

## Elm School 2018-2019

ELA SIP Goal(s) [1]		Mid-Year 2018-19: Follow-Up [2]		Action Steps / Timeline [3]	
Grade Level Reading Goal: [4]	72% 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: [5]	Currently 61% of students in 3rd grade are projected to meet Benchmark, 86% of 4th grade students are projected to meet Benchmark, and 81% of 5th grade students are projected to meet Benchmark.	Building Present Level: 68% of students met the Winter 2018 Benchmark as measured by ECRA's Winter MAP Proficiency Projection Results. Currently 49% of students in 3rd grade met the Benchmark, 86% of 4th grade students met the Benchmark, and 88% of 5th grade students met the Benchmark.		Building Present Level: 75% of students met the Spring 2019 Benchmark as measured by ECRA's Spring MAP Proficiency Projection Results. Currently 71% of students in 3rd grade met the Benchmark, 80% of 4th grade students met the Benchmark, and 77% of 5th grade students met the Benchmark.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement grade level co-plan meetings in order to provide increased support, dialogue and targeted intervention or to students based on learning data.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [6]	Action Steps / Timeline: [7]	Progress Summary: Weekly co-plan meetings have been taking place at each grade level. Conversations have focused on what students need to know, what assessments we will use to determine their level of mastery, as well as how we will respond to their learning. Co-plans will continue through the remainder of the school year.		Progress Summary: Weekly co-plan meetings have been taking place at each grade level. Conversations have focused on what students need to know, what assessments we will use to determine their level of mastery, as well as how we will respond to their learning.	
Teachers, Support Staff, Specialists, and RtI tutors	-Co-plan notes and common assessment creation -MAP and ECRA growth and achievement data -Differentiated lesson plans	-Weekly Co-Plan with interventionists and Principal				
Strategy 2	Review benchmark data (NWEA, ECRA, AimsWeb, common assessments) to monitor student progress.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [8]	Action Steps / Timeline: [9]	Progress Summary: Data meetings have been held twice this school year. Data meetings provide opportunities for collaboration among colleagues focused on student-specific data points. Intervention and enrichment opportunities are fine-tuned through these meetings.		Progress Summary: Data meetings have been held three times this school year. Data meetings provide opportunities for collaboration among colleagues focused on student-specific data points. Intervention and enrichment opportunities are fine-tuned through these meetings.	
Teachers, Support Staff, Specialists, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings,	-Elm School Data Meetings (October 1,2,4) - 3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups				
Strategy 3	Implement Grade Level Goals and Strategies		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [10]	Action Steps / Timeline: [11]	Progress Summary: See grade level plans		Progress Summary: See grade level plans	
Teachers, Support Staff, and RtI tutors						

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

Math SIP Goal(s) [12]		Mid-Year 2018-19: Follow-Up [13]		End of 2018-19: Follow-Up [14]	
Grade Level Math Goal: [15]	75% 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: [16]	Currently 71% of students in 3rd grade are projected to meet Benchmark, 81% of 4th grade students are projected to meet Benchmark, and 75% of 5th grade students are projected to meet Benchmark.	Building Present Level: 75% of students met the Winter 2018 Benchmark as measured by ECRA's Winter MAP Proficiency Projection Results. Currently 80% of students in 3rd grade met the Benchmark, 73% of 4th grade students met the Benchmark, and 73% of 5th grade students met the Benchmark.		Building Present Level: 77% of students met the Spring 2019 Benchmark as measured by ECRA's Spring MAP Proficiency Projection Results. Currently 83% of students in 3rd grade met the Benchmark, 70% of 4th grade students met the Benchmark, and 63% of 5th grade students met the Benchmark.	

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

### Strategies to Achieve Grade Level Math Goal

Strategy 1	Implement grade level co-plan meetings in order to provide increased support, dialogue and targeted intervention or to students based on learning data.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion: [17]	Action Steps / Timeline: [18]	Progress Summary: Weekly co-plan meetings have been taking place at each grade level. Conversations have focused on what		Progress Summary: Weekly co-plan meetings have been taking place at each grade level. Conversations have focused on what	
Teachers, Support Staff, Specialists, and RtI tutors						

	Teachers, Support Staff, Specialists, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings, common assessment creation, co-plan notes - MAP and ECRA growth and achievement data - Differentiated lesson plans	-Elm School Data Meetings (October 1,2,4) - 3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups -Weekly Co-Plan with interventionists and Principal	students need to know, what assessments we will use to determine their level of mastery, as well as how we will respond to their learning. Co-plans will continue through the remainder of the school year.	students need to know, what assessments we will use to determine their level of mastery, as well as how we will respond to their learning.		
Strategy 2	Review benchmark data (NWEA, ECRA, AimsWeb, common assessments) to monitor student progress.			Strategy Implemented? 2 (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [19]	Action Steps / Timeline: [20]	Progress Summary: Data meetings have been held twice this school year. Data meetings provide opportunities for collaboration among colleagues focused on student-specific data points. Intervention and enrichment opportunities are fine-tuned through these meetings.		Progress Summary: Data meetings have been held three times this school year. Data meetings provide opportunities for collaboration among colleagues focused on student-specific data points. Intervention and enrichment opportunities are fine-tuned through these meetings.	
	Teachers, Support Staff, Specialists, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings,	-Elm School Data Meetings (October 1,2,4) - 3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups				
Strategy 3	Implement Grade Level Goals and Strategies			Strategy Implemented? 3 (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [21]	Action Steps / Timeline: [22]	Progress Summary: See grade level plans		Progress Summary: See grade level plans	
	Teachers, Support Staff, and RtI tutors						
<b>SEL SIP Goal(s) [23]</b>				<b>Mid-Year 2018-19: Follow-Up [24]</b>		<b>End of 2018-19: Follow-Up [25]</b>	
Grade Level SEL Goal [26]	Increase our "Not At-Risk" Percentage to 80% in the area of Emotional Behavior on the SAEBRS Rating Scale.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	Currently, 72% of students are considered "Not At-Risk" on the Emotional Behavior Scale of the SAEBRS.			Building Present Level: SAEBRS will be administered in the Spring of 2019.		Building Present Level: 79% of students are considered "Not At-Risk" on the Emotional Behavior Scale of the SAEBRS.	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>							
Strategy 1	Increase positive attitude: See grade level goals			Strategy Implemented? 1 (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [27]	Action Steps / Timeline: [28]	Progress Summary: See grade level plans		Progress Summary: See grade level plans	
Strategy 2	Increase adaptability to change: See grade level goals			Strategy Implemented? 2 (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [29]	Action Steps / Timeline: [30]	Progress Summary: See grade level plans		Progress Summary: See grade level plans	
Strategy 3	Decrease worry: See grade level goals			Strategy Implemented? 3 (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [31]	Action Steps / Timeline: [32]	Progress Summary: See grade level plans		Progress Summary: See grade level plans	
<b>2018-19 School Improvement Plan (SIP)</b>							

[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?

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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.

[11] 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:

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

[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?

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?

[14] 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 the monitoring of data?

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

[15] 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:

[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...)

For example:

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

[18] 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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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 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)

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

[20] 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)

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

[22] 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:

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

[23] 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?

[24] 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?

[25] 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?

[26] 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.

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

[28] 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.

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

[30] 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:

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.

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

[32] 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:

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.