAP results 2019 BAS assessment Weekly constructed response results 	<ul style="list-style-type: none"> Differentiated small group instruction through Flex Time Continual monitoring of reading progress based on student leveling Students will apply reading strategies and skills in order to implement their understanding in daily writing activities and across content areas. Students will incorporate graphic organizers to organize reading responses and apply this structure throughout the year. 		<p>Progress Summary: During our Flex Time block, we have focused on small group differentiated instruction, utilizing the resources of the classroom teachers, the differentiation specialist, the reading specialist and the RTI tutors available during this time. Our instruction is based on formal and informal assessments such as BAS and weekly constructed responses. In addition, we have worked to identify, based on MAP and student observation, which targeted skills need further support and practice. While our focus has been primarily on writing, we are incorporating skills such as fiction and nonfiction main idea and key details to improve student comprehension and written expression. We have utilized graphic organizers for any sort of writing which has tremendously supported the organization and focus of student writing.</p>		<p>Progress Summary: During our Flex Time block, our small group differentiated instruction focused on reading and writing skills to enhance student learning and understanding. Using the differentiation specialist, reading specialist, RTI tutors, special education teachers, and classroom teachers, our students were able to improve in the targeted skill areas necessary for growth and proficiency. Using our MAP data, as well as BAS assessments, we incorporated both nonfiction and fiction reading skills to improve comprehension and written expression. Lastly, we used graphic organizers as well as anecdotal records to assess and inform our instruction for the following groups. We also used groups containing students from both classrooms to provide a more cohesively focused group.</p>
Who is Responsible?	Evidence of Completion: [264]	Action Steps / Timeline: [265]									
<ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Reading Specialist 	<ul style="list-style-type: none"> Individual reading and writing conferences with students daily Spring 2019 MAP results 2019 BAS assessment Weekly constructed response results 	<ul style="list-style-type: none"> Differentiated small group instruction through Flex Time Continual monitoring of reading progress based on student leveling Students will apply reading strategies and skills in order to implement their understanding in daily writing activities and across content areas. Students will incorporate graphic organizers to organize reading responses and apply this structure throughout the year. 									
Strategy 2	Students will engage in daily writing tasks focusing on the writing process and integrating grade level literacy skills.	2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes				
	<table border="1"> <thead> <tr> <th>Who is Responsible?</th> <th>Evidence of Completion: [266]</th> <th>Action Steps / Timeline: [267]</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Reading Specialist </td> <td> <ul style="list-style-type: none"> Individual reading and writing conferences with students daily Formative Assessments </td> <td> <ul style="list-style-type: none"> Students will utilize digital resources such as No Red Ink, Google Docs, and Pages to enhance reading and writing strategies and skills. Students will work in small groups, independently, and whole class to implement their understanding of writing skills. Students will collaborate digitally with the teacher and their peers on the writing process, specifically in the areas of editing and revising. Students will engage in writing activities in content areas such as social studies and science. </td> </tr> </tbody> </table>	Who is Responsible?	Evidence of Completion: [266]	Action Steps / Timeline: [267]	<ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Reading Specialist 	<ul style="list-style-type: none"> Individual reading and writing conferences with students daily Formative Assessments 	<ul style="list-style-type: none"> Students will utilize digital resources such as No Red Ink, Google Docs, and Pages to enhance reading and writing strategies and skills. Students will work in small groups, independently, and whole class to implement their understanding of writing skills. Students will collaborate digitally with the teacher and their peers on the writing process, specifically in the areas of editing and revising. Students will engage in writing activities in content areas such as social studies and science. 		<p>Progress Summary: Our students are writing daily whether it is on a constructed response, a shorter, creative writing based paragraph, or a longer written piece such as an essay or newspaper article. Weekly, the students engage in writing focused skill building through No Red Ink and their writing apps on their iPads (Google Docs, Pages, etc.). Additionally, we have incorporated guided writing during our flex time where we take actual student writing and work through the writing process to enhance writing skill and confidence. Additionally, we have incorporated writing in content areas such as science and social studies by having students select topics and demonstrate their understanding and learning through written expression. We are continually revising how we deliver this instruction to provide more opportunities for student learning in the area of writing.</p>		<p>Progress Summary: Students are writing daily whether it is on a constructed response, a shorter, creative writing based paragraph, or a longer written piece such as a biography essay, memoir or newspaper article. Weekly, the students engage in writing focused skill building through No Red Ink and their writing apps on their iPads (Google Docs, Pages, etc.). Additionally, we have incorporated guided writing during our flex time where we take actual student writing and work through the writing process to enhance writing skill and confidence. Additionally, we have incorporated writing in content areas such as science and social studies by having students select topics and demonstrate their understanding and learning through written expression. We are continually revising how we deliver this instruction to provide more opportunities for student learning in the area of writing.</p>
Who is Responsible?	Evidence of Completion: [266]	Action Steps / Timeline: [267]									
<ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Reading Specialist 	<ul style="list-style-type: none"> Individual reading and writing conferences with students daily Formative Assessments 	<ul style="list-style-type: none"> Students will utilize digital resources such as No Red Ink, Google Docs, and Pages to enhance reading and writing strategies and skills. Students will work in small groups, independently, and whole class to implement their understanding of writing skills. Students will collaborate digitally with the teacher and their peers on the writing process, specifically in the areas of editing and revising. Students will engage in writing activities in content areas such as social studies and science. 									
Strategy 3	Teachers will implement vocabulary instruction and usage across content areas.	3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes				
	<table border="1"> <thead> <tr> <th>Who is Responsible?</th> <th>Evidence of Completion: [268]</th> <th>Action Steps / Timeline: [269]</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Who is Responsible?	Evidence of Completion: [268]	Action Steps / Timeline: [269]					<p>Progress Summary: This year, we have implemented a weekly Power Word that focuses on language and vocabulary that</p>		<p>Progress Summary: Students were exposed to skills based small groups with emphasis on text structure, author's craft,</p>
Who is Responsible?	Evidence of Completion: [268]	Action Steps / Timeline: [269]									

<ul style="list-style-type: none"> • 5th grade teachers • Resource teachers • Differentiation Specialist • Reading Specialist 	<ul style="list-style-type: none"> • Formative assessments • Teachers will collect and review student workbooks • Spring 2019 MAP results • 2019 BAS results • Student Reading Response Journals 	<ul style="list-style-type: none"> • Implementation of Wordly Wise materials (vocabulary focus) • Weekly preview of vocabulary words • Students work independently to develop understanding of word parts and usage • Students will apply knowledge of vocabulary and word study in daily writing and speaking activities • Integration of content specific vocabulary through Science and Social Studies instruction • Weekly Power Word focusing on suffix, root, origin, synonyms, antonyms, usage in a sentence, characteristics. 	<p>students often see in testing, on assignments, and in their daily lives. The Power Word asks the students to consider definition, use in a sentence, morphology, synonyms and antonyms, a picture to explain what the word means, prior knowledge, etc. We are using these words in conjunction with our weekly Wordly Wise vocabulary instruction. We have seen an increase in student vocabulary acquisition through the study of these words on a consistent basis as evidenced by their Wordly Wise test results and their incorporation of the vocabulary words in their daily writing. Additionally, we incorporate vocabulary practice through our small group work during flex time as we read more challenging text.</p>	<p>word work, grammar work, main idea key detail, and sequencing. Students completed weekly writing responses in response to reading and creative writing. Biography and Memoir writing projects allowed students to experience the entire writing process from start to finish.</p>
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Math SIP Goal(s) [270]		Mid-Year 2018-19: Follow-Up [271]		End of 2018-19: Follow-Up [272]	
Grade Level Math Goal: [273]	82% or greater of 5th grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data: [274]	88% of 4th grade students met last year's PARCC Proficiency, with 23% demonstrating high growth, 65% demonstrating expected growth, and 12% demonstrating low growth.	Building Present Level: Currently, 76% of 5th grade students will achieve proficiency as measured by ECRA's PARCC Proficiency Projection Report.		Building Present Level: Based on Spring to Spring MAP assessment data 60% of students met expected growth goals.	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Students will participate in differentiated small group instruction based on formal and informal assessments.	1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes				
	<table border="1"> <tr> <td>Who is Responsible?</td> <td>Evidence of Completion: [275]</td> <td>Action Steps / Timeline: [276]</td> </tr> <tr> <td> <ul style="list-style-type: none"> • 5th grade teachers • Resource teachers • Differentiation Specialist • Math Specialist • RTI tutors </td> <td> <ul style="list-style-type: none"> • District assessments • Teacher created assessment • Spring 2019 MAP assessment • Exit slips • Item Analysis of formative assessments </td> <td> <ul style="list-style-type: none"> • Students will identify and apply conceptual knowledge and skills of mathematical operations to real world problems. • Teachers will guide students through whole group and small group targeted instruction, using formative assessments • Through small group instruction, students will be able to perform addition, subtraction, multiplication, and division of fractions and whole numbers. • Students will use digital resources to enhance problem solving and skill instruction. </td> </tr> </table>	Who is Responsible?	Evidence of Completion: [275]	Action Steps / Timeline: [276]	<ul style="list-style-type: none"> • 5th grade teachers • Resource teachers • Differentiation Specialist • Math Specialist • RTI tutors 	<ul style="list-style-type: none"> • District assessments • Teacher created assessment • Spring 2019 MAP assessment • Exit slips • Item Analysis of formative assessments 	<ul style="list-style-type: none"> • Students will identify and apply conceptual knowledge and skills of mathematical operations to real world problems. • Teachers will guide students through whole group and small group targeted instruction, using formative assessments • Through small group instruction, students will be able to perform addition, subtraction, multiplication, and division of fractions and whole numbers. • Students will use digital resources to enhance problem solving and skill instruction. 		<p>Progress Summary: Students have engaged in small group, differentiated instruction since the beginning of the year. The reason this goal is partially met is due to our different leveled classes. In the 5th/6th Grade CC course, the students have mastered the ability to add, subtract, multiply, and divide fractions and whole numbers, while still working on decimals, as evidenced by the pacing guide and their common assessment results. In the 5th grade CC course, the students are able to add, subtract, multiply, and divide whole numbers but are still working on fractions as evidenced by the pacing guide and common assessment results. All fifth grade students are benefitting from real-world problems, continued practice and problem solving through collaboration and written expression. The students have also utilized digital resources such as IXL and Kahn Mappers to enhance conceptual knowledge and skills.</p>		<p>Progress Summary: Students engaged in small group, differentiated instruction. The reason this goal is partially met is due to our different leveled classes. In the 5th/6th Grade CC course, the students have mastered the ability to add, subtract, multiply, and divide fractions and whole numbers, while still working on decimals, as evidenced by the pacing guide and their common assessment results. In the 5th grade CC course, the students are able to add, subtract, multiply, and divide whole numbers and fractions, and measure volume and angles of geometric shapes. All fifth grade students are benefitting from real-world problems, continued practice and problem solving through collaboration and written expression. The students utilized digital resources such as IXL and Kahn Mappers to enhance conceptual knowledge and skills.</p>
Who is Responsible?	Evidence of Completion: [275]	Action Steps / Timeline: [276]									
<ul style="list-style-type: none"> • 5th grade teachers • Resource teachers • Differentiation Specialist • Math Specialist • RTI tutors 	<ul style="list-style-type: none"> • District assessments • Teacher created assessment • Spring 2019 MAP assessment • Exit slips • Item Analysis of formative assessments 	<ul style="list-style-type: none"> • Students will identify and apply conceptual knowledge and skills of mathematical operations to real world problems. • Teachers will guide students through whole group and small group targeted instruction, using formative assessments • Through small group instruction, students will be able to perform addition, subtraction, multiplication, and division of fractions and whole numbers. • Students will use digital resources to enhance problem solving and skill instruction. 									
Strategy 2	Teachers will increase opportunities for problem solving involving multiple operations and multi-step problems, including a focus on writing about problems and the mathematical process.	2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes				
	<table border="1"> <tr> <td>Who is Responsible?</td> <td>Evidence of Completion: [277]</td> <td>Action Steps / Timeline: [278]</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Who is Responsible?	Evidence of Completion: [277]	Action Steps / Timeline: [278]					<p>Progress Summary: Students have participated in problem solving and their written explanations almost daily in our math classes.</p>		<p>Progress Summary: Students participated in problem solving and their written explanations almost daily in our math classes.</p>
Who is Responsible?	Evidence of Completion: [277]	Action Steps / Timeline: [278]									

	<ul style="list-style-type: none"> 5th grade teachers Resource teachers Differentiation Specialist Math Specialist RTI tutors 	<ul style="list-style-type: none"> District assessments Spring 2019 MAP assessment Entrance/Exit Slips Teacher created assessment 	<ul style="list-style-type: none"> Students will solve problems applying the 8 Mathematical Practices Teachers will guide students through whole group and small group targeted instruction, using formative assessments Teachers will implement guided writing instruction in math to help students respond to the problem and explain their mathematical process. 	Through the incorporation of word problems and through the use of technology, students have been engaging in activities that not only require them to write about their thought process and math problem solving, but use their technology to do so. Students have also worked with multi-operation problems to enhance their computation and reasoning in real-world situations. Students have also worked with the math specialist and differentiation specialist to solve problems at a higher level, allowing them to collaborate with their peers and solve problems on a deeper level through conversations and communication.	Through the incorporation of word problems and through the use of technology, students have been engaging in activities that not only require them to write about their thought process and math problem solving, but use their technology to do so. Students have also worked with multi-operation problems to enhance their computation and reasoning in real-world situations. Students have also worked with the math specialist and differentiation specialist to solve problems at a higher level, allowing them to collaborate with their peers and solve problems on a deeper level through conversations and communication.		
Strategy 3				Strategy Implemented? (partially, yes, or no) 3	no	Strategy Implemented? (partially, yes, or no) 3	no
	Who is Responsible?	Evidence of Completion: [279]	Action Steps / Timeline: [280]	Progress Summary:		Progress Summary:	
SEL SIP Goal(s) [281]				Mid-Year 2018-19: Follow-Up [282]		End of 2018-19: Follow-Up [283]	
Grade Level SEL Goal [284]				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) 1	no	Strategy Implemented? (partially, yes, or no) 1	no
	Who is Responsible?	Evidence of Completion: [285]	Action Steps / Timeline: [286]	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no) 2	no	Strategy Implemented? (partially, yes, or no) 2	no
	Who is Responsible?	Evidence of Completion: [287]	Action Steps / Timeline: [288]	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no) 3	no	Strategy Implemented? (partially, yes, or no) 3	no
	Who is Responsible?	Evidence of Completion: [289]	Action Steps / Timeline: [290]	Progress Summary:		Progress Summary:	
2018-19 School Improvement Plan (SIP)							

[1] Consider these questions as you write your goals:

Is it Specific?

Which students need support? What content, skills, and/or knowledge do students need?

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[2] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the winter to the spring based upon monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[3] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teacher created list of varied text to use for guided reading.

Develop a reading motivator chart in the classroom

MRC director leads book talks to build enthusiasm in reading and understanding of genres

Targeted Guided Reading Groups met with on a schedule, planned and supported with RS, Instructional Coach, and DS.

Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[4] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

By the end of 3rd grade, 80% of students will achieve a score of '2' or above on the F&P written response rubric when reading a book at their instructional level.

[5] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

Currently 59% of students are not at the 4th grade end of the year benchmark of level "S", which includes 38% of incoming fourth graders who are below the 4th grade beginning goal of "P/Q" . Last year 90% exited fourth grade at the benchmark of "S" or above, but 90% of students also entered 4th grade at or above the F&P benchmark.

[6] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[7] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How often, and in what manner, are you progress monitoring this goal?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teacher created list of varied text to use for guided reading.

Develop a reading motivator chart in the classroom

MRC director leads book talks to build enthusiasm in reading and understanding of genres

Targeted Guided Reading Groups met with _____ on a schedule (3 days per week for 20 minutes), planned and supported with RS, Instructional Coach, and DS.

Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[8] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[9] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How often, and in what manner, are you progress monitoring this goal?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teacher created list of varied text to use for guided reading.

Develop a reading motivator chart in the classroom

MRC director leads book talks to build enthusiasm in reading and understanding of genres

Targeted Guided Reading Groups met with _____ on a schedule (3 days per week for 20 minutes), planned and supported with RS, Instructional Coach, and DS.

Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[10] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

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[12] Consider these questions as you write your goals:

Is it Specific?

Which students need support? What content, skills, and/or knowledge do students need?

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[13] Consider:

What data did you analyze to determine progress?

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How do you plan to respond to the new data collected in order to best support students?

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[15] What exactly do I want to achieve?

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What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

[16] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

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What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

During the 2017-2018 school year we will implement a schoolwide behavior matrix which will clearly define appropriate behaviors expected of students in order to promote positive interactions and a safe environment.

[27] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[28] Consider:

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What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

The matrix will be displayed for the student body to view.

Principal will identify the respectful, responsible and safe behaviors outlined on the matrix.

[29] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

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For example:

PE teachers will create posters of the matrix for each classroom.

PE teachers will create posters of each specific area of the matrix to be displayed throughout the building in the designated areas.

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For example:

Principal will highlight each area of the matrix and review them during morning announcements/assembly for the first couple months of school.

In January, students will be asked to review the matrix expectations with the student body in kid friendly language.

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Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

By the end of 3rd grade, 80% of students will achieve a score of '2' or above on the F&P written response rubric when reading a book at their instructional level.

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Where?

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For example:

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[41] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

Currently 59% of students are not at the 4th grade end of the year benchmark of level "S", which includes 38% of incoming fourth graders who are below the 4th grade beginning goal of "P/Q" . Last year 90% exited fourth grade at the benchmark of "S" or above, but 90% of students also entered 4th grade at or above the F&P benchmark.

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During the 2017-2018 school year we will implement a schoolwide behavior matrix which will clearly define appropriate behaviors expected of students in order to promote positive interactions and a safe environment.

[84] What exactly do I want to achieve?

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For example:

During the 2017-2018 school year we will implement a schoolwide behavior matrix which will clearly define appropriate behaviors expected of

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[85] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[86] Consider:

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What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

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PE teachers will create posters of each specific area of the matrix to be displayed throughout the building in the designated areas.

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What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

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What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

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[100] What exactly do I want to achieve?

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For example:

By the end of 3rd grade, 80% of students will achieve a score of '2' or above on the F&P written response rubric when reading a book at their instructional level.

[101] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

Currently 59% of students are not at the 4th grade end of the year benchmark of level "S", which includes 38% of incoming fourth graders who are below the 4th grade beginning goal of "P/Q" . Last year 90% exited fourth grade at the benchmark of "S" or above, but 90% of students also entered 4th grade at or above the F&P benchmark.

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Double dose for students that are below grade level with RtI support, RS, or RtI tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[108] Consider these questions as you write your goals:

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What before and after assessment(s) will show us students have learned?

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For example:

Teachers study reflect on one or more of the 8 mathematical practices

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For example:

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[117] Write your strategy for attaining this goal here.

For example:

Utilize Schoolwide, Storyworks, and Newsela Resources to facilitate targeted skill of main idea.

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For example:

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Double dose for students that are below grade level with Rtl support, RS, or Rtl tutors

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instructional level.

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Which students need support? What content, skills, and/or knowledge do students need?

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[239] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the fall to the winter based upon the monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[240] Consider:

What data did you analyze to determine progress?

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[241] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

[242] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

[243] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[244] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Teachers study reflect on one or more of the 8 mathematical practices

Teachers explored guided math design

[245] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[246] Consider:

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For example:

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What before and after assessment(s) will show us students have learned?

Is it Attainable?

What support and resources do we have access to? What strategies are needed to attain this goal?

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[250] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

What adjustments have you made to support students from the fall to the winter based upon the monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[251] Consider:

What data did you analyze to determine progress?

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What adjustments have you made to support students from the fall to the winter based upon the monitoring of data?

How do you plan to respond to the new data collected in order to best support students?

[252] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

During the 2017-2018 school year we will implement a schoolwide behavior matrix which will clearly define appropriate behaviors expected of students in order to promote positive interactions and a safe environment.

[253] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[254] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

The matrix will be displayed for the student body to view.

Principal will identify the respectful, responsible and safe behaviors outlined on the matrix.

[255] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[256] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

PE teachers will create posters of the matrix for each classroom.

PE teachers will create posters of each specific area of the matrix to be displayed throughout the building in the designated areas.

[257] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[258] Consider:

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What professional learning opportunities can I pursue to support my work toward my goals?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

Principal will highlight each area of the matrix and review them during morning announcements/assembly for the first couple months of school.

In January, students will be asked to review the matrix expectations with the student body in kid friendly language.

[259] Consider these questions as you write your goals:

Is it Specific?

Which students need support? What content, skills, and/or knowledge do students need?

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For example:

Teacher created list of varied text to use for guided reading.

Develop a reading motivator chart in the classroom

MRC director leads book talks to build enthusiasm in reading and understanding of genres

Targeted Guided Reading Groups met with on a schedule, planned and supported with RS, Instructional Coach, and DS.

Double dose for students that are below grade level with RtI support, RS, or RtI tutors

Explicit instruction in a variety of reading strategies to monitor comprehension across all curricular areas (stop and jot, highlighting, finding definitions)

[262] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

For example:

By the end of 3rd grade, 80% of students will achieve a score of '2' or above on the F&P written response rubric when reading a book at their instructional level.

[263] This is where you write the data that reflects where your students are currently. Ensure you have specific data recorded in percentages. Do not use numbers of students. (instead of 6 out of 10 students, say 60% of students...)

For example:

Currently 59% of students are not at the 4th grade end of the year benchmark of level "S", which includes 38% of incoming fourth graders who are below the 4th grade beginning goal of "P/Q" . Last year 90% exited fourth grade at the benchmark of "S" or above, but 90% of students also entered 4th grade at or above the F&P benchmark.

[264] Establish concrete criteria for measuring progress toward the attainment of each goal you set.

[265] Consider:

How will these action steps integrate into my daily and weekly routines?

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

What professional learning opportunities can I pursue to support my work toward my goals?

How often, and in what manner, are you progress monitoring this goal?

How/when will I take time to reflect on progress toward my goals and make necessary adjustments to the plan?

For example:

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