

Prospect School 2018-2019

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	74% of students or more will achieve proficiency by June 2019, 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 67% of students in 3rd grade are projected to meet Benchmark, 71% of 4th grade students are projected to meet Benchmark, and 84% of 5th grade students are projected to meet Benchmark.		Building Present Level: According to the ECRA Winter Proficiency Results, 75% of students met the proficiency benchmark (73% projected on Winter MAP).		Building Present Level: 74% of students or more 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	60 minutes per grade level for small group reading instruction		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers in grades K-5 have a 60 minute block of time to focus on guided reading built into their schedule.		Progress Summary: Teachers in grades K-5 have a 60 minute block of time to focus on guided reading built into their schedule.	
Teachers, Support Staff, RTI Tutors	Benchmark meetings and student groupings - MAP and ECRA growth and achievement data	Prospect Block Schedule (60 minutes per grade level for small group instruction) - 3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups				
Strategy 2	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:	Action Steps / Timeline:	Progress Summary: See Grade Level Goal Page (ongoing)		Progress Summary: See Grade Level Goal Page (ongoing)	
Teachers, Support Staff, RTI Tutors	Benchmark meetings and student groupings - MAP and ECRA growth and achievement data, Mid year review and year end data review	3 Benchmark meetings and Targeted review meetings to analyze data and discuss effective strategies.				
Strategy 3	Implement The Fountas & Pinnell Leveled Literacy Intervention System (LLI) to students reading below grade level and have met the district criteria for the intervention. Students receive this intervention 5 days a week for 30 minutes.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Prospect has held 2 Benchmark meetings to analyze MAP, ECRA growth and achievement data, Aimsweb, and Benchmark Assessment System data. Teachers and administration reviewed all students progress in grade K-5, looking at students areas of strengths/areas of growth in both ELA and Math. The team discussed/scheduled student interventions needed to close the gap and students reading extensions.		Progress Summary: Prospect has held 3 Benchmark meetings to analyze MAP, ECRA growth and achievement data, Aimsweb, and Benchmark Assessment System data. Teachers and administration reviewed all students progress in grade K-5, looking at students areas of strengths/areas of growth in both ELA and Math. The team discussed/scheduled student interventions needed to close the gap and students reading	
Reading Specialist, RTI Tutors	Reading Support Schedule	3 Benchmark meetings and Targeted review meetings to analyze data and discuss effective strategies. Fontas and Pinnell Benchmark				

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	75% of students or greater will achieve proficiency by June 2019, 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 79% of students in 3rd grade are projected to meet Benchmark, 71% of 4th grade students are projected to meet Benchmark, and 77% of 5th grade students are projected to meet Benchmark.	Building Present Level: According to the ECRA Winter Proficiency Results, 77% of students met the proficiency benchmark (75% projected on Winter MAP).	Building Present Level: 80% of students or greater achieved proficiency by June 2019, as measured by ECRA's Proficiency Projection Report.
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal

Strategy 1	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:	Action Steps / Timeline:	Progress Summary: See Grade Level Goal Page (ongoing)		Progress Summary: See Grade Level Goal Page (ongoing)	
Teachers, Support Staff, RTI tutors	Mid year and end of year data	3 Benchmark meetings and target review meetings to analyze data and discuss strategies.				
Strategy 2	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.		Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Prospect has held 2 Benchmark meetings to analyze MAP, ECRA growth and achievement data, Aimsweb, and Benchmark Assessment System data. Teachers and administration reviewed all students progress in grade K-5, looking at students areas of strengths/areas of growth in both ELA and Math. The team discussed/scheduled student interventions needed to close the gap and students needing extensions.		Progress Summary: Prospect has held 3 Benchmark meetings to analyze MAP, ECRA growth and achievement data, Aimsweb, and Benchmark Assessment System data. Teachers and administration reviewed all students progress in grade K-5, looking at students areas of strengths/areas of growth in both ELA and Math. The team discussed/scheduled student interventions needed to close the gap and students needing extensions.	
Teachers, Support Staff, Specialists, and RtI tutors	Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	3 Benchmark meetings and Target Review Meetings to analyze data and form groups				
Strategy 3	Teachers will create learning targets that can be used with students to communicate what they will learn and how they will demonstrate they understand.		Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Partially
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers are posting learning targets in their classrooms and discussing them at the beginning of the lessons. At the last Benchmark meeting, teams discussed how to incorporate student reflection aligned to the learning target at the end of their lesson.		Progress Summary: Teachers are posting learning targets in their classrooms and discussing them at the beginning of the lessons. At the last Benchmark meeting, teams discussed how to incorporate student reflection aligned to the learning target at the end of their lesson.	
Administration, teachers, support staff	Mid year and end of year	Staff meetings, evidence from informal and formal evaluations				

SEL SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRS.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)	Building Present Level: Grade Levels chose Second Step lessons to implement in their classrooms based off the Fall results from the SAEBRS Screener. The lessons are ongoing and continue to be implemented throughout the school year.		Building Present Level: Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 92% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors in the Fall, Kindergarten-(82%) 98%, First Grade- (73%) 84%, Second Grade- (84%) 89%, Fourth Grade- (91%) 97%, and Fifth Grade-(94%) 88%. Third grade focused on social and academic behavior (88%) 96%.	

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

Grade Level Strategies to Achieve Building SEL Goal(s)

Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading the book, Giraffes Can't Dance and talking to the students about things they can't do YET. Students created a personal goal related to something they couldn't do YET for the building bulletin board. Staff will continue to use the theme throughout the school. ie. Announcements, goal setting with children, feedback to students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Things We Can't do Yet continues to be discussed in classrooms and over the school announcements. Teachers have students create goals in their classrooms based on behavior or content goals.	Progress Summary: Things We Can't do Yet continued to be discussed in classrooms and over the school announcements. Teachers have students create goals in their classrooms based on behavior or content goals.	
	Staff	Giraffes Can't Dance read aloud to all classes-September, evidence collected during teacher informal and formal observations	2018-2019 School Year			
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach SEL benchmark goals.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Building Leadership team met in October and decided each grade level would review their SAEBRS data and plan specific grade level lessons utilizing Second Step Curriculum. Grade levels have been implementing these lessons	Progress Summary: Grade Levels implemented Second Step lessons in their classrooms based off the Fall results from the SAEBRS Screener. The lessons are ongoing and continue to be implemented throughout the school year.	
	Staff	SLO SEL Goals	2018-2019 School Year, SAEBRS Data			
Strategy 3	Fun Friday Lunch- 4th and 5th grade students earn "Sit Where You Want" during lunch for showing expected behaviors and being role models at Prospect Elementary School. Also, students can participate in many clubs at Prospect: Girl's Inspiration, Student Leadership, and Peer Mediators.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: 4th and 5th grade students have been role models in the lunchroom and have been able to have "Fun Friday" Lunch every Friday. Lunchroom supervisors and custodians have commented that the lunchroom has been much cleaner and less problems this school year.	Progress Summary: 4th and 5th grade students continue to be role models in the lunchroom and have "Fun Friday" Lunch every Friday. Lunchroom supervisors and custodians continue to comment that the lunchroom has been much cleaner and less problems this school year.	
	All Staff	Club Meetings, lunches on Fridays	2018-2019 School Year			

Prospect School 2018-2019

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	78% or more of students will achieve expected or greater than expected growth by June 2019, as measured by the ECRA Growth Summary Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	According to the 2017-2018 School Grade Level Growth Summary Report from ECRA, 18% of students achieved high growth; 65% of students achieved expected growth; and 17% of students achieved lower than expected growth.	Building Present Level: According to the ECRA Winter Growth Summary Report, 75% of students achieved expected or greater than expected growth.		Building Present Level: 78% or more of students achieved expected or greater than expected growth by June 2019, as measured by the ECRA Growth Summary	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	See Building Proficiency Goal		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
		Action Steps / Timeline:				
Strategy 2	See Building Proficiency Goal		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
		Action Steps / Timeline:				
Strategy 3	See Building Proficiency Goal . XX% or more of students will achieve expected or gr		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
		Action Steps / Timeline:				

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	80% or more of students will achieve expected or greater than expected growth by June 2019, as measured by the ECRA Growth Summary Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	no
Building Present Level:	According to the 2017-2018 School Grade Level Growth Summary Report from ECRA, 20% of students achieved high growth; 64% of students achieved expected growth; and 16% of students achieved lower than expected growth.	Building Present Level: According to the ECRA Winter Growth Summary Report, 77% of students achieved expected or greater than expected growth.		Building Present Level: 73% 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 Proficiency Goal		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
		Action Steps / Timeline:				
Strategy 2	See Building Proficiency Goal		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
		Action Steps / Timeline:				

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: See Building Proficiency Goal	Progress Summary: See Building Proficiency Goal
Strategy 3	See Building Proficiency Goal			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: See Building Proficiency Goal	Progress Summary: See Building Proficiency Goal

SEL SIP Goal(s)

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

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

Grade Level Strategies to Achieve Building SEL Goal(s)

Strategy 1	See Building Proficiency Goal			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: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
Strategy 2	See Building Proficiency Goal			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: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	
Strategy 3	See Building Proficiency Goal			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: See Building Proficiency Goal		Progress Summary: See Building Proficiency Goal	

Prospect Kindergarten

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	85% of kindergarten students will reach a Fountas & Pinnell minimum instructional level D by spring 2019 benchmark window.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	By the end of the 2017-2018 school year, 94% of kindergarten students were reading at an instructional Fountas and Pinnell level or above Level D. In September 2018, 11 students out of 64 were assessed reading at F & P levels A-L.	Building Present Level: 71% of current kindergarten students were reading at an instructional Fountas and Pinnell level of C or above.		Building Present Level: 95% of kindergarten students were reading at an instructional Fountas and Pinnell Level D or above.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement a Balanced Literacy approach to instruction through weekly reading blocks which include modeled reading, shared reading, independent reading and guided reading.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: We are implementing a balanced literacy approach through modeled reading, shared reading, independent reading and guided reading.	
	Classroom Teacher Reading Specialist DS Specialist EL Specialist	BAS Data AimsWeb Sight Word Assessment	Homework is provided as a communication tool to parents as well as guided practice to reinforce classroom instruction.		Progress Summary: We implemented a balanced literacy approach through modeled reading, shared reading, independent reading and guided reading.	
Strategy 2	Implement daily early literacy activities utilizing Michael Heggerty (phonemic awareness) and Foundations.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: We are implementing Foundations and Michael Heggerty 5 days a week in kindergarten. Our plan is to continue explicit teaching until the end of the year.	
	Classroom Teacher Reading Specialist	BAS Data AimsWeb (test of early literacy)	Apply Foundations sound awareness to the decoding of whole words, both in isolation and within context.		Progress Summary: We continued Foundations and Michael Heggerty 5 days a week in kindergarten.	
Strategy 3	High frequency words will be taught during modeled reading, shared reading and guided reading.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: 80% of kindergarten students are able to read 30 or more of the introduced sight words so far. Each week we focus on 2-3 new high frequency words that the kids are expected to read correctly. We add the words to our Word Walls and also review previously taught "tricky" words.	
	Classroom Teacher Reading Specialist DS Specialist	BAS Classroom High Frequency word assessments	Two to three High Frequency words will be introduced each week. Students will practice words during small groups and for homework.		Progress Summary: 84% of kindergarten students are able to read 60 or more of the 75 introduced sight words. Each week we focus on 2-3 new high frequency words that the kids are expected to read correctly. We add the words to our Word Walls and also review previously taught "tricky" words.	

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

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	80% of students will be able to fluently add and subtract numbers from 1-5 on non-mixed math addition and subtraction assessments. K.OA.A.5. Aimsweb-missing number	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently 81% of students met the fall benchmark on Aimsweb Missing Number and 80% of students met the fall benchmark on Aimsweb Quantity Discrimination.	Building Present Level: 88% of students met the winter benchmark on Aimsweb Quantity Discrimination and 79% of students met the winter benchmark on Aimsweb Missing Number.		Building Present Level: Currently 83% of students met the Spring benchmark on Aimsweb Missing Number and 92% of students met the Spring benchmark on Aimsweb Quantity Discrimination.	

Strategies to Achieve Grade Level Math Goal

Strategy 1	Utilize guided math centers to provide interactive, kinesthetic, technology resources, and applied instruction to support the development of number sense.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: We are implementing math centers with the support of specialists to increase the development of number	
					Progress Summary: We implemented math centers with the support of specialists to increase the development of number	

	Classroom Teacher Resource DS Specialist	Common Math Assessment Informal Math Assessment Check Ins	Implementing math curriculum with Math in Focus as a resource during daily math block time. Collaborate with specialists to incorporate a consistent instructional approach within a small group setting.	sense.		sense.	
Strategy 2	Incorporate sequencing and number awareness throughout the day, including transitions, movement breaks, and calendar time.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Visual supports that align with number awareness are in place and support from our building's specialists.		Progress Summary: Students practice counting during transitions and even during PE.	
	Classroom Teacher Resource DS Specialist	AimsWeb Data Common Math Assessment	Identify visual supports that align with number awareness, collaborate with specialists to capitalize on sequencing opportunities, utilize manipulatives to make the idea of amounts and order more concrete.				
Strategy 3	Expose students to activities that require counting on, facts with 0, doubles, doubles plus 1, combinations of 10, making 10, and fact families to support math fact fluency on a weekly basis.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: 70% of kindergarten students met expectation to add numbers within 5. We are exposing students to activities that require counting on.		Progress Summary: 87% of kindergarten students met expectations to subtract numbers within 5.	
	Classroom Teacher DS Specialist	AimsWeb Data Computation automaticity assessments Common Math Assessments	First trimester: within 5; Second trimester within 8; Third trimester within 10				
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRS.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)			Building Present Level: Second Step lessons have been taught by the Social Worker in the Kindergarten classrooms.		Building Present Level: 98% of Kindergarten students demonstrated overall social-emotional proficiency.	
Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: See Building goal		Progress Summary: See Building Goal	
	Staff	Giraffes Can't Dance read aloud to all classes- September, evidence collected during teacher informal and formal observations	2018-2019 School Year				
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach SEL benchmark goals.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: School Social Worker has taught specific lessons to Kindergarten students.		Progress Summary: School Social Worker has taught specific lessons to Kindergarten students. Classroom and special teachers have scaffolded students as they put these skills into practice.	
	Staff	SLO SEL Goals	2018-2019 School Year, SAEBRS Data				

Strategy 3				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:			Progress Summary:		

Prospect 1st Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% of first grade students will reach a Fountas & Pinnell minimum instructional level J by spring benchmark window. There is a need for first grade students to reach a minimum reading instructional level J prior to entering second grade.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	By the end of the 2017-2018 school year, 80 % of current first grade students were reading at an instructional Fountas and Pinnell level or above Level D. In September 2018, 55 students out of 55 students were assessed reading at F & P levels AA through N.	Building Present Level:	87% of current first grade students were reading at an instructional Fountas and Pinnell level of G or above.	Building Present Level:	87% of first grade students are reading at an instructional level of J or above.

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement FUNdations reading program to explicitly teach phonics and reading strategies. Utilize small skill groups at least 4 times per week.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: We are implementing Foundations and explicit phonics instruction at least 4 days per week in 1st grade. Our plan is to continue explicit teaching until the end of the year.		Progress Summary: We implemented Foundations and explicit phonics instruction at least 4 days per week all school year.	
	Classroom Teachers Reading Specialist Differentiation Coach EL Teacher, Resource Teacher	80% of the first grade students will demonstrate growth in reading fluency and comprehension skills. Lesson plan adjustments/pacing.	Access digital resources such as RAZ Kids and Tumblebooks both at school and home. Direct instruction of Level 1 Foundations in the classroom. ELA Common Assessment for Grammar will be given at the end of each trimester.			
Strategy 2	Target high frequency words in reading to increase automaticity while reading.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: Each week we focus on 4-5 new high frequency words that the kids are expected to read and spell correctly. We add the words to our Word Walls and also review previously taught "tricky" words.		Progress Summary: Each week we continued to focus on 4-5 high frequency words from the District 181 Trick Word List. We completed the entire list of words.	
	Classroom Teachers Reading Specialist Differentiation Coach EL Teacher, Resource Teacher	Using the District 181 First Grade Sight Word List, 80% of students will be able to read 80/100 words with automaticity.	Target 4-8 high frequency words per week in phonics instruction. Repeat words that have not been mastered from week to week. Small group instruction for students that require the additional instruction.			
Strategy 3	Students reading at F&P level D and below will receive targeted instruction delivered by the classroom teacher in small groups, and by the Reading Specialist and/or RTI tutor in a pull-out group setting.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: All students reading below a level G are receiving extra small group reading work either with the classroom teacher, RTI tutor or reading specialist.		Progress Summary: All students worked with an RTI tutor or reading specialist if they were below a Level G.	
	Classroom Teacher, Reading Specialist	Out of the 15 students who are below Level D in the fall, half of those students will meet the Winter Benchmark of a Level G.	Students will have a double dose of guided reading instruction. Students will get LLI instruction with the Reading Specialist or with an RTI tutor.			

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)	Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
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Grade Level Math Goal:	85% or more of students will meet or exceed expectations on the spring math MAP.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	The fall mean RIT score is 176. At least 85% scored in the average or above average range.	Building Present Level: According to the ECRA Winter Proficiency Results, 83% of students met the proficiency benchmark (79% projected on Winter MAP). Growth (89%)		Building Present Level: 87% of all students met or exceeded expectations on the Spring MAP.	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Use data based decision making to support instructional differentiation of number sense and math skills.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Using MAP data and Aimsweb data we have identified students that need extra support and differentiate and enhance number sense and math skills.	Progress Summary: Identified students received extra support and differentiation to enhance math skills.	
	Classroom teachers Reading Specialist RTI tutors Differentiation Coach ELL teacher, Resource teacher	Students will demonstrate proficiency in common math assessments and MAP growth.	Analyze common math assessment data provided at the end of each unit as well as MAP test data. Teachers will access the Map Learning Continuum generated from each classroom's data.			
Strategy 2	Use manipulatives and games to strengthen math skills.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: 4-5 days per week 1st graders are using manipulatives and games to help strengthen math skills, computation skills, and number sense.	Progress Summary: Students participated in games and the use of manipulatives to strengthen math, number sense, and computation skills.	
	Classroom teachers Reading Specialist RTI tutors Differentiation Coach ELL teacher, Resource teacher	Students will demonstrate proficiency in common math assessments and MAP growth.	Follow the Math Curriculum map to target common core standards. Use many hands on games and activities to reinforce standards			
Strategy 3	Provide opportunity for differentiated practice and repetition based on analysis of MAP Learning Continuum		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Using MAP data and Aimsweb data we have identified students that need extra support and differentiate and enhance number sense and math skills.	Progress Summary: Identified students received extra support and differentiation to enhance math skills.	
	Classroom teachers Reading Specialist RTI tutors Differentiation Coach ELL teacher, Resource teacher	Students will demonstrate proficiency in common math assessments and MAP growth.	Use MIF for enrichment, extra practice and reteach to help support and challenge students in math skills and number sense			

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

Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRS.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)	Building Present Level: Our Social Worker is working on teaching Step 2 in each of our classrooms. In addition, we consistently integrate SEL during SS, reading workshop, and shared and interactive read alouds.		Building Present Level: Our Social Worker conducted Step 2 in each 1st grade classroom and 83% of students demonstrated overall social-emotional proficiency.	

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

Grade Level Strategies to Achieve Building SEL Goal(s)

Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading			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: We reflected on the goals we set at the beginning of the year. We set new goals after the New Year.		Progress Summary: 1st grade students reflected on goals and set new goals for the end of the year.			
	Staff	Giraffes Can't Dance read aloud to all classes- September, evidence collected during teacher informal and formal observations	2018-2019 School Year						
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach S			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: Our Social Worker is working on teaching Second Step Curriculum in each of our classrooms. In addition, we integrate the Second Step lessons during the school day with all students.		Building Present Level: Our Social Worker conducted Step 2 in each 1st grade classroom and teachers also implemented lessons throughout the day whole-class.			
	Staff	SLO SEL Goals	2018-2019 School Year, SAEBRS Data						
Strategy 3				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:		Progress Summary:			

Prospect 2nd Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	81% or greater of second Grade students will reach a Fountas & Pinnell minimum instructional level M by spring 2019 benchmark window.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	At the beginning of 2018-2019 school year, 79% of Second Grade students were reading at an instructional Fountas and Pinnell level at or above Level J. In September, 62 students out of 62 were assessed reading at F & P levels G-S.	Building Present Level: 85% of current second grade students were reading at an instructional Fountas and Pinnell level of L or above.		Building Present Level: 90% of current second grade students were reading at an instructional Fountas and Pinnell level of M or above.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Differentiated Small Guided Reading Instruction		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: We are implementing Guided Reading instruction and Skill Groups 5 days per week in 2nd grade. Our plan is to continue explicit teaching until the end of the year.		Progress Summary: Continued to implement Guided Reading instruction and Skill Groups 5 days per week in 2nd grade and continued explicit teaching.	
	Classroom Teachers Resource Teacher RTI Support ELL Teacher Reading Specialist Speech Differentiation Coach	Anecdotal/observational notes along with lesson plans	Each group will meet regularly in small groups based on instructional levels. Fountas and Pinnell, High Interest Topics, RCBM data will be used to develop groups.			
Strategy 2	Shared Reading Experiences with Targeted Skill Instruction		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Progress Summary: We are implementing whole class instruction through the use of read alouds, and Turn and Talk activities 5 days per week in 2nd grade. Our plan is to continue these activities until the end of the year.		Progress Summary: Implemented whole class instruction through the use of read alouds, and Turn and Talk activities 5 days per week in 2nd grade.	
	Classroom Teachers Resource Teacher RTI Support ELL Teacher Reading Specialist Speech Differentiation Coach	Lesson plans, student responses and journals	Whole class instruction including whole class read alouds. Turn and Talk activities will allow students to practice targeted skills.			
Strategy 3	Instructional Level Text Paired/Repeated Readings		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	We are using Leveled Text Paired/Repeated Readings 2 days per week in 2nd grade in small groups, as well as in partnerships. Our plan is to continue with this until the end of the year.		Progress Summary: Continued to use Leveled Text Paired/Repeated Readings 2 days per week in 2nd grade in small groups, as well as in partnerships.	
	Classroom Teachers Resource Teacher RTI Support ELL Teacher Reading Specialist Speech Differentiation Coach	Anecdotal/observational notes along with lesson plans. Student note-taking.	Occurring within and outside of the small group differentiated instruction time 2-3 times a week.			

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	84% 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:	84% or greater of students will achieve proficiency as measured by ECRA's Proficiency Projection Report.	Building Present Level: According to the ECRA Winter Proficiency Results, 93% of students met the proficiency benchmark (88% projected on Winter MAP). Growth (89%)	Building Present Level: According to the ECRA Spring Proficiency Results, 95% of students met the proficiency benchmark.
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal

Strategy 1	Students will be assigned online fact practice, differentiated to their specific computational skills.	1	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are still working towards mastering Addition and Subtraction fluency, and students who are struggling are receiving intervention. Students are using Freckle, MIF Achieving Fact Fluency, and Xtra Math.			
Classroom Teachers, Resource Teachers, Differentiation Specialists	Students will correctly solve 30 addition and subtraction problems in 90 seconds. MIF Achieving Facts Fluency Mad Minutes	Indicator #1: Fact Fluency: Number of Problems Correct Measure: MIF Achieving Fact Fluency Action Items: Implement a fact fluency program (e.g. Extra Math) including daily practice opportunities.	Progress Summary: Students are still working towards mastering Addition and Subtraction fluency, and students who are struggling are receiving intervention. Students are using Freckle, MIF Achieving Fact Fluency, and Xtra Math.			
Strategy 2	Differentiated math instruction	2	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Using MAP data, Math Unit Pretests, Exit Slips, teacher anecdotal notes, and Aimsweb data we have identified students that need extra support and differentiate and enhance number sense and math skills.			
Classroom Teachers, Differentiation Specialists, Resource Teachers	Anecdotal notes, formative assessments	Analyze student performance to develop targeted groupings for instruction based on the skills of the students Provide daily small-group instruction at students' levels to provide opportunities for all students to continue growing in math skills	Progress Summary: Using MAP data, Math Unit Pretests, Exit Slips, teacher anecdotal notes, and Aimsweb data we have identified students that need extra support and differentiate and enhance number sense and math skills.			
Strategy 3	Guided math instruction paired with frequent weekly opportunities for practice will be	3	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students will continue to work on daily multi-step problems. They will use the problem solving component on chapter tests, morning seat work, exit slips, and a daily word problems will be provided to allow for additional practice.			
Grade Level Teachers, ELL specialist, Differentiation Specialists, Resource Teachers, RTI Tutors	MAP Data, Chapter Tests,	During instruction and guided math, students will solve problems using basic computation. Students will be solving daily word problems and multi-step problems. Teachers will informally assess students' seat-work on a daily basis and will use this data to drive instruction.	Progress Summary: Students will continue to work on daily multi-step problems. They will use the problem solving component on chapter tests, morning seat work, exit slips, and a daily word problems will be provided to allow for additional practice.			

SEL SIP Goal(s)

Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRs.	Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)	GOAL Met? (partially, yes, or no)	GOAL Met? (partially, yes, or no)
		Partially	Yes
		Building Present Level: We are currently teaching Second Steps in each of our classrooms. We have taught 10 lessons so far. In addition, we consistently integrate SEL during SS, reading workshop, and shared and interactive read alouds.	Building Present Level: 89% of second grade students demonstrated overall social-emotional proficiency.

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

Grade Level Strategies to Achieve Building SEL Goal(s)

Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading	1	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
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	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We reflected on the goals we set with our students at the beginning of the year. In January, we set new goals for the second and third trimesters.	Progress Summary: Students continue to set behavior and academic goals in their classrooms.				
	Staff	Giraffes Can't Dance read aloud to all classes-September, evidence collected during teacher informal and formal observations	2018-2019 School Year						
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach SLO SEL Goals			Strategy Implemented? (partially, yes, or no)	2	Yes	Strategy Implemented? (partially, yes, or no)	2	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We are currently teaching Second Steps in each of our classrooms. We have taught 10 lessons so far. In addition, we consistently integrate SEL during SS, reading workshop, and shared and interactive read alouds.		Progress Summary: Continued teaching Second Steps in each of our classrooms. In addition, we consistently integrate SEL during SS, reading workshop, and shared and interactive read alouds.			
Strategy 3	Staff	SLO SEL Goals	2018-2019 School Year, SAEBRS Data	Strategy Implemented? (partially, yes, or no)	3	Yes	Strategy Implemented? (partially, yes, or no)	3	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:			

Prospect 3rd Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	67% 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
Spring Cohort Data:	69 % of students met their Spring benchmark as projected by ECRA	Building Present Level: According to the ECRA Winter Proficiency Results, 73% of students met the proficiency benchmark (71% projected on Winter MAP). Growth (88%)		Building Present Level: According to the ECRA Spring Proficiency Results, 67% of students met the proficiency benchmark.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Differentiated 6-Minute Solution		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible? Classroom Teachers	Evidence of Completion: Graphs	Action Steps / Timeline: 3-5 days per week for 10-15 minutes. Leveled partner work, student monitored progress tracking	Progress Summary: Students are completing 6-minute solution intervention at their reading level 3-5x a week.		Progress Summary: Students completed 6-minute solution intervention at their reading level 3-5x a week.
Strategy 2	Differentiated Wordly Wise		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible? Classroom Teachers	Evidence of Completion: Weekly Quizzes	Action Steps / Timeline: Daily practice. Students meet with the teacher 1 day per week, independent practice 4 days per week for 20 minutes.	Progress Summary: All students are completing Wordly Wise at their lexile level.		Progress Summary: All students completed Wordly Wise at their lexile level.
Strategy 3	Differentiated small group Guided Reading instruction		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible? Classroom teachers, Resource Teacher, ELL Teacher, Reading Specialist	Evidence of Completion: Anecdotal Notes	Action Steps / Timeline: Teachers meet with groups 3-5 days per week for 20 mins per group. Leveled books and grouping aligned to student instructional F&P levels	All students are in differentiated guided reading groups, meeting with teachers 3-4x a week.		Progress Summary: All students are in differentiated guided reading groups, meeting with teachers 3-4x a week.

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	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
Spring Cohort Data:	84% of third grade students met the benchmark as reported on the 2017-2018 Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Results, 80% of students met the proficiency benchmark (78% projected on Winter MAP). Growth (86%)		Building Present Level: 81% of students achieved proficiency by June 2019, as measured by ECRA Proficiency Projection Report.	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Build foundational multiplication skills			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:	1	Progress Summary: Students are still working towards mastering multiplication fluency, and students who are struggling are receiving intervention. Students are using Freckle, mad minutes, and the foundational skills learned from Greg Tang.		2	Strategy Implemented? (partially, yes, or no)	Yes		
	Classroom Teacher	Informal assessments	Greg Tang Fact Fluency building, Move from Concrete-Pictorial-Application								
Progress Summary: Students worked towards mastering multiplication fluency, and students who were struggling received intervention. Students used Freckle, mad minutes, and the foundational skills learned from Greg Tang.											
Strategy 2	Differentiated math instruction			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:	2	Progress Summary: Students are receiving differentiated instruction in small groups based on their pre-test scores in order to give them appropriate instruction for each unit.		2	Strategy Implemented? (partially, yes, or no)	Yes		
	Classroom Teachers, Differentiation Specialists, Resource Teachers	Anecdotal notes, formative assessments	Analyze student performance to develop targeted groupings for instruction based on the skills of the students Provide daily small-group instruction at students' levels to provide opportunities for all students to continue growing in multiplication skills								
Progress Summary: Students received differentiated instruction in small groups based on their pre-test scores in order to give them appropriate instruction for each unit.											
Strategy 3	Differentiated online math instruction-Khan Mappers, Freckle			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:	3	Progress Summary: All students are continuing to use these resources as tools to enhance and reinforce skills taught in class.		3	Strategy Implemented? (partially, yes, or no)	Yes		
	Classroom Teacher	Levels on program	Have students use targeted practice bas								
Progress Summary: All students continued to use these resources as tools to enhance and reinforce skills taught in class.											
SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up			End of 2018-19: Follow-Up				
Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRS.			GOAL Met? (partially, yes, or no)			Partially			GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)			Building Present Level: Classroom teachers have led discussions based on the Second Step lessons on being a good listener.			Building Present Level: Classroom teachers led discussions based on the Second Step lessons on being a good listener. 96% of third grade students demonstrated overall academic behavior proficiency.				
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?											
Grade Level Strategies to Achieve Building SEL Goal(s)											
Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading			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:	1	Progress Summary: Students are working on goal setting by using AR, Genius Hour, and New Years goal setting for both academic and personal goals.		2	Strategy Implemented? (partially, yes, or no)	Yes		
	Staff	Giraffes Can't Dance read aloud to all classes-September, evidence collected during teacher informal and formal observations	2018-2019 School Year								
Progress Summary: Students worked on goal setting by using AR, Genius Hour, and New Years goal setting for both academic and personal goals.											
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach S			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: We have used this to teach good listening skills.	Progress Summary: We have used this to teach good listening skills.
	Staff	SLO SEL Goals	2018-2019 School Year, SAEBRS Data		
Strategy 3				3 Strategy Implemented? (partially, yes, or no)	3 Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:

Prospect 4th Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	71% 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
Spring Cohort Data:	Currently, 71% of fourth grade students met the benchmark as reported on the 2017-2018 Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Results, 78% of students met the proficiency benchmark (67% projected on Winter MAP). Growth (96%)		Building Present Level: According to the ECRA Spring Proficiency Results, 74% of students met the proficiency benchmark.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Differentiated instruction will be implemented daily throughout the year		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: Action Steps / Timeline:	1 Continue Storyworks Activities, End of Unit Fundamentals Assessments, Morning Reading Seat Work, and Testing Fundamentals "Determine Word Meaning." Continue guided reading groups using information from MAP and BAS to target the following areas: Literary: Language, Craft, and Structure; Informational: Language, Craft, and Structure; Informational: Key Ideas and Details		1 Progress Summary: We used the end of Unit Fundamentals Assessments, Morning Reading Seat Work, and Testing Fundamentals "Determine Word Meaning." Continue guided reading groups using information from MAP and BAS to target the following areas: Literary: Language, Craft, and Structure; Informational: Language, Craft, and Structure; Informational: Key Ideas and Details with great success.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	End of Unit Test in Fundamentals Assess Morning Reading Seat Work for Accuracy Testing Fundamentals "Determine Word Meaning" Assessments Storyworks Activities	Students will a variety of selections at their reading level throughout the year. Students will receive direct instruction, small group guided reading, and independent practice to improve comprehension skills. Students will have daily opportunities to read a variety of text and practice comprehension skills in literature, informational texts, poetry, drama, and paired texts.			
Strategy 2	Differentiated vocabulary instruction will be emphasized throughout the curriculum.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: Action Steps / Timeline:	2 Progress Summary: Students will continue to learn the root words, prefixes, and apply their knowledge of these new words to reading responses. Continue quizlet, Storyworks, district reading skills, data driven units and work will continue to be provided at individual levels, and the Winter MAP breakdown of skills. Teachers will use the results to drive instruction and create flexible groups. Students will concentrate on acquisition and usage throughout all subjects.		2 Progress Summary: Students continued to learn the root words, prefixes, and apply their knowledge of these new words to reading responses. Continued quizlet, Storyworks, district reading skills, data driven units and work was provided at individual levels, and the Winter MAP breakdown of skills. Teachers used the results to drive instruction and create flexible groups. Students concentrated on acquisition and usage throughout all subjects with great success.	
	Classroom teachers Reading Specialist RTI tutors Differentiation Coach ELL teacher	End of Unit Test in Fundamentals Assess Morning Reading Seat Work for Accuracy Testing Fundamentals "Determine Word Meaning" Assessments Weekly Mini-Lessons BiMonthly Quizzes on Specific Root Words Trimester Root Word Common Assessment	Students will learn a new root word set weekly. Students will look for words with these roots in their everyday reading and will apply their knowledge of root meanings to determine word meanings. Students will use the Quizlet application to practice root word meanings. Teachers will use results of data to drive instruction and create flexible groups.			
Strategy 3	Implementation of the Wordly Wise and Reading Fundamentals resource will increase the students' ability to utilize context clues to determine the meaning of vocabulary words.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: Action Steps / Timeline:	3 Continue to use Wordly Wise and Reading Fundamentals to increase the student's ability to utilize context clues in order to determine meaning, specifically with informational texts. Students will use context clues in passages and in daily assignments as well as reading lessons using directed instruction on these skills.		3 Progress Summary: Continued to use Wordly wise and reading Fundamentals to increase the student's ability to utilize context clues in order to determine meaning , specifically with information texts. Students used context	
	Classroom teachers Reading Specialist RTI tutors Differentiation Coach ELL teacher	End of Unit Test in Fundamentals Assess Morning Reading Seat Work for Accuracy Testing Fundamentals "Determine Word Meaning" Assessments	Students will use context clues to discover word meaning. Through the use of Wordly Wise and Reading Fundamentals minilessons, students have daily opportunities to practice using context clues to determine word meaning. Students will apply context clue strategies to science and social studies texts. Morning seat-work will be used to practice context clues and comprehension. During guided reading groups, teachers will have opportunities for students to practice finding context clues at their instructional reading level. Teachers will use these opportunities to informally assess the use of context clues.			

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)	Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
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Grade Level Math Goal:	71% 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
Spring Cohort Data:	Currently 71% of fourth grade students met the benchmark as reported on the 2017-2018 Spring Growth Summary	Building Present Level: According to the ECRA Winter Proficiency Results, 68% of students met the proficiency benchmark (62% projected on Winter MAP). Growth (92%)		Building Present Level: Building Present Level: According to the ECRA Spring Proficiency Results, 74% of students met the proficiency benchmark.	

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

Strategies to Achieve Grade Level Math Goal					
Strategy 1	Daily exposure and differentiated review of math computation skills will be implemented.			Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	1	1
	Grade Level Teachers, Differentiation Specialists, Resource Teachers	Aimsweb Benchmark Data, Assess Morning Seat-work Computation Problems, BiMonthly Basic Fact Fluency Assessments, Computation Component on Chapter Tests, IXL Data	Using weekly MIF computation practice, students will become fluent in multiplication and division. Daily math seat-work will provide practice of computation skills. Teachers will use Math in Focus Achieving Fact Fluency as a tool for practicing fluent computation of basic addition, subtraction, multiplication, and division facts. Students can practice math facts using IXL	Progress Summary: Teachers will continue Aimsweb Benchmark Data (MCAP), math morning seat work, and bi-monthly basic fact fluency tests. Students will continue to work on computation in addition, subtraction, multiplication, division, fractions and decimals with 2 - 3 digits. Data from the chapter tests, quizzes and IXL will be used to continue progress monitoring.	Progress Summary: Teachers used Aimsweb Benchmark Data (MCAP), math morning seat work, and bi-monthly basic fact fluency tests. Students will continue to work on computation in addition, subtraction, multiplication, division, fractions and decimals with 2 - 3 digits. Data from the chapter tests, quizzes and IXL will be used to continue progress monitoring with great success.
Strategy 2	Guided math instruction paired with frequent weekly opportunities for practice will be implemented to support multi-step problem solving.			Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	2	2
	Grade Level Teachers, Differentiation Specialists, Resource Teachers	Unit Quizzes, Chapter Tests, Problem Solving Component on Chapter Tests, Morning Seat Work Daily Word Problem	During instruction and guided math, students will solve problems using basic computation. Students will be solving daily word problems and multi-step problems. Teachers will informally assess students' seat-work on a daily basis and will use this data to drive instruction.	Progress Summary: Students will continue to work on daily multi-step problems and will work on unit quizzes, chapter tests, and use the problem solving component on chapter tests, morning seat work and a daily word problem will be provided to provide practice.	Progress Summary: Students continued to work on daily multi-step problems and will work on unit quizzes, chapter tests, and use the problem solving component on chapter tests, morning seat work and a daily word problem will be provided to provide practice with great success.
Strategy 3	Repeated opportunities for practice using geometry vocabulary			Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	3	3
	Grade Level Teachers, Differentiation Specialists, Resource Teachers	Unit Quizzes, Chapter Tests, Morning Seat Work	Students will have weekly exposure to geometry terms through morning work. Students will study geometry MIF units starting in January 2019.	Progress Summary: Students will begin the geometry units at their levels. Students will continue to complete unit quizzes, chapter tests, and morning seat work with problems focusing in geometry.	Progress Summary: Students completed the geometry units at their levels. Students will continue to complete unit quizzes, chapter tests, and morning seat work with problems focusing in geometry with great success.

SEL SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRs.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)	Building Present Level:	Teachers will continue to teach the strategies on academic bullying, how to work with social emotional situations, and what are the skills needed to be a leader and be positive with others.	Building Present Level:	Teachers continued to teach the strategies on academic bullying, how to work with social emotional situations, and what are the skills needed to be a leader and be positive with others with great success. 97% of fourth grade students demonstrated overall social-emotional proficiency.

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

Grade Level Strategies to Achieve Building SEL Goal(s)					
Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading the book, Giraffes Can't Dance			Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	1	1
				Progress Summary: Students will continue to discuss appropriate goals needed to succeed in each subject and continue to record their progress.	Progress Summary: : Students did discuss appropriate goals needed to succeed in each subject and continue to record their progress.

	Staff	Giraffes Can't Dance read aloud to all classes-September, evidence collected during teacher informal and formal observations	2018-2019 School Year: Students are learning the goals for each subject and the expectations needed for each day. Students write the daily goals and the expectations on their workcards to show growth.	their success. 95% of the students have met the goals that they set when they read the book Giraffes Can't Dance.	success. 99% of the students have met the goals that they set when they read the book Giraffes Can't Dance and other age appropriate groups.
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach SEL benchmark goals.			2 Strategy Implemented? (partially, yes, or no)	2 Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students have daily goals that address similarities and differences, feelings, different perspectives, appropriate conversation and compliments, as well as how to get others to join in. Students are learning to manage strong	Progress Summary: Students continued with the daily goals that address similarities and differences, feelings, different perspectives, appropriate conversation and compliments, as well as how to get others to join in. Students learned to manage
Strategy 3	Staff	SLO SEL Goals	2018-2019 School Year, SAEBRS Data collected 3 times a school year	3 Strategy Implemented? (partially, yes, or no)	3 Strategy Implemented? (partially, yes, or no)
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:

Prospect 5th Grade

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	84% 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)	Partially
Spring Cohort Data:	Currently, 84% of students met the benchmark as reported on the 2017-2018 Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 77% of students met the proficiency benchmark (78% projected on Winter MAP). (Growth 62%)		Building Present Level: According to the ECRA Spring Proficiency Projection Results, 69% of students met the proficiency benchmark.	

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Small group instruction targeting reading strategies as identified by the CARS Pretests. Benchmark tests will be used to monitor and adjust as needed.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Instruction continues to target both whole group and small group instruction to target reading strategies.		Progress Summary: Instruction continued to target both whole group and small group instruction to target reading strategies.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	Benchmark CARS assessments Post-Test CARS assessments	Whole group instruction of skills/strategies and reinforcement at student levels during small group instruction.				
Strategy 2	Whole group and small group instruction focusing on literary language, craft, and structure standards (as identified by MAP).			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Small Group Instruction is consistent with Action Steps. Differentiated groupings are flexible and data driven.		Progress Summary: Small Group Instruction is consistent with Action Steps. Differentiated groupings are flexible and data driven.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	-StoryWorks assessments -Fiction Assessment from Reading Fundamentals -Formative Assessments	Teachers meet with groups 3-5 days per week for 20 mins per group. Leveled books, passages, and grouping aligned to student instructional F&P levels.				
Strategy 3	Whole group and small group instruction focusing on nonfiction language, craft, and structure standards (as identified by MAP).			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Small Group Instruction is consistent with Action Steps. Differentiated groupings are flexible and data driven.		Progress Summary: Small Group Instruction is consistent with Action Steps. Differentiated groupings are flexible and data driven.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	-StoryWorks assessments -Scholastic News assessments -Formative assessments	Teachers meet with groups 3-5 days per week for 20 mins per group. Leveled books, passages, and grouping aligned to student instructional F&P levels				

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	77% 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)	Partially
Spring Cohort Data:	Currently, 74% of fifth grade students met the benchmark as reported on the 2017-2018 Spring Growth Summary Report.	Building Present Level: According to the ECRA Winter Proficiency Projection Results, 67% of students met the proficiency benchmark (74% projected on Winter MAP). Growth (60%)		Building Present Level: According to the ECRA Winter Proficiency Projection Results, 69% of students met the proficiency benchmark.	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Students will receive mini lessons focusing on writing and interpreting numerical expressions within word problems using digital and unit assessments.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Based on the needs of the students we have felt that that we needed to change our focus. Meeting with students to set individual goals based on iXL Diagnostic to differentiated needed skills.		Progress Summary: Continued meeting with students to set individual goals based on iXL Diagnostic to differentiated needed skills.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	MAP	Mini Lessons for morning work focusing on writing and interpreting numerical expressions within word problems from IXL based on their IXL Diagnostic pre-test results. Differentiated IXL skills that match each students target area to be done for independent goal work.				
Strategy 2	Students will receive small group instruction focusing on Operations and Algebraic Thinking using Math in Focus materials.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: This model is continual throughout the school year.		Progress Summary: This model is continual throughout the school year.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	District Common Assessments (Chapter 5)	Workshop Model, Mini Lessons, Guided Math, small group focusing on writing and interpreting numerical expressions within word problems, implementation of a 65 minute math block, Heavy emphasis on Chapter 5 'Algebra' in Math in Focus (advanced math). Mini lessons throughout the year from Chapter 5 'Algebra' in Math in Focus (on-level).				
Strategy 3	Students will independently learn and practice Operations and Algebraic Thinking concepts through the Hands on Equations App on their iPads.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Currently, all 5th grade students are working on Hands-On-Equations Apps 1 and 2. All students should have the lessons completed by March 1st.		Progress Summary: Hands-on-Equations Apps 1 and 2 lessons were completed by March.	
	Grade Level Teachers ELL specialist Differentiation Specialists Resource Teachers RTI Tutors	Informal Formative Assessments (Informal Formative Assessments (Check points within Hands on Equations)	Hands on Equations App through Goal Work- independent practice at home and/or at school.				
SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	Students will be taught strategies to develop emotional behavior skills to promote school success as evidenced by an increase in the amount of students demonstrating typical behaviors related to the emotional behaviors sub-scale of the SAEBRs.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	Based on data from the Social, Academic, and Emotional Behavior Screener, the overall school ratings revealed that 95% of the building is demonstrating overall social emotional proficiency that is within the typical range. Across the grade levels, 5 out of 6 grade level ratings revealed relative weaknesses in Emotional Behaviors, Kindergarten-82%, First Grade- 73%, Second Grade- 84%, Fourth Grade- 91%, and Fifth Grade-94%. Third grade will focus on social and academic behavior (88%)			Building Present Level: Teachers wil continue to teach the strategies on how to work with social emotional situations, and what are the skills needed to be a leader and be positive.		Building Present Level: 88% of fifth grade students demonstrated overall social-emotional proficiency.	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1	Things we can't do YET, school theme. Principal kicked off the school year by reading the book, Giraffes Can't Dance and talking to the students about things they can't do YET. Students created a personal goal related to something they couldn't do YET for the building bulletin board. Staff will continue to use the theme throughout the school. ie. Announcements, goal setting with children, feedback to students.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We have been able to refer to and		Progress Summary: We have been able to refer to and	

	Staff	Giraffes Can't Dance read aloud to all classes- September, evidence collected during teacher informal and formal observations	2018-2019 School Year	emphasize the school wide "Things We Can't Do Yet" theme in multiple ways- when problem solving, setting learning goals, in social interactions, etc. A shared school theme is easy for everyone to connect to and helps to unite all the grades.	emphasize the school wide "Things We Can't Do Yet" theme in multiple ways- when problem solving, setting learning goals, in social interactions, etc. A shared school theme is easy for everyone to connect to and helps to unite all the grades.				
Strategy 2	Staff will integrate Second Step Curriculum into their daily practice in order to reach SEL benchmark goals.			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: - Using Social Emotional Academic Behavior Rating Screener (SAEBRS) to identify at risk students. -Using the information that is available by using SAEBRS has helped look at student emotional needs in a way beyond a reactionary approach and also beyond IPS and IEP discussion. Implementing a Daily Mood Journal has given me additional information about my students and their emotional needs that can be addressed through specific lessons and teachable moments. Evidence is mostly anecdotal. Studying the results of re-administration of the SAEBRS will be valuable.		Progress Summary: - Using Social Emotional Academic Behavior Rating Screener (SAEBRS) to identify at risk students. -Using the information that is available by using SAEBRS has helped look at student emotional needs in a way beyond a reactionary approach and also beyond IPS and IEP discussion. Implementing a Daily Mood Journal has given me additional information about my students and their emotional needs that can be addressed through specific lessons and teachable moments. Evidence is mostly anecdotal. Studying the results of re-administration of the SAEBRS will be valuable.			
Strategy 3	Target 5th Grade Character Pillars through mini lessons, Gotcha Grams, checking in with their daily Mood Check-In survey, and Quote Leaders.			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: -Daily Mood Check-In Survey Journal -Empathy through Refugee -Service learning and raising awareness on Refugees -Quote Leaders -Gotcha Grams		Progress Summary: -Daily Mood Check-In Survey Journal -Empathy through Refugee -Service learning and raising awareness on Refugees -Quote Leaders -Gotcha Grams			
2018-19 School Improvement Plan (SIP)									