

# The Lane School 2018-2019

ELA SIP Goal(s) [1]			Mid-Year 2018-19: Follow-Up [2]		Action Steps / Timeline [3]	
Grade Level Reading Goal: [4]	75% or more of students will achieve proficiency by June 2019, as measured by ECRA Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level: [5]	Currently 64% of students in 3rd grade are projected to meet Benchmark, 83% of 4th grade students are projected to meet Benchmark, and 81% of 5th grade students are projected to meet Benchmark.		Building Present Level: 72% of students have achieved proficiency as of the Winter MAP Proficiency Projection Report.		Building Present Level: 73% of students have achieved proficiency in Reading as of June 2019 as measured by ECRA's Proficiency Projection Report.	

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

## Strategies to Achieve Building Level Reading Goal

Strategy 1	Continue to implement appropriate RTI supports in order to provide increased guided support and targeted intervention or enrichment to students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [6]	Progress Summary: We have continued to meet for our Benchmark meetings, providing timely interventions for students. We are utilizing our MAP and ECRA data to continue to adjust groups accordingly.		Progress Summary: Benchmark meetings and RTI supports were implemented with fidelity throughout the year.	
	Teachers, Support Staff, and RTI tutors	- Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups			
Strategy 2	See grade level strategies		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [8]	Progress Summary:			
		Action Steps / Timeline: [9]				
Strategy 3			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [10]	Progress Summary:			
		Action Steps / Timeline: [11]				

## 2018-19 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]	77% or more of students will achieve proficiency by June 2019, as measured by ECRA Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [16]	Currently 76% of students in 3rd grade are projected to meet Benchmark, 80% of 4th grade students are projected to meet Benchmark, and 77% of 5th grade students are projected to meet Benchmark.		Building Present Level: 77% of students have achieved proficiency as of the Winter MAP Proficiency Projection Report		Building Present Level: 79% of students have achieved proficiency in Math as of June 2019 as measured by ECRA's Proficiency Projection Report	

## Strategies to Achieve Grade Level Math Goal

Strategy 1	Continue to implement appropriate RTI supports in order to provide increased guided support and targeted intervention or enrichment to students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [17]	Progress Summary: We have continued to meet for our Benchmark meetings, providing timely interventions for students.		Progress Summary: Benchmark meetings and RTI supports were implemented with fidelity throughout the year.	
		Action Steps / Timeline: [18]				

	Teachers, Support Staff, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups	We are utilizing our MAP and ECRA data to continue to adjust groups accordingly.		
Strategy 2	See grade level strategies			Strategy Implemented? (partially, yes, or no)	2 Yes	
	Who is Responsible?	Evidence of Completion: [19]	Action Steps / Timeline: [20]	Progress Summary:	2 Strategy Implemented? (partially, yes, or no) Yes	
Strategy 3				Strategy Implemented? (partially, yes, or no)	3 no	
	Who is Responsible?	Evidence of Completion: [21]	Action Steps / Timeline: [22]	Progress Summary:	3 Strategy Implemented? (partially, yes, or no) no	
<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]	During the 2018-2019 school year The Lane will implement a schoolwide focus to build student mindfulness and decrease student impulsivity as measured by a school wide SAEBRS screener. Our goal will be to decrease the mean on "Impulsivity" to 0.65 or less.			GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no) Yes
Building Present Level:	Our current SAEBRS screener administered by all staff members showed that in the category of "Impulsivity" the school wide mean was 0.66			Building Present Level: The SAEBRS screener is completed in the Fall and the Spring. We do not take benchmark data mid-year.		Building Present Level: Our Spring SAEBRS screener administered by all staff members showed that in the category of "Impulsivity" the school wide mean was 0.60

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

<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>						
Strategy 1	Staff will use common language throughout the building to remind students to T.H.I. N.K. before they speak, as well as reinforce expectations of appropriate behaviors.			Strategy Implemented? (partially, yes, or no)	1 Yes	Strategy Implemented? (partially, yes, or no) Yes
	Who is Responsible?	Evidence of Completion: [27]	Action Steps / Timeline: [28]	Progress Summary: Staff continues to use common language throughout the building, especially during classroom meetings. Daily mood checks are also being utilized to identify student concerns.	1	Progress Summary: Classroom meetings have provided a focus for discussions around thinking before speaking, and recognizing the impact of our decisions on others. Assemblies have helped to clarify these discussions on a school-wide level.
	All staff members	TLS Faculty Updates, assembly presentations	Discussions will begin immediately and continue during assemblies, classroom meetings, and will be referenced in Faculty Updates			
Strategy 2				Strategy Implemented? (partially, yes, or no)	2 no	Strategy Implemented? (partially, yes, or no) no
	Who is Responsible?	Evidence of Completion: [29]	Action Steps / Timeline: [30]	Progress Summary:	2	Progress Summary:
Strategy 3				Strategy Implemented? (partially, yes, or no)	3 no	Strategy Implemented? (partially, yes, or no) no
	Who is Responsible?	Evidence of Completion: [31]	Action Steps / Timeline: [32]	Progress Summary:	3	Progress Summary:

# The Lane School 2018-2019

ELA SIP Goal(s) [33]			Mid-Year 2018-19: Follow-Up [34]		Action Steps / Timeline [35]	
Grade Level Reading Goal: [36]	84% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA Growth Summary Report		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data: [37]	17% of students achieved high growth; 66% of students achieved expected growth; and 17% of students achieved lower than expected growth in 2017-2018		Building Present Level: 88% of students achieved expected or greater than expected growth in Reading as of the December School Winter Growth Update		Building Present Level: 86% of students achieved expected or greater than expected growth in Reading as measure by the Spring School Growth Report	

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

## Strategies to Achieve Building Level Reading Goal

Strategy 1	Continue to implement appropriate RTI supports in order to provide increased guided support and targeted intervention or enrichment to students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [38]	Progress Summary: We have continued to meet for our Benchmark meetings, providing timely interventions for students. We are utilizing our MAP and ECRA data to continue to adjust groups accordingly.		Progress Summary: Benchmark meetings and RTI supports were implemented with fidelity throughout the year.	
	Teachers, Support Staff, and RTI tutors	- Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups			
Strategy 2	See grade level strategies		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [40]	Progress Summary:		Progress Summary:	
Strategy 3			Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [42]	Progress Summary:		Progress Summary:	

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s) [44]			Mid-Year 2018-19: Follow-Up [45]		End of 2018-19: Follow-Up [46]	
Grade Level Math Goal: [47]	84% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA Growth Summary Report		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data: [48]	22% of students achieved high growth; 62% of students achieved expected growth; and 16% of students achieved lower than expected growth in 2017-2018		Building Present Level: 86% of students achieved expected or greater than expected growth in Math as of the December School Winter Growth Update		Building Present Level: 84% of students achieved expected or greater than expected growth in Math as measured by the Spring Growth Update	

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

## Strategies to Achieve Grade Level Math Goal

Strategy 1	Continue to implement appropriate RTI supports in order to provide increased guided support and targeted intervention or enrichment to students.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [49]	Progress Summary: We have continued to meet for our Benchmark meetings, providing timely interventions for students.		Progress Summary: Benchmark meetings and RTI supports were implemented with fidelity throughout the year.	

	Teachers, Support Staff, and RtI tutors	- Benchmark meetings, intervention notes, and student groupings - MAP and ECRA growth and achievement data	3 Benchmark meetings/2 Target Review Meetings to analyze data and form groups	We are utilizing our MAP and ECRA data to continue to adjust groups accordingly.			
Strategy 2	See grade level strategies			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [51]	Action Steps / Timeline: [52]	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [53]	Action Steps / Timeline: [54]	Progress Summary:		Progress Summary:	
<b>SEL SIP Goal(s) [55]</b>				<b>Mid-Year 2018-19: Follow-Up [56]</b>		<b>End of 2018-19: Follow-Up [57]</b>	
Grade Level SEL Goal [58]				GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>							
Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [59]	Action Steps / Timeline: [60]	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [61]	Action Steps / Timeline: [62]	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [63]	Action Steps / Timeline: [64]	Progress Summary:		Progress Summary:	
<b>2018-19 School Improvement Plan (SIP)</b>							

# The Lane School Kindergarten

ELA SIP Goal(s) [65]			Mid-Year 2018-19: Follow-Up [66]		Action Steps / Timeline [67]	
Grade Level Reading Goal: [68]	By the end of May 2019, using the BAS assessment, 84% or more of kindergarten students will read at or above an instructional Level D.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level: [69]	Students are currently at an average of 12.25 sight words out of 25. They will be assessed using BAS in January.		Building Present Level: As of January 2019, the data shows that 63% are reading at an instructional level C, while 37% of 41 students are reading at an instructional BAS Level D or above.		Building Present Level: As of June 2019, 70% of kindergarten students are reading at an instructional BAS Level D or above.	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will participate in small group guided reading .			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [70]	Action Steps / Timeline: [71]	Progress Summary: Kindergarten students are participating in a research-based balanced literacy program as part of core instruction in ELA. The guided reading is based on BAS instructional levels and/or sight words; shared reading; partner reading; independent reading; writing instruction and numerous writing practice opportunities. Classroom teacher, reading specialist, RTI tutors, differentiation specialists and resource teachers have all been part of this balanced literacy program for the students.		Progress Summary: Continued to implement this strategy... Kindergarten students are participating in a research-based balanced literacy program as part of core instruction in ELA. The guided reading is based on BAS instructional levels and/or sight words; shared reading; partner reading; independent reading; writing instruction and numerous writing practice opportunities. Classroom teacher, reading specialist, RTI tutors, differentiation specialists and resource teachers have all been part of this balanced literacy program for the students.	
	Classroom Teacher, Reading Specialist, Differentiated Specialist, RTI Tutors, SST Teachers	BAS	Students will be grouped according to instructional levels based on BAS and word lists information. Students will participate in guided reading 4 times a week.				
Strategy 2	Students will participate in daily reasearch based phonics program			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [72]	Action Steps / Timeline: [73]	Progress Summary: Kindergarten students are participating in a research-based balanced literacy program as part of core instruction in ELA. They recieve direct phonics/phonemic instruction through the Foundations program. Students participate in daily Fundatons lessons and activities. Fundatons is a research based systematic phonics program. Classroom		Progress Summary:Strategy Conitued...Kindergarten students are participating in a research-based balanced literacy program as part of core instruction in ELA. They recieve direct phonics/phonemic instruction through the Foundations program. Students participate in daily Fundatons lessons and activities. Fundatons is a research based systematic phonics program.	
	Classroom Teacher	Fundatons End of Unit Assesment	Instruction as whole class, small group instruction according to student needs, weekly practice work for home				
Strategy 3	Students will recieve direct instruction of sight words for students who are below ben			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [74]	Action Steps / Timeline: [75]	Progress Summary:"Progress Summary: Kindergarten students are participating in a research-based balanced literacy program as part of core instruction in ELA. They recieve direct instruction with sight/trick words 4 times a week for 15 minutes. In addition, they receive instruction in guided reading groups. Classroom teachers, reading specialist, RTI tutors, differentiation specialists		Progress Summary: Continued startegy...Kindergarten students are participating in a research-based balanced literacy program as part of core instruction in ELA. They recieve direct instruction with sight/trick words 4 times a week for 15 minutes. In addition, they receive instruction in guided reading groups. Classroom teachers, reading specialist, RTI tutors,	
	Classroom Teacher, Reading Specialist	Monthly Sight Word bench marking.	Explicit direct instruction with sight words from reading specialist and classroom teacher for 15 minutes four times a week. New presentation from special education staff				

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s) [76]			Mid-Year 2018-19: Follow-Up [77]		End of 2018-19: Follow-Up [78]	
Grade Level Math Goal: [79]	By Spring 2019 90% of kindergarten students will score at the benchmark on the Aims Web Missing Number Probe.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [80]	The current score for Kindergarten students on Aims Web Missing Number Probe is 71%.		The current score for Kindergarten students on Aims Web Missing Number Probe is 84%.		Building Present Level: As of June of 2019, 90% of Kindergarten students scored at the benchmark for Aims Web Missing Number Probe	

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

## Strategies to Achieve Grade Level Math Goal

Strategy 1	Students will participate in calendar activities to identify missing numbers in a field of three.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [81]	Action Steps / Timeline: [82]	Progress Summary: Kindergarten students participate daily in daily calendar routine which reinforces number sense and ordinal position of numbers.			Progress Summary: Continued strategy...Kindergarten students participate daily in daily calendar routine which reinforces number sense and ordinal position of numbers.		
	Classroom Teacher, School Psychologist	Aims Web Missing Number Measurement Fall, Winter, Spring	August to June students will participate in the counting calendar routine. Students will participate in daily oral counting to reinforce ordinal position.						
Strategy 2	Teachers will implement lessons to strengthen number sense.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [83]	Action Steps / Timeline: [84]	Progress Summary: Kindergarten students participate in number sense activities through small guided group math instruction.			Progress Summary: Continued strategy...Kindergarten students participate in number sense activities through small guided group math instruction.		
	Classroom teacher, Differentiation Specialist, RTI Tutor	completed Lessons, MIF	August to June students will participate in guided math to receive instruction in targeting area.						
Strategy 3	Teachers will utilize Aims Web Probes and identify students not meeting benchmark and provide additional minutes of instruction to remediate. [85]			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [86]	Action Steps / Timeline: [87]	Progress Summary: The RTI tutors see small groups of students that did not reach benchmark twice a week for 15 minutes to reinforce number sense.			Progress Summary: Continued strategy...The RTI tutors see small groups of students that did not reach benchmark twice a week for 15 minutes to reinforce number sense.		
	Classroom Teacher, RTI Tutor	Aims Web Probe	October to June students that are identified will participate in small guided groups with targeted instruction for their needs.						

<b>SEL SIP Goal(s) [88]</b>				<b>Mid-Year 2018-19: Follow-Up [89]</b>				<b>End of 2018-19: Follow-Up [90]</b>			
Grade Level SEL Goal [91]				GOAL Met? (partially, yes, or no)	no			GOAL Met? (partially, yes, or no)	no		
Building Present Level:				Building Present Level:				Building Present Level:			

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

<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>										
Strategy 1				1	Strategy Implemented? (partially, yes, or no)	no	1	Strategy Implemented? (partially, yes, or no)	no	
	Who is Responsible?	Evidence of Completion: [92]	Action Steps / Timeline: [93]	Progress Summary:			Progress Summary:			
Strategy 2				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no	
	Who is Responsible?	Evidence of Completion: [94]	Action Steps / Timeline: [95]	Progress Summary:			Progress Summary:			

Strategy 3				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [96]	Action Steps / Timeline: [97]	Progress Summary:			Progress Summary:		

## The Lane School First Grade

ELA SIP Goal(s) [98]			Mid-Year 2018-19: Follow-Up [99]		Action Steps / Timeline [100]	
Grade Level Reading Goal: [101]	By the end of May 2019, using the BAS assessment, 84% or more of first-grade students will be at or above an instructional Level J. [102]		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level: [103]	76% of incoming first-grade students exited Kindergarten at level D or higher		Building Present Level: As of January 2019, 78% of first graders are at or above a level 54% of first graders are at or above an instructional level J based on our BAS assessments.		Building Present Level: 93% of first graders reached BAS instructional level J based on assessments in May 2019.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Strategy Implemented? (partially, yes, or no)	Strategy Implemented? (partially, yes, or no)
Strategy 1					
Strategy 1					
Strategy 2					
Strategy 3					

### 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s) [110]			Mid-Year 2018-19: Follow-Up [111]		End of 2018-19: Follow-Up [112]	
Grade Level Math Goal: [113]	76% or more of students will meet proficiency in Math as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes

Spring Cohort Data [114]	In 2017-18, 94% of students in first grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report	Building Present Level: 75% of students have met proficiency in Math as measured by the ECRA Winter MAP Growth Summary	Building Present Level: As of June 2019, 94% of students in first grade achieved proficiency in Math 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	Students who fall below the benchmark will receive additional instruction in the area of computation.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [115]	Action Steps / Timeline: [116]	Progress Summary: Students who are below the benchmark are receiving additional instruction in the area of computation. RTI tutors, resource teachers, classroom instruction assistants, differentiation specialists and classroom teachers are all providing this instruction.			Progress Summary: Students received RTI reteach and extra practice instruction fifteen minutes per day four days a week with RTI tutors, resource teachers, and classroom instructional assistants. Differentiation specialists also pushed in four days a week to help meet a variety of student needs.		
Strategy 2	Teachers will meet monthly to review progress monitoring data and make instructional decisions.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [117]	Action Steps / Timeline: [118]	Progress Summary: First-grade teachers, along with differentiation specialists and reading specialist and resource teachers meet during data review meetings to review all data on student progress. Classroom teachers meet weekly to discuss student progress and any changes in program(s) that need to be made to meet their needs.			Progress Summary: Classroom teachers met weekly (and even more frequently) to discuss student progress, monitor data, and make decisions on how to best meet student needs. Teachers attended RTI meetings with specialists to discuss any areas of concern with students.		
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [119]	Action Steps / Timeline: [120]	Progress Summary:			Progress Summary:		

<b>SEL SIP Goal(s) [121]</b>				<b>Mid-Year 2018-19: Follow-Up [122]</b>				<b>End of 2018-19: Follow-Up [123]</b>			
Grade Level SEL Goal [124]				GOAL Met? (partially, yes, or no)	no			GOAL Met? (partially, yes, or no)	no		
Building Present Level:				Building Present Level:				Building Present Level:			

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

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

Strategy 1				1	Strategy Implemented? (partially, yes, or no)	no	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [125]	Action Steps / Timeline: [126]	Progress Summary:			Progress Summary:		

Strategy 2				Strategy Implemented? 2 (partially, yes, or no)	no	Strategy Implemented? 2 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [127]	Action Steps / Timeline: [128]	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	no	Strategy Implemented? 3 (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [129]	Action Steps / Timeline: [130]	Progress Summary:		Progress Summary:	

## The Lane School Second Grade

ELA SIP Goal(s) [131]			Mid-Year 2018-19: Follow-Up [132]		Action Steps / Timeline [133]	
Grade Level Reading Goal: [134]	By the end of May 2019, using the BAS, 83% or more of second-grade students will read at or above an instructional Level M.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level: [135]	81% of incoming second-grade students entered second grade at level J or higher		Building Present Level: Currently, 69% are at instructional level L (Benchmark), and 37% are at an instructional level M.		Building Present Level: 78% are at an instructional Level M or higher.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will implement a multisensory research-based phonics program to increase fluency.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [136]	Action Steps / Timeline: [137]	Progress Summary: Students have completed up to Unit 8 of Foundations. We continue to identify and monitor students that need a Double Dose of Foundations instruction. We also continue to encourage students to use these strategies when reading and writing at any time.		Progress Summary: Students have completed up to Unit 17 (Level 2) of Foundations. We identified and monitored students that needed a Double Dose of Foundations instruction. We also continued to encourage students to use these strategies in their daily reading and writing.	
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers	Foundations Assessment	Double dose for students below expectations; explicit whole group instruction three times per week; utilizing strategies throughout the day in reading, writing, and small groups.				
Strategy 2	Teachers will reference BAS reading behavior list for each level to guide reading instruction.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [138]	Action Steps / Timeline: [139]	Progress Summary: Teachers continue to implement guided reading and have reconfigured groups according to students needs and BAS assessments. We have identified students that are not making adequate growth and they are receiving additional comprehension support.		Progress Summary: Teachers continued to implement guided reading groups according to students needs and BAS assessments. We identified students that were not making adequate growth and they they were provided with additional comprehension support.	
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, differentiation specialist	BAS assessments, reading behavior checklist, and guided reading materials	Teachers will use guided reading and meet with groups based on their needs.				
Strategy 3				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [140]	Action Steps / Timeline: [141]	Progress Summary:		Progress Summary:	

### 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s) [142]			Mid-Year 2018-19: Follow-Up [143]		End of 2018-19: Follow-Up [144]	
Grade Level Math Goal: [145]	74% or more of students will meet proficiency in Math as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes

Spring Cohort Data [146]	In 2017-18, 88% of students in second grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report	Building Present Level: 82% of second graders have achieved proficiency as of Winter MAP	Building Present Level: As of June 2019, 92% of students in second grade have met proficiency in Math 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	Teachers will flexibly group students according to expected growth.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [147]	Action Steps / Timeline: [148]	Progress Summary: We work with the differentiation specialists and review data to provide appropriate differentiation for each math unit. We would like to implement the use of common exit/entrance slips to better analyze data.			Progress Summary: We worked with the differentiation specialists and reviewed data to provide appropriate differentiation for each math unit. We also tried to incorporate more entrance and exit slips during the week to better monitor progress.		
	Classroom Teachers, Differentiation Specialist, RTI tutors	Data Collected, MIF, MAP, Pre-Test, Entrance/Exit Slips	Teachers will use guided math design and meet with groups based on their needs. Students will participate 5 days a week. Differentiation specialists will push in to work with all students at their instructional level.						
Strategy 2	Teachers will work with students to increase fact fluency.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [149]	Action Steps / Timeline: [150]	Progress Summary: We continue to utilize Freckle fact practice, fact fluency games, and spiraled homework to practice and increase fact fluency.			Progress Summary: Students utilized Freckle fact practice, fact fluency games, and spiraled homework to practice and increase fact fluency.		
	Classroom Teachers	MIF materials	Daily and weekly Freckle Fact Practice, fact fluency games, and spiraled homework to practice and increase fluency.						
Strategy 3	Teachers will continually review skills already taught throughout the year.			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [151]	Action Steps / Timeline: [152]	Progress Summary: As we complete math units we have incorporated past concepts on the weekly homework. We continue to implement past concepts into math centers for practice.			Progress Summary: We incorporated past concepts on the weekly homework. We implemented past concepts into math centers for practice. We feel this helped our students as they encountered a variety of concepts on the math MAP test.		
	Classroom Teachers	MAP data; common assessments; homework	We will use guided math and weekly homework to reinforce past skills.						

	<b>SEL SIP Goal(s) [153]</b>		<b>Mid-Year 2018-19: Follow-Up [154]</b>		<b>End of 2018-19: Follow-Up [155]</b>	
Grade Level SEL Goal [156]			GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:			Building Present Level:		Building Present Level:	

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

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

Strategy 1				1	Strategy Implemented? (partially, yes, or no)	no	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [157]	Action Steps / Timeline: [158]	Progress Summary:			Progress Summary:		
Strategy 2				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no

	Who is Responsible?	Evidence of Completion: [159]	Action Steps / Timeline: [160]	Progress Summary:		Progress Summary:			
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [161]	Action Steps / Timeline: [162]	Progress Summary:		Progress Summary:			

# The Lane School Third Grade

ELA SIP Goal(s) [163]		Mid-Year 2018-19: Follow-Up [164]		Action Steps / Timeline [165]	
Grade Level Reading Goal: [166]	64% of students or greater will achieve proficiency in Reading as measured by ECRA's Proficiency Projection Report	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data [167]	In 2017-18, 73% of students in third grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report	Building Present Level: 72% of third grade students have achieved proficiency in Reading as of Winter MAP		Building Present Level: 68% of third grade students have achieved proficiency in Reading as measured by the Spring Growth Update	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will implement guided reading groups to reinforce comprehension strategies and increase depth and accuracy in comprehension-based written/typed responses.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [168]	Action Steps / Timeline: [169]		Progress Summary: Teachers met with flexible groups through May, and students worked in both leveled texts and with targeted comprehension strategies. Students worked through a variety of different questions for RACES responses. Students finished the year practicing responses in cold read, timed settings. Lessons focused on refining student support of proposed text evidence, and students finished out the year beginning to learn how to give a summarizing statement at the end of their response that tied into a personal reflection.	
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	CARS pre- and post-test assessments, guided reading materials, F&P benchmarks, reading response notebooks	10/18 - 6/19 Teachers will meet with leveled, flexible guided reading groups to work on both comprehension and expected strategies by text level, as well as specific need-based comprehension skill groups. Additionally, teachers will assess students twice per month on written reader response using a cold read at, or slightly above, grade level expectations and the RACE response format. Student work will be assessed as a team using a PARCC aligned response rubric, and lessons will be developed based on common needs among students across all three classrooms.		Progress Summary: Teachers met with flexible groups daily, with students either in groupings where they are working with text at their instructional level, or working in mixed level groups for the purpose of remediating or strengthening a particular comprehension skill. Additionally, lessons are well underway to improve students' written response to reading. Currently, students have learned all components of the RACES strategy to ensure accurate use of text evidence in supporting opinions or claims. We are now working to build up student stamina in being able to find and explain multiple pieces of text evidence to connect back to their original answer. When we meet to discuss student responses, we not only analyze student writing, but we use the analysis to create next steps in instruction and to continually refine our expectations.	
Strategy 2	Teachers will use balanced literacy to instruct students with an integrated approach for delivering core ELA content.		Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [170]	Action Steps / Timeline: [171]		Progress Summary: The components of Balanced Literacy within the framework of the district required timelines has been fully implemented. Teachers continued to share resources in order to maximize student learning.	
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, ELL teacher, Differentiation Specialists	Common Assessments, F & P benchmarks, student writing samples, CARS benchmark assessments	9/18- 6/19 Teachers will set up a system of balanced literacy to include whole-class Shared Reading lessons, flexibly grouped guided reading and skill instructional groups to include explicit phonics instruction during reading workshop, and writing workshop. Speaking and listening skills will be both explicitly and implicitly taught during all ELA core instruction.		Progress Summary: Currently, all components of Balanced Literacy are being used in daily ELA instruction. Teachers meet to share personal resources and ideas to meet the goal of Balanced Literacy. We are continually striving to find more meaningful ways to connect the components of Balanced Literacy so that instruction across all components is integrated when possible.	
Strategy 3			Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [172]	Action Steps / Timeline: [173]		Progress Summary:	

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s) [174]			Mid-Year 2018-19: Follow-Up [175]		End of 2018-19: Follow-Up [176]	
Grade Level Math Goal: [177]	76% of students or greater will achieve proficiency in Math as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data [178]	In 2017-18, 80% of students in third grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report		Building Present Level: 84% of third grade students have achieved proficiency as of Winter MAP		Building Present Level: 79% of third grade students have achieved proficiency as of the Spring Growth Update	

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Teachers will flexibly group students according to expected growth.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [179]	Action Steps / Timeline: [180]	Progress Summary: Systematic whole group and Guided Math/small flexible math groupings are being used daily to promote differentiation in the math classroom.		Progress Summary: Teachers continued to use flexible grouping in order to differentiate for the needs of the students.	
	Classroom Teacher, Resource Teacher, Differentiation Specialists, and Math Specialists	Comparison of pretests/entrance slips and exit slips as well as mid-unit formative assessments and district end-of -unit tests.	10/18- 6/19 Teachers will use whole class as well as small group instruction in a Guided Math model to teach students based on need, including enrichment and depth of knowledge.				
Strategy 2	Teachers will work with students to increase fact fluency.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [181]	Action Steps / Timeline: [182]	Progress Summary: Students are working on daily fact review in a variety of ways. Teachers are beginning the process of having students track and monitor their own growth in order to set goals.		Progress Summary: Students worked on personal goals to commit facts to memory. Teachers have targeted students who still need support with facts and have/will inform parents for summer review purposes.	
	Classroom Teacher, Resource Teacher, Differentiation Specialists, and Math Specialists	Math in Focus materials as well as targeted teacher created materials	9/18 - 6/19 Teachers will incorporate fact review into daily activities, both in-class and in homework. Teachers will work with students to help them monitor their own growth and create plans for their improvement.				
Strategy 3	Teachers will continually review past skills already taught throughout the year.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [183]	Action Steps / Timeline: [184]	Progress Summary: Daily review is an essential part of daily math instruction. Teachers use games, Freckle, MIF cumulative review materials, and other tools to ensure retention of past skills.		Progress Summary: Daily review continued through the end of the school year using multiple tools, such as Freckle, MIF resources, and teacher designed tools.	
	Classroom Teacher, Resource Teacher, Differentiation Specialists, and Math Specialists	MIF cumulative review materials, Freckle analytical monitoring, standards-based review quizzes throughout the year. Xtra Math	9/18- 6/19 Teachers will use a variety of MIF, online, and teacher-created materials to infuse review into daily or weekly math lessons.				

SEL SIP Goal(s) [185]			Mid-Year 2018-19: Follow-Up [186]		End of 2018-19: Follow-Up [187]	
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Grade Level SEL Goal [188]		GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:		Building Present Level:		Building Present Level:	

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

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

Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [189]	Action Steps / Timeline: [190]	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [191]	Action Steps / Timeline: [192]	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [193]	Action Steps / Timeline: [194]	Progress Summary:		Progress Summary:	

# The Lane School Fourth Grade

ELA SIP Goal(s) [195]			Mid-Year 2018-19: Follow-Up [196]		End of 2018-2019: Follow-Up [197]	
Grade Level Reading Goal: [198]	83% of students or greater will achieve proficiency in Reading as measured by ECRA's Proficiency Projection Report		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Spring Cohort Data [199]	In 2017-18, 80% of students in fourth grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report		Building Present Level: 82% of students in fourth grade have achieved proficiency in Reading as of Winter MAP		Building Present Level: As of June 2019, 77% of students in fourth grade have achieved proficiency in Reading 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	Students will participate in flexible groupings according to their BAS and MAP RIT scores.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [200]	Action Steps / Timeline: [201]	This strategy has been implemented and students participate in flexible groupings according to their learning needs. The neediest group meets with the teacher on a daily basis. Other groups meet with the teacher several times per week.		Progress Summary: Students continued to meet in flexible groupings the outcome of various skill needs according to CARS data, informal observations, Storyworks assessments and other comprehension activities.	
	Classroom Teacher, Resource Teacher, Reading Specialist, Differentiation Specialist	Common Assessments, ELA Formative Assessments, and CARS Assessment	10/18 - 6/19: Teachers will create flexible skill-based reading groups based upon learning needs.				
Strategy 2	Teachers will facilitate a balanced literacy approach as part of core instruction in ELA.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [202]	Action Steps / Timeline: [203]	Progress Summary: A balanced literacy program has been implemented with teachers providing daily guided reading. Students also are directly taught targeted skills in a whole group setting and skills are then practiced during guided reading lessons. Currently, six 4th graders meet daily with the Reading Specialist. Additionally, eight 4th grade students meet once a week for 45 minutes with the Differentiation Specialist for enrichment opportunities. Additionally, the librarian meets with small groups to work on targeted skill instruction on an infrequent basis.		Progress Summary: A balanced literacy program has been implemented with teachers providing daily guided reading. Students also are directly taught targeted skills in a whole group setting and skills continue to be practiced during guided reading lessons.	
	Classroom Teacher, Resource Teacher, Reading Specialist, Differentiation Specialist	Benchmark Assessment System data will show evidence of individual student growth	10/18 - 6/19: Teachers will implement a balanced literacy approach to instruction, including daily guided reading opportunities for students. Students will be grouped according to data analysis skill level to provide targeted lessons based on student needs. Students will check in on a regular basis with Reading Specialist to review student reading progress. Classroom teachers will set up co-teaching opportunities with reading specialist and/or differentiation specialists.				
Strategy 3				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [204]	Action Steps / Timeline: [205]	Progress Summary:		Progress Summary:	

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s) [206]			Mid-Year 2018-19: Follow-Up [207]		End of 2018-19: Follow-Up [208]	
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Grade Level Math Goal: [209]	80% of students or greater will achieve proficiency in Math as measured by ECRA's Proficiency Projection Report	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Spring Cohort Data [210]	In 2017-18, 86% of students in fourth grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report	Building Present Level: 73% of fourth graders have achieved proficiency in math as of Winter MAP		Building Present Level: 64% of fourth graders have achieved proficiency in math as of Spring MAP	

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Teachers will flexibly group students according to their need.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [211]	Progress Summary: Fourth grade teachers are utilizing the guided math design to meet student needs. Fourth grade teachers along with the differentiation specialists and the resource teacher meet with students in guided groups on a regular basis (3-5 times per week).		Progress Summary: Fourth grade teachers are utilizing the guided math design to meet student needs. Fourth grade teachers along with the differentiation specialists and the resource teacher meet with students in guided groups on a regular basis (3-5 times per week). Groups are flexible and based on ongoing student needs.	
	Classroom Teacher, Resource Teacher, Differentiation Specialists, and Math Specialists	Pretests and Entrance Slip data along with formative assessments will be compared to exit slips, and end-of-unit tests.	Teachers will use guided math design and meet with groups based on their needs.			
Strategy 2	Teachers will work with students to increase fact fluency.		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [213]	Progress Summary: During the first trimester and partially into the second trimester, students in on-level math self-monitored their fact growth. They used the Xtramath website and graphed their progress on a weekly basis in order to increase their fact fluency. The teacher also assisted students in identifying specific facts with which they were not showing mastery and helped them to hone in on those specific facts.		Progress Summary: Teachers continued to practice basic fact application within the 4th grade curriculum.	
	Classroom Teacher, Resource Teacher, Differentiation Specialists, and Math Specialists	Students will self-monitor their growth, and set ongoing growth goals according to present level of achievement	Daily integration of Xtramath, fact fluency games, and homework to practice and increase fluency.			
Strategy 3			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [215]	Progress Summary:		Progress Summary:	

**SEL SIP Goal(s) [217]**

**Mid-Year 2018-19: Follow-Up [218]**

**End of 2018-19: Follow-Up [219]**

Grade Level SEL Goal [220]		GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:		Building Present Level:		Building Present Level:	

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

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

Strategy 1				1	Strategy Implemented? (partially, yes, or no)	no	1	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [221]	Action Steps / Timeline: [222]	Progress Summary:			Progress Summary:		
Strategy 2				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [223]	Action Steps / Timeline: [224]	Progress Summary:			Progress Summary:		
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [225]	Action Steps / Timeline: [226]	Progress Summary:			Progress Summary:		

# The Lane School Fifth Grade

ELA SIP Goal(s) [227]			Mid-Year 2018-19: Follow-Up [228]		Action Steps / Timeline [229]	
Grade Level Reading Goal: [230]	81% 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)	Partially
Spring Cohort Data [231]	In 2017-18, 74% of students in fifth grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report		Building Present Level: 81% of students have achieved proficiency in Reading as measured by the Winter MAP test		As of June 2019, 77% of fifth grade students have achieved proficiency in Reading 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	Teachers will identify the students' area/s of need (literature, vocabulary acquisition and use, and informational text) and target those students during guided reading instruction of those standards.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [232]	Action Steps / Timeline: [233]	<p>Progress Summary: In both whole group instruction and in guided reading groups, reading behavior skills and strategies were taught and addressed. Both fiction and non-fiction genres were used in targeting close reading skills and identifying author's purpose, drawing conclusions, and making inferences-three of the most difficult strategies 5th graders master.</p> <p>We've used our data from MAP and BAS to create groups and identify students who need additional reading support.</p>		<p>In both whole group instruction and guided reading groups, reading behavior skills and strategies were taught and addressed. Both fiction and non-fiction genres were used in targeting close reading skills and identifying author's purpose, drawing conclusions, and making inferences-three of the most difficult strategies 5th graders master.</p> <p>We've used our data from MAP and BAS to create groups and identify students who need additional reading support.</p> <p>We used CARS post-test data to show growth, by skill area, for our fifth grade homeroom classes.</p>	
Strategy 2	Students will participate in targeted comprehension skill groups using specific data to identify their needs.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [234]	Action Steps / Timeline: [235]	<p>Progress Summary: In both whole group instruction and in guided reading groups, reading behavior skills and strategies were taught</p>		<p>We used mid-year CARS data to not only create targeted guiding reading groups but help students reflect and set reading</p>	

	5th grade classroom teachers, special education teachers, reading specialists, differentiation specialists	CARS, Storyworks and Scholastic News, ECRA Growth Data	Sept 2018-June 2019, Teachers will administer the CARS assessment three times a year to monitor student growth and identify specific comprehension skills and strategy needs. Teachers will continue to use the analytical data through ECRA, Scholastic Comprehension Assessments (Storyworks and Scholastic News), and CARS data to flexibly group students according to their needs.	and addressed. Both fiction and non-fiction genres were used in targeting close reading skills and identifying author's purpose, drawing conclusions, and making inferences-three of the most difficult strategies 5th graders master.  We have used mid-year CARS data to not only create targeted guiding reading groups but help students reflect and set reading mid-year goals. At the end of the five Benchmark tests, students completed a self-assessment. This assessment asked students to analyze the results of the data and make claims as to how to make improvements in their reading. Stressing the importance of understanding reading behaviors, all students were instructed on recognizing the importance of reading once for the "gist" of the text and twice or even three times for comprehension of text. Students were instructed to annotate AND use the "work backward" strategy. This means after reading once as a cold read, go to the twelve strategy questions and find as much evidence in text to support that answer by highlighting and writing notes in margins of text. This front-loading work allows students to settle into the text by reading a second time with a new reader "lens", which should result in a higher level of comprehension.	mid-year goals. At the end of the year we administered the CARS post-tests to analyze their growth.  Over the third trimester we continued to stress the importance of understanding reading behaviors. All students were instructed on recognizing the importance of reading once for the "gist" of the text and twice or even three times for comprehension of text. We worked on annotating texts for depth of comprehension.  We did small group targeted novel study work. This provided students with ample guided reading time, independent reading time, and an avenue to continue to target skills that were identified as high needs from the CARS assessment.
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Strategy 3	Teachers will continue to target vocabulary, grammar, usage, and structure as identified in Common Core standards.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [236]	Action Steps / Timeline: [237]	Progress Summary: We have used district-approved rubrics from the Team Drive for at least two different writing tasks, narrative essay and expository/explanatory essay. We have tackled grammar goals within writing tasks as well as direct instruction in ELA. Students performed extremely well demonstrating high proficiency in comma rules. We continue to work on constructed responses (literary, science, and social studies) to help build writing stamina for upcoming assessments. Students conference with teachers and share their writing drafts electronically and in person for teacher feedback and support. Parents are an important part of the drafting and editing process as well.		Teachers utilized district rubrics to help students monitor their growth in writing. Teachers used rubric results to further identify student needs. Teacher's focused on specific grammar power standards within formative writing assignments and assessed grammar skills in district common assessments. Students participated in a balanced grammar program to improve students' grammar usage. Teachers targeted specific skills using students' independent writing during one-on-one conferencing.	
	5th grade classroom teachers, special education teachers, reading specialists, differentiation specialists	District Writing Assessment, Common Assessments on Grammar in ELA, formative writing assessments, writing assignments across the curriculum, Wordly Wise data	Teachers will provide district rubrics to help students monitor their growth in writing. Teachers will use rubric results to further identify student needs. Teacher's will focus on specific grammar power standards within formative writing assignments. Students will participate in a balanced grammar program to improve students' grammar usage. Teachers will target specific skills using students' independent writing during one-on-one conferencing.				

**2018-2019 School Improvement Plans (SIP)**

	Math SIP Goal(s) [238]	Mid-Year 2018-19: Follow-Up [239]	End of 2018-19: Follow-Up [240]
Grade Level Math Goal: [241]	77% of students or greater will achieve proficiency in Math as measured by ECRA's Proficiency Projection Report	GOAL Met? (partially, yes, or no)  Partially	GOAL Met? (partially, yes, or no)  Partially
Spring Cohort Data [242]	In 2017-18, 63% of students in fifth grade achieved proficiency as measured by ECRA's 2017-18 School Overall Growth Summary Report	Building Present Level: 70% of students have achieved proficiency in Math as measured by the Winter MAP assessment	Building Present Level: As of June 2019, 68% of students in fifth grade have achieved proficiency in Math as measured by ECRA's Proficiency Projection Report.

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Teachers will target students with needs in areas of Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [243]	Action Steps / Timeline: [244]	Progress Summary: We have actually shifted to Freckle more this year to address targeted practice versus Khan Mappers. Kids seem more motivated and engaged by the Freckle platform. We will continue to lean on the TOSAs and each other to utilize Khan Mappers and Freckle.		We followed district pacing guides for the different levels of math and targeted related strands. We relied most heavily on IXL and Freckle to accomplish this.	
	5th grade classroom teachers, special education teachers, differentiation specialists	MAP, ECRA, Khan Mappers	Teachers will get students registered with Khan Mappers to help differentiate their practice problems to target specific strands of growth.				

Strategy 2	Teachers will work with students to increase fact fluency in multiplication, division, and fractions.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [245]	Action Steps / Timeline: [246]	Progress Summary: With the help of the D181 TOSAs, we continue to help students better understand SMART SCORES and how they can be best used. We continue to support what we do in the classroom using relevant IXL strands for each chapter/unit. ALL 5th graders need to reach an 80% SMART SCORE by May in fact fluency in multiplication, division, and fractions. Skills we want to see this growth in: 5th Grade C1-C23, D1-D15, L1-L23		We supported what we did in the classroom using relevant IXL strands for each chapter/unit. Our expectation was that all students reached an 80% SMART SCORE on related skills for each unit.	
	5th grade classroom teachers, special education teachers, differentiation specialists	AIMS Web data (MCAP), IXL Goal-Setting and Smart Score of 80% for all 5th grade learners	Students will continuously work on fact fluency using IXL. Teacher-created lessons and quick-checks on fact fluency. Students will participate weekly throughout the year. Freckle is another skill based platform that 5th graders have access to for a short trial period.				

Strategy 3	Teachers will provide students with a spiral curriculum and review concepts throughout the year for higher retention in fifth grade CC standards for ALL math levels, especially targeting advanced and accelerated students.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion: [247]	Action Steps / Timeline: [248]	Progress Summary: We have resources to review 5th grade standards with all learners, but have been limited on time with the current pacing guides for our respective courses. We are committed to making this a bigger priority leading up to the state testing on 5th Grade CC standards. We will also touch base with Mr. Todd about the standards that we need to target based on PARCC data from last year.		Progress Summary: We reviewed standards from previous grade levels weekly (usually on Fridays) with our respective classes. We did not receive more specific areas to target (as this data was not available as we thought from last year's PARCC results).	
	5th grade classroom teachers, special education teachers, differentiation specialists	Delivery and success of weekly lessons that review fifth grade standards.	Include review problems on warm-up activities, exit slips, and quizzes throughout the year that specifically target fifth grade CC standards. Some homework will include a review of past skills (in all levels of math).				

<b>SEL SIP Goal(s) [249]</b>				<b>Mid-Year 2018-19: Follow-Up [250]</b>		<b>End of 2018-19: Follow-Up [251]</b>	
Grade Level SEL Goal [252]				GOAL Met? (partially, yes, or no)	no	GOAL Met? (partially, yes, or no)	no
Building Present Level:				Building Present Level:		Building Present Level:	

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

<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>							
Strategy 1				Strategy Implemented? (partially, yes, or no)	no	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [253]	Action Steps / Timeline: [254]	Progress Summary:		Progress Summary:	

Strategy 2				2	Strategy Implemented? (partially, yes, or no)	no	2	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [255]	Action Steps / Timeline: [256]		Progress Summary:	Progress Summary:			
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	no	3	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion: [257]	Action Steps / Timeline: [258]		Progress Summary:	Progress Summary:			

[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.

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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.

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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?

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

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For example:

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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)

[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/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

[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?

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

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

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

For example:

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Teachers explored guided math design

[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?

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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?

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

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

For example:

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

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

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

Is it Specific?

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

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Is it Time-based?

What time frame do we need to achieve our goal?

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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)

[36] 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.

[37] 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.

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

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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)

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

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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)

[44] 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?

[45] Consider:

What data did you analyze to determine progress?

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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?

[46] Consider:

What data did you analyze to determine progress?

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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?

[47] 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:

[48] 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:

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

[50] 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

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

[52] 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?

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For example:

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

[54] Consider:

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For example:

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

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

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

For example:

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

Teachers explored guided math design

[55] 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?

[56] 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?

[57] 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?

[58] 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.

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

[60] 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.

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

[62] 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.

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

[64] 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.

[65] 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?

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

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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?

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What time frame do we need to achieve our goal?

[66] Consider:

What data did you analyze to determine progress?

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

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[67] Consider:

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[68] What exactly do I want to achieve?

Where?

How?

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What are the conditions and limitations?

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

For example:

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.

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

For example:

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

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What time frame do we need to achieve our goal?

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For example:

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

For example:

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

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

[87] Consider:

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For example:

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

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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.

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For example:

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

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

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Principal will highlight each area of the matrix and review them during morning announcements/assembly for the first couple months of school. In January, students will be asked to review the matrix expectations with the student body in kid friendly language.

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[101] What exactly do I want to achieve?

Where?

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

For example:

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

instructional level.

[102] Please identify the formative assessment(s) you will be using to measure this goal. This assessment can be teacher created or something we are currently using.

Do not use specific numbers of students in groups under 10, please use percentages.

For example: "Currently 45% of second grade students are..."

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

For example:

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

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

[142] 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?

[143] 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?

[144] Consider:

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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?

[145] 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:

[146] 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:

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

[148] 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

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

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

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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?

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What time frame do we need to achieve our goal?

[154] Consider:

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[156] What exactly do I want to achieve?

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How?

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What are the conditions and limitations?

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

For example:

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

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

[158] 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.

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

[160] Consider:

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

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

For example:

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

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

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

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

For example:

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.

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

Is it Specific?

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[166] What exactly do I want to achieve?

Where?

How?

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What are the conditions and limitations?

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

For example:

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.

[167] 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.

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

[169] Consider:

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Where?

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[188] What exactly do I want to achieve?

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For example:

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

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For example:

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

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For example:

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

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

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[198] What exactly do I want to achieve?

Where?

How?

When?

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What are the conditions and limitations?

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

For example:

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.

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

For example:

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

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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?

[219] 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?

[220] 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.

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

[222] 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.

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

[224] 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?

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For example:

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

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

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

[226] Consider:

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

For example:

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.

[227] 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?

[228] 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?

[229] Consider:

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

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

For example:

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

Develop a reading motivator chart in the classroom

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

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

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

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

[230] 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.

[231] 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.

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

[233] 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)

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

For example:

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

Teachers explored guided math design

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

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