

# Monroe School 2018-2019

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	71% of students or greater will achieve proficiency by June 2019 as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	Currently 69% of students in 3rd grade are projected to meet Benchmark, 74% of 4th grade students are projected to meet Benchmark, and 70% of 5th grade students are projected to meet Benchmark.	Building Present Level: 69% of students met the benchmark according to Winter MAP Reading.		Building Present Level: 66% of students achieved proficiency by June 2019 as measured by ECRA's Proficiency Projection Report.	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Every student will have a reading goal that we monitor and adjust every 6-8 weeks.		1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students participate in guided reading during WIN classes everyday. Students below grade level are in targeted interventions. Tier 1 students are progress monitored using EasyCBM.		Progress Summary: Students participate in guided reading during WIN classes everyday. Students below grade level are in targeted interventions. Tier 1 students are progress monitored using EasyCBM.		
	Classroom Teachers, Specialists	Learning Team Meeting Spreadsheets	Year long with 3 benchmark meetings and 2 check in meetings					
Strategy 2	What I Need Time for 30 minutes every day will be focused on small group guided reading by default. Some students may receive other interventions such as speech at this time, but classroom teachers will not proceed with whole group instruction during this time.		2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:		
	Classroom Teachers, Specialists, Rtl Tutors	Schedule and lesson plans	Year long					
Strategy 3	Use aligned rubrics and approaches to writing across grade levels. Continue to reteach and have students make improvements to their writing until they experience success as measured by a rubric.		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: This is becoming more of a focus this second half of the year.		Progress Summary: Our Building Learning Team continues to work on this task, but building wide discussions have been helpful and we are becoming more consistent with our approaches.		
	Classroom teachers	Rubrics	Year long					

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

## Strategies to Achieve Grade Level Math Goal

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	71% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently 78% of students in 3rd grade are projected to meet Benchmark, 70% of 4th grade students are projected to meet Benchmark, and 65% of 5th grade students are projected to meet Benchmark.	Building Present Level: 71% of student met the benchmark for Winter MAP Math		Building Present Level: 73% of students achieved proficiency as measured by ECRA's Proficiency Projection Report.	

  

Strategy 1	Utilize small group and guided math time to differentiate instruction during math class		1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:					

	Classroom teachers	Exit slips, quizzes, observations of small group instruction	Year long	Progress Summary:		Progress Summary:	
Strategy 2	Reteach skills that have YET to be mastered and monitor progress using MCAP.			2 Strategy Implemented? (partially, yes, or no)	Partially	2 Strategy Implemented? (partially, yes, or no) Yes	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			
	Classroom teachers	Exit slips, quizzes, observations of small group instruction	Year long	Progress Summary:			
Strategy 3	Utilize technology to provide differentiated practice as well as provide data to the teacher to inform instruction. Xtra Math, IXL, and Khan Mappers are examples of what we currently use.			3 Strategy Implemented? (partially, yes, or no)	Yes	3 Strategy Implemented? (partially, yes, or no) Yes	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			
	Teachers	Website data reports	Year long	Progress Summary: Freckel was a new District resource that proved valuable this year.			
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>		<b>End of 2018-19: Follow-Up</b>	
Building Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.			GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no) Yes	
Building Present Level:				Building Present Level:		Building Present Level:	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>							
Strategy 1	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1 Strategy Implemented? (partially, yes, or no)	Yes	1 Strategy Implemented? (partially, yes, or no) Yes	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			
	PTO, Staff, Community	Various projects and activities	All year	Progress Summary:			
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2 Strategy Implemented? (partially, yes, or no)	Yes	2 Strategy Implemented? (partially, yes, or no) Yes	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			
	BLT, All Staff	Planning Document	All year	Progress Summary:			
Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.			3 Strategy Implemented? (partially, yes, or no)	Partially	3 Strategy Implemented? (partially, yes, or no) Yes	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We are in the process of collecting winter data to analyze and make intervention adjustments.			
	All Staff	SAEBRS	Year long with a mid year check in using SAEBRS	Progress Summary:			
<b>2018-19 School Improvement Plan (SIP)</b>							

## Monroe Growth Goal

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	84% or more of students will achieve expected or greater than expected growth by June 2019 as measured by the ECRA Growth Summary Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data	According to 2017-2018 School Grade-Level Growth Summary from ECRA, 14% of students achieved high growth; 70% of students achieved expected growth; and 15% of students achieved lower than expected growth.	Building Present Level: 87% of students experienced expected or higher than expected growth.		Building Present Level: 88% or more of students achieved expected or greater than expected growth by June 2019 as measured by the ECRA Growth Summary Report.	

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

### Strategies to Achieve Grade Level Reading Goal

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

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	More than 84% of students will achieve expected or greater than expected growth as measured by the ECRA Growth Summary Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data	18% of students achieved high growth; 65% of students achieved expected growth; and 17% of students achieved lower than expected growth.	Building Present Level: 87% of students experienced expected or higher than expected growth.		Building Present Level: 89% or more of students achieved expected or greater than expected growth by June 2019 as measured by the ECRA Growth Summary Report.	

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

### Strategies to Achieve Grade Level Math Goal

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

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

# Monroe Kindergarten

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	85% of students will advance to an F & P level D or higher by May 2019.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	78% of students demonstrated letter name/sound proficiency and 60% of student demonstrated proficiency with basic phonemic awareness skills as of the fall benchmark.	Building Present Level: 84% of students demonstrated letter name proficiency. 81% are proficient with letter sounds. 89% are proficient at rhyming. 81% are proficient with onset-rime. 73% are reading at a level C or higher.		Building Present Level: 78% of students are at a D or higher as of early May.	

73%

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Every student will have a reading goal that is progress monitored and adjusted every 6 weeks. Students that are below grade level will be taught using a research-based intervention in a small group.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Phonemic awareness is being implemented both whole and small group 5 times a week.			Progress Summary: Phonemic awareness continues to be implemented in whole group 5 times a week. Students below level are getting intervention from the reading specialist		
	Learning Team Members	Progress monitoring graphs and rubric data	- Learning Team meetings every 6-8 weeks throughout the year						
Strategy 2	Incorporate multi-sensory whole group phonemic awareness skills into the daily routine.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: M. Heggerty, Foundations, songs, rhymes and other phonemic awareness activities are being implemented daily. Sight words are incorporated during small group instruction.			Progress Summary: Phonemic awareness has been implemented in small and whole groups daily.		
	Teacher, Differentiation Specialist and Reading Specialist and RtI Tutors	Students are able to produce 26 letter sounds, rhymes, phoneme segmentation	-utilize Michael Heggerty skill work - Weekly students will practice sight words on their sight word rings with adults - working in small groups and practicing at home. Utilize extra classroom space to alleviate background noise - ***10 words for every student by 1st trimester, minimum of 20 by 2nd, and minimum of 30 by end of 3rd trimester - RF.K.3.C						
Strategy 3	Read instructional level text in small group setting to increase fluency, accuracy and comprehension			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Each student receives small group reading instruction at his/her level for 30 min. 4-5 times a week. The groups are changed according to progress or needs.			Progress Summary: Sight words and leveled reading books have been sent home 5 times a week.		
	Teacher, Differentiation Specialist and Reading Specialist and RtI Tutors	Students are able to read text fluently and demonstrate understanding of what was read.	- Working in large and small groups and individually several times a week. Guided reading in small groups 5 times per week. - Sending home sight words and instructional level texts 5x/week for additional practice - Story retell prompt paired with visual cues						

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	80% of students will master Common Core Standards K.CC.A.1 and K.CC.A.2, which involves counting to 100 by 1s and 10s, counting to 100 beginning from a number other than 1 and identifying #'s 1-31.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently, 72% of students are capable of oral counting up to 30 and 81% of students can accurately identify 15 or more numbers between 1-30.	Building Present Level: 81% can count to 100 by 1's. 81% can count to 100 starting with a number other than 1. 91% can count to 100's by 10's and 86% can identify 25 numbers or more between 1-30..		Building Present Level: 83% of students are at or above grade level according to Aimsweb MNM.	

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

Strategies to Achieve Grade Level Math Goal									
Strategy 1	Introduce and reinforce counting, subitizing and cardinality.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Number lines are on the floor, student folders are numbered and # of students in attendance are incorporated into our daily routine.			Progress Summary: Math practice is embedded into calendar time, days in school and throughout the day as opportunities present themselves.		
	Teacher	- Lesson Plans - Collaboration notes	Incorporate subitizing practice into math rotations and morning routines.						
Strategy 2	Incorporate kinesthetic awareness of number sense and model counting during transitions throughout the day.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Number stories and word problems have been incorporated during morning group time and specific math activities.			Progress Summary: Math vocabulary and equations are used with numbered folders, days in school and individual number stories.		
	Teacher,	- Observations - Lesson Plans	- Add to displays by using anchor charts that emphasize the math vocabulary and number stories that can be acted out or shown with objects.						
Strategy 3	Incorporate math concepts across subject areas			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Math vocabulary is used daily with calendar, science and weather activities.			Progress Summary: Math vocabulary is used daily with calendar, science, weather, and getting in line activities.		
	Teacher, differentiation specialists	- Observations - Lesson Plans	- Weather graph - Calendar math - Science, Living Classroom activities - Special activities (art, music, PE)						
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>			<b>End of 2018-19: Follow-Up</b>		
Grade Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.			GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes		
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	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes

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

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% or more of the first grade level students will be reading at a BAS level J (grade level) by May.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	74% are reading at grade level or above in the Fall of 2018.	Building Present Level: Currently 77% are reading at grade level or above		Building Present Level: 86% of students reached a level J or higher by May.	

**Strategies to Achieve Grade Level Reading Goal**

Strategy 1	Continue to implement a differentiated balanced literacy approach to instruction. Every student will have a reading goal that is progress monitored. Students that are below grade level will be taught using a research-based intervention in a small group.		1 Strategy Implemented? (partially, yes, or no)	Yes	1 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: The team has implemented daily guided reading using a balanced literacy approach. The reading specialist has reorganized small groups to give targeted intervention five days a week to those students not meeting grade level expectations.		Progress Summary: The team has implemented daily guided reading using a balanced literacy approach. The reading specialist has reorganized small groups to give targeted intervention five days a week to those students not meeting grade level expectations.	
	Reading Specialist, Teacher, Resource Teacher, and Differentiated Specialist	BAS checks in September will result in 74% of students at level D or higher. 78% of students will be reading at Instructional Level G or higher by the end of January. Running Records and Aimsweb will be done in winter and spring as a progress monitoring tool. Final BAS will be done in April. The expectation is that 80% of students will be at an Instructional Level H or higher.	Action Steps / Timeline:	1. Implement a balanced literacy approach to instruction, including daily guided reading opportunities for students, use of the Daily 5 model, leveled books and strategy lessons from the Reading Strategies book by Serravallo. 2. Identify students who are not on target to reach a Level H and provide targeted interventions including a double dose of guided reading, (LLI), reading decoding and comprehension strategy lessons. 3. Send home nightly reading books based on student independent/instructional level 4. Reading Specialists and RTI tutors to provide targeted small group support to students that are below and not approaching 5. Students are not pulled out during the reading block but rather get additional reading services during WIN time. This allows the classroom teacher to see all students more frequently		
Strategy 2	Strategic and repeated review of sight words.		2 Strategy Implemented? (partially, yes, or no)	Yes	2 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: Continual review of the sight words has been successfully implemented.		Progress Summary: "Continual review of the sight words has been successfully implemented."	
	reading specialist, resource teacher and classroom teacher	20% of students not meeting grade level Fall expectations will be at sight word set 7 by November. 40% of students not meeting grade level Fall expectation will be at sight word set 9 by January. 85% of students not meeting grade level Fall expectations will be at sight word set 14 by May.	Action Steps / Timeline:	1. Students are able to read sight words in isolation and within text. Ongoing assessment through the use of the lists, sight word colors and conferencing. 2. Students will score 100% for a group of sight word sets before moving to the next set of color-coded sight words to be placed on rings for daily/nightly practice October - June. Rings will be differentiated based on pretest October - June. Conferencing and checks during guided reading will assure the knowledge of these sight words within text. 3. Sight word assessment all three trimesters		
	Implement Response To Read Aloud Mentor Text to support Balanced Literacy		3 Strategy Implemented? (partially, yes, or no)	Yes	3 Strategy Implemented? (partially, yes, or no)	Yes



Strategy 3	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Reading Response Journals implemented mid year.	Progress Summary: Reading Response Journals implemented mid year and used throughout the school year.
	Reading Specialist, Classroom teacher, and Resource Teacher	Authentic Student Pieces	During mini lesson, modeling of responses continuing with a gradual release model. Assessment of final reading response for mid year and end of the year will be done.		

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	80% of students or greater will meet Benchmark as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	77% of students or greater will meet Benchmark as measured by ECRA's Proficiency Projection Report.	Building Present Level: Currently 78% of students met the proficiency projection for the grade level.		Building Present Level: 86% of students met the Benchmark as measured by ECRA's proficiency report.	

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Implement guided math groups utilizing technology, games, manipulatives and other math tools.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Math tools, instruction and math centers were used daily to support the math goal.			Progress Summary: Math tools, instruction and math centers were used daily to support the math goal.		
Strategy 2	Increase math fact fluency			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Math fact rings are sent home nightly for practice.			Progress Summary: Math fact were practiced nightly.		
Strategy 3	Utilize interactive math journals to differentiate learning.			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Consistent use of math journals, mini lessons and math talks are used to support students.			Progress Summary: Interactive math journals were used consistently as well as mini lessons and math talks to support students.		

SEL SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes

Building Present Level:		Building Present Level:		Building Present Level:	
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

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

Strategy 1	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		

## Monroe 2nd Grade

ELA SIP Goal(s)				Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	By May 2019, using the BAS assessment, 80% will read at a level M. (CCSS.ELA-LITERACY.RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.)			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Past data: (school year 2017-18) reflects that 74% current Monroe Second Grade students met their spring benchmark at the end of first grade.			Building Present Level: 60% of students have met this goal		Building Present Level: 86% of students reached a level M or higher by May.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy 1	Every student will have a reading goal that is progress monitored and adjusted every 6 weeks. Students that are below grade level will be taught using a research-based intervention in a small group.			1 Strategy Implemented? (partially, yes, or no)	Yes	1 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary: Students goals were made at each learning team meeting.	
	-Classroom teachers - Resource teachers - DS - Reading Specialist/ Rtl	Progress monitoring graphs and rubric data	- Learning Team meetings every 6-8 weeks throughout the year				
Strategy 2	Students will be able to summarize a text using the Somebody Wanted But So Then organizer			2 Strategy Implemented? (partially, yes, or no)	Partially	2 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We are moving to independent practice through modeling.		Progress Summary: Students carried over strategy to nonfiction biographies	
	Classroom teacher	SWBST graphic organizer	During mini lesson, modeling of responses continuing with a gradual release model. Assessment of final reading response for mid year and end of the year will be done.				
Strategy 3	Students will utilize Raz-Kids monthly reading a story that is at their current guided reading level. They will answer comprehension questions.			3 Strategy Implemented? (partially, yes, or no)	Partially	3 Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary: Those students who were on-level used other materials such as novels and StoryWorks Jr.	
	Classroom teacher	Raz-Kids					

Math SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	70% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently 64% of students in 2nd grade are projected to meet Benchmark			Per ECRISS, 68% of students with Winter MAP will meet proficiency.		Building Present Level: 69% of students met their proficiency benchmark.	

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

### Strategies to Achieve Grade Level Math Goal

Strategy 1	Small group instruction based on pretests or check for understanding quizzes to provide direct and differentiated instruction.			1 Strategy Implemented? (partially, yes, or no)	Partially	1 Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Classroom teachers are implementing differentiated instruction by following a guided math format.		Progress Summary:	
	Classroom Teachers, DS	Pre/Post Test	Ongoing/following scope & sequence of math lessons				
Strategy 2	Increase Number Sense through varied instruction.			2 Strategy Implemented? (partially, yes, or no)	Partially	2 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary: Students practice math addition/subtraction fluency through the use of fluency games throughout the year.	
	Classroom Teachers, DS	Math Fact Workstation/Center, math fluency partner games	Ongoing/following scope and sequence of math lessons				

Strategy 3	Teachers will administer bi-weekly fact fluency assessment, continued practice to allow for mastery, and will assess at the end of each trimester. Students will develop a toolbox of math strategies to solve addition/subtraction (ongoing)			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary: 69% of students met the year end fact fluency goal.		
	Classroom Teachers	Aimsweb bi-weekly assessments	Fluency games are provided for students to participate with family members. Games are rotated and updated monthly to meet the needs of the students.						
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>			<b>End of 2018-19: Follow-Up</b>		
Grade Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.			GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes		
Building Present Level:				On Going		Building Present Level:			
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?									
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>									
Strategy 1	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
<b>2018-19 School Improvement Plan (SIP)</b>									

## Monroe 3rd Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	69% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently 69% of students in 3rd grade are projected to meet Benchmark.	Building Present Level: Based on winter ECRA we are currently at 76%.		Building Present Level: 74% of students met their proficiency benchmark.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy 1	Every student will have a reading goal that is progress monitored and adjusted every 6 weeks. Students that are below grade level will be taught using a research-based intervention in a small group.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Progress monitoring using EasyCBM occurs every 3 to 4 weeks during homeroom W.I.N. Data is reviewed and instruction is planned to meet student needs.			Progress Summary: EasyCBM was used throughout the year (fall to spring) with homeroom W.I.N groups. Data was used for planning and instruction.		
	-Classroom teachers - Resource teachers - DS - Reading Specialist/ Rtl	Progress monitoring graphs and rubric data	Learning Team meetings every 6-8 weeks throughout the year						
Strategy 2	Explicit instruction for Reading Response writing using organizers and a consistent approach.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action steps have been implemented. With regard to RACES, all students are restating and answering extended response questions. Students are working toward consistently citing text evidence and writing a concluding statement.			Progress Summary: Students were introduced to CUPS and ARMS for self-editing across all writing genres. RACES was introduced, implemented and referenced continually throughout the year for reading responses.		
	-Classroom teachers - Resource teachers - DS - Reading Specialist/ Rtl	Written Response to Reading Storyworks close reading questions	Close Reading CUPS, ARMS, RACES Graphic Organizer Instruction (T-chart, Venn Diagram)						
Strategy 3	Target vocabulary instruction to aide in writing and reading responses.			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action steps have been implemented. Additional resources have been used to target vocabulary goals.			Progress Summary: Vocabulary instruction was provided through Storyworks, Word Masters and guided reading activities.		
	-Classroom teachers - Resource teachers - DS - Reading Specialist/ Rtl	-Storyworks close reading responses -Word Masters challenges - Guided Reading	Word Masters Story Works Guided Reading						

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	78% 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
Building Present Level:	Currently 78% of students in 3rd grade are projected to meet Benchmark.	Building Present Level: In the winter ECRA report we have 91% of students meeting benchmark.		Building Present Level: 89% of students met their proficiency benchmark.	

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

### Strategies to Achieve Grade Level Math Goal

Strategy 1	Target MAP goal area: Geometry			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible? - Classroom teachers - Resource teachers - DS - RtI	Evidence of Completion: - Morning work - Problem of the Week	Action Steps / Timeline: - Morning work - GRIT geometry lessons - Problem of the week - studyjams.scholastic.com	Progress Summary: Morning work was implemented for the first half of the year. In January it was replaced with the following action steps; incorporate third grade class centers with one focus on geometry and preteach geometry through fractions/area and perimeter units.			Progress Summary: Since mid-year students were provided geometry instruction through class math centers, all-class rotations, adaptive lessons through Freckle.		
Strategy 2	Target MAP goal area: Number and Operations			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible? - Classroom teachers - Resource teachers - DS - RtI	Evidence of Completion: - Fact fluency performance	Action Steps / Timeline: - 2 x per week fact fluency check	Progress Summary: It has been fully implemented. 87% of students have met the goal.			Progress Summary: Fact fluency has been a focus through the end of the school year. Primary resources used were Freckle Math Fact Practice and Otter Creek Rocket Math.		
Strategy 3	Teach modeling and reasoning strategies using real world math problems			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible? - Classroom teachers - Resource teachers - DS - RtI	Evidence of Completion: - slate work	Action Steps / Timeline: - use insidemathematics.org	Progress Summary: Each math unit incorporates real world problems and math reasoning strategies. Our third trimester focus will be to incorporate insidemathematics.org.			Progress Summary: Real world math problems and math reasoning strategies continued through year end utilizing Math in Focus, Freckle and other resources.		
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>			<b>End of 2018-19: Follow-Up</b>		
Grade Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no		
Building Present Level:				Building Present Level:					
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?									
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>									
Strategy 1	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		

Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:		
2018-19 School Improvement Plan (SIP)								

## Monroe 4th Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	74% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	Currently 74% of 4th grade students are projected to meet Benchmark.	Building Present Level: 65% of 4th grade students met the proficiency benchmark for winter reading MAP.		Building Present Level: 71% of students met their proficiency benchmark.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy 1	Every student will have a reading goal that is progress monitored and adjusted every 6-8 weeks. Students that are below grade level will be taught using a research-based intervention in a small group.			1 Strategy Implemented? (partially, yes, or no)	Yes	1 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action steps have been implemented. Students participate in guided reading during WIN time everyday with either classroom teachers, Reading Specialists/Rtl tutors, or Differentiation specialist. Students below grade level are in targeted interventions. EasyCBM is a tool being used to progress monitor Tier 1 students who work with classroom teachers.			
	Learning Team Members	Progress monitoring graphs and rubric data	- Learning Team meetings every 6-8 weeks throughout the year	Progress Summary: Action steps have been implemented. Students participate in guided reading during WIN time everyday with either classroom teachers, Reading Specialists/Rtl tutors, or Differentiation specialist. Students below grade level are in targeted interventions. EasyCBM is a tool being used to progress monitor Tier 1 students who work with classroom teachers.			
Strategy 2	Explicit instruction for Reading Response writing using organizers and a consistent approach.			2 Strategy Implemented? (partially, yes, or no)	Yes	2 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action steps have been implemented. Students have learned the RACES strategy to organize a written paragraph for reading responses.			
	Learning Team Members	Written Response to Reading Storyworks close reading questions	Close Reading CUPS, ARMS, RACES Graphic Organizer Instruction (T-chart, Venn Diagram)	Progress Summary: Action steps have been implemented. Students have learned the RACES strategy to organize a written paragraph for reading responses.			
Strategy 3	Instruct specific vocabulary words to enhance comprehension of texts containing those words.			3 Strategy Implemented? (partially, yes, or no)	Yes	3 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action steps have been implemented. Students work on vocabulary word sets utilizing the Wordly Wise resource. Students also learn vocabulary in different genre articles utilizing the StoryWorks magazine resource.			
	Learning Team Members	Progress monitoring	Wordly Wise, Word Work, Word Masters, Storyworks Vocabulary, Greek/Latin Roots, Preteaching of guided reading vocabulary words	Progress Summary: Action steps have been implemented. Students work on vocabulary word sets utilizing the Wordly Wise resource. Students also learn vocabulary in different genre articles utilizing the StoryWorks magazine resource.			

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	70% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently 78% of students in 3rd grade are projected to meet Benchmark, 70% of 4th grade students are projected to meet Benchmark, and 65% of 5th grade students are projected to meet Benchmark.	Building Present Level: 63% of 4th grade students met proficiency benchmark for winter math MAP		Building Present Level: 63% of 4th grade students met proficiency according to ECRA's proficiency report.	

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

### Strategies to Achieve Grade Level Math Goal

	Small group instruction based on pretests or check for understanding quizzes to provide direct and differentiated instruction.	1 Strategy Implemented? (partially, yes, or no)	Yes	1 Strategy Implemented? (partially, yes, or no)	Yes
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Strategy 1	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action items have been implemented. Students are grouped for reteaching/review and enrichment based on check for understanding quizzes for differentiating instruction.	Progress Summary: Action items have been implemented. Students are grouped for reteaching/review and enrichment based on check for understanding quizzes for differentiating instruction.		
	4th grade team, Resource Teacher & Differentiation Specialist	Let's practice scores, district assessments					
Strategy 2	Teach modeling and reasoning strategies using real world math problems			2 Strategy Implemented? (partially, yes, or no)	Yes	2 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action items have been implemented. Students have repeated exposure to real world problems throughout different units and discuss strategies for solving them.		Progress Summary: Action items have been implemented. Students have repeated exposure to real world problems throughout different units and discuss strategies for solving them.	
Strategy 3	Target MAP goal area: problem solving			3 Strategy Implemented? (partially, yes, or no)	Yes	3 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Action items have been implemented. Action items have been implemented. Students have repeated exposure to real world problems throughout different units and discuss strategies for solving them. Students have also had class discussions about different ways to solve or approach different problems.		Progress Summary: Action items have been implemented. Students have repeated exposure to real world problems throughout different units and discuss strategies for solving them. Students have also had class discussions about different ways to solve or approach different problems.	
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>		<b>End of 2018-19: Follow-Up</b>	
Grade Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:				Building Present Level:		Building Present Level:	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>							
Strategy 1	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1 Strategy Implemented? (partially, yes, or no)	Yes	1 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2 Strategy Implemented? (partially, yes, or no)	Yes	2 Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.			3 Strategy Implemented? (partially, yes, or no)	Partially	3 Strategy Implemented? (partially, yes, or no)	Yes

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

# Monroe 5th Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	70% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	No
Building Present Level:	Currently 70% of 5th grade students are projected to meet Benchmark.	Building Present Level: Currently 67% of 5th grade students are projected to meet Benchmark.		Building Present Level: 64% of students met their proficiency benchmark according to ECRA's report. Preliminary IAR data is showing higher than 70% proficiency.	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Every student will have a reading goal that is progress monitored and adjusted every 6-8 weeks. Students that are below grade level will be taught using a research-based intervention in a small group of 6 or less students.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students participate in guided reading during WIN classes everyday. Students below grade level are in targeted interventions. Tier 1 students are progress monitored using EasyCBM.			Progress Summary: Students participate in guided reading during WIN classes everyday. Students below grade level are in targeted interventions. Tier 1 students are progress monitored using EasyCBM.		
	Learning Team Members	Progress monitoring graphs and rubric data	- Learning Team meetings every 6-8 weeks throughout the year						
Strategy 2	Explicit instruction for Reading Response writing using organizers and a consistent approach.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students have been taught to use the RACES format for reading response.			Progress Summary: Students have been taught to use the RACES format for reading response		
	-Classroom teachers - Resource teachers - DS - Reading Specialist/ RtI	Written Response to Reading Storyworks close reading questions	Close Reading CUPS, ARMS, RACES Graphic Organizer Instruction (T-chart, Venn Diagram)						
Strategy 3	Target vocabulary instruction to aide in writing and reading responses.			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students work on word collection explicitly once per week. They are indirectly practicing the skills in all other areas. The mid unit assessment *			Progress Summary: Students work on word collection explicitly once per week. They are indirectly practicing the skills in all other areas. The mid unit assessment.		
	-Classroom teachers - Resource teachers - DS - Reading Specialist/ RtI	Pre and Post Assessment for Vocabulary unit Continued Assessment in reading and writing assignments	Students will collect words. Learn and use strategies (VVWA, Word Wall Chart by syllables . . . ) for learning/retaining vocabulary words. Create analogies with words using a nonlinguistic template						

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

## Strategies to Achieve Grade Level Math Goal

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	70% of students or greater will achieve proficiency as measured by ECRA's Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	Currently 65% of 5th grade students are projected to meet Benchmark.	Building Present Level: Currently 60% of 5th grade students are projected to meet Benchmark.		Building Present Level: 67% of students met their proficiency benchmark according to ECRA's report.	

Strategy 1	Target MAP goal area: Geometry			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: 52% of students fell in the HiAvg and Hi quintiles for Map spring testing.			Progress Summary: 71% of students fell in the HiAvg and Hi quintiles for Map spring testing.		
	-Classroom teachers - Resource teachers - DS - RtI	Let's practice scores, district assessments							
Strategy 2	Target MAP goal area: Number and Operations			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: 63% of students fell in the HiAvg and Hi quintiles for Map spring testing			Progress Summary: 72% of students fell in the HiAvg and Hi quintiles for Map spring testing.		
	-Classroom teachers - Resource teachers - DS - RtI	Let's practice scores, district assessments							
Strategy 3	Teach modeling and reasoning strategies using real world math problems			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Real world problems are assessed on a weekly basis.			Progress Summary: Real world problems are assessed on a weekly basis.		
	-Classroom teachers - Resource teachers - DS - RtI	Constructed Response Question	Instruct students on Math Awe-Some (T-Chart: AW - Answer/Work; E - Explanation in Words) Assess with a constructed response question twice per month						
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>			<b>End of 2018-19: Follow-Up</b>		
Grade Level SEL Goal	Through Power of Yet theme and explicit instruction using the SELAS standards, students will be able to demonstrate self/social awareness and positive decision making skills.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes		
Building Present Level:				Building Present Level:			Building Present Level:		
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?									
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>									
Strategy 1	Use Power of Yet theme to guide our initiatives and approaches with the PTO and Staff.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	Align lessons by trimester and month that follow the SEL Standards for IL			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		

Strategy 3	Analyze SAEBRS data and implement interventions to help at risk students. Strategies may include adult mentoring (Check and Connect), lunch groups, reading buddies, and other strategies determined by our Learning Team.		3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:		
2018-19 School Improvement Plan (SIP)								