

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Reading Goal:	74% or more of students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 ELA Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently, 74% of students are projected to meet or exceed the proficiency benchmark: 59% of 3rd grade students; 85% of 4th grade students; and 74% of 5th grade students.	Building Present Level: 73% of students are projected to meet or exceed the proficiency benchmark based on ECRA's Winter MAP Proficiency Projections: 63% of 3rd grade students; 82% of 4th grade students; and 70% of 5th grade students.		Building Present Level: 75% or more of students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 ELA Proficiency Projection Report.	

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

**Strategies to Achieve Grade Level Reading Goal**

Strategy 1	Continue with balanced literacy implementation and strengthen guided reading workshop model.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Staff members are providing balanced literacy instruction and are benefitting from the professional development provided this year by district reading specialists.			Progress Summary: The year-long balanced literacy training, provided to all K-5 teachers by our district reading specialists as well as by F&P trainers, has resulted in positive Spring data outcomes for students, and more teacher expertise, confidence and readiness for the FPC resources.		
	Classroom teachers, RS, RtI tutors, Resource teachers, TOSA, Teacher-Librarian	Master Schedule (individual classroom teacher schedules)	Review DOL Balanced Literacy Time Allocations with direction to implement. May 2018 introduction; August 2018 review and directive. Regular check-ins with teachers to check progress.						
Strategy 2	Implement Foundations K-3: Level K in kindergarten, Level 1 in grade 1, Level 2 in grade 2, and Level 3 in grade 3.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Classroom teachers are providing Foundations lessons as part of balanced literacy work.			Progress Summary: We are pleased that K-2 teachers will continue with Foundations next year as we implement FPC literacy resources. Primary grade teachers are invested in this resource as an important tool in building our students' foundational skills and confidence with word work.		
	Classroom teachers, RS	Foundations end-of-unit assessments and BAS assessments.	Teach materials and use formative and end-of-unit assessments as directed by resources.						
Strategy 3	Implement Grade Level Goals and Strategies, specific to vocabulary and informational text (see grade level tabs).			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Most of the grade level strategies are implemented; the SIOP visual instructional strategies will be implemented during Trimester 3.			Progress Summary: All grade levels made excellent progress on vocabulary or informational text goals, as evidenced by MAP subtest growth. We were not able implement SIOP strategies this year, but believe they will be helpful to all our learners. All other elements were implemented (daily all school word work, student reflection tools, student participation in developing vocabulary goals).		
	Classroom teachers, RS, RtI tutors, Resource teachers, TOSA, Teacher-Librarian	Artifacts developed per grade levels (SIOP-related visuals, K-5 <i>We're Live!</i> archived broadcasts, student reflection tools, student goal information)	Per curriculum pacing guides in each grade level.						

Math SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	74% or more of students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Math Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	Currently, 74% of students are projected to meet or exceed the proficiency benchmark: 68% of 3rd grade students; 83% of 4th grade students; and 69% of 5th grade students.		Building Present Level: 75% of students are projected to meet or exceed the proficiency benchmark based on ECRA's Winter MAP Proficiency Projections: 67% of 3rd grade students; 77% of 4th grade students; and 65% of 5th grade students.		Building Present Level: 81% or more of students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Math Proficiency Projection Report.	

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Implement grade level specific practices to increase student engagement: PBL, self-reflection tools, SIOP visual representation of new math vocabulary and skills, review of 8 Mathematical Practices.			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Staff members are implementing strategies and practices they identified on grade level sheets, including PBL units, self-reflection tools, and digital resources for independent student work.			Progress Summary: PBL projects supporting math learning occurred during the 3rd Trimester. The units/projects were highly engaging and relevant for our students, and can lead to more rigorous math tasks for our learners.		
	Classroom teachers, RS, RtI tutors, Resource teachers, TOSA	Exploration and development of self-reflection tools; research of SIOP visuals to improve student engagement.	Documentation of PBL projects, PBL artifacts, SIOP visuals						
Strategy 2	Continue implementing best available digital resources for independent math practice.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Oak grade level teachers advocated for additional digital resources to support differentiation and independent student work. We concluded a one-month trial of additional Freckle content areas (ELA, social studies, science and math, per grade level). Our TOSA helped arrange this trial, and was available to support teachers as they implemented new elements of the Freckle resource.			Progress Summary: The Freckle trial period resulted in high levels of student engagement on in-school and at-home projects. The information provided by Oak teachers and our TOSA resulted in Freckle resources being renewed by the district for 2019-2020.		
	Classroom teachers, TOSA, Math SAC members	Usage of Freckle, KhanMapper and IXL during independent math practice time.	Freckle and IXL usage reports, student progress reports, diagnostic reports; Khan Mapper reports.						
Strategy 3	Refine best practice in guided math instruction.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Classroom teachers continue to implement small group guided math groups with the purpose of differentiating instruction and creating more opportunities for students to grow through peer dialogue and math talk.			Progress Summary: Guided math groups continued to meet throughout the spring trimester as all grade levels finished the district math curriculum/state learning standards.		
	Classroom teachers, TOSA	Master Schedule (individual classroom teacher schedules)	Regular check-ins with teachers to check progress.						

SEL SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	80% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	80% of K-5 students exhibit not at risk social behavior based on the Fall 2018 SAEBRS.	Building Present Level: There is no SAEBRS administration during mid-year, so there is no update on this data.		Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).	

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

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

Strategy 1	Improve student growth in SEL standards by implementing <i>Caring School Community</i> curricular resources throughout K-5 with fidelity.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers are making time for weekly classroom meetings for students to develop their classroom community and to develop specific SEL skills, as well as set goals and solve problems.		Progress Summary: Teachers completed their SEL SLO goals, noting increased student competence in social behavior. There were fewer office discipline referrals in 2018-19 than in 2017-18. The <i>Caring School Community</i> resources provided more structure for specific SEL lessons and standards to be taught. Based on CSCI data, during 3rd trimester the classroom teachers reviewed CSC lessons on exclusion, teasing and bullying with their classes.	
	K-5 Classroom Teachers	Spring SAEBRS data; Discipline office referral numbers compared to previous school year; Teacher problem-solving requests compared to previous school year.	Development, teaching and posting of Universal Expectations for Arrival. Review of universal expectations for hallways, bathrooms, assemblies. Use of Building-wide Calendar for consistency of lessons, cross-age buddy activities, Homeside activities, school-wide activities.				
Strategy 2	Implement student-led <i>Red Bandanna</i> project to encourage and recognize exemplary student service and student kindness.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: The Student Council launched the Red Bandanna Project in October 2018. 13 students have been awarded a Red Bandanna between November 2018 and February 2019.		Progress Summary: The Red Bandanna students were recognized with a yearbook picture and participation in Mrs. Lavigueur's Staff Appreciation video. Even though our 5th grade student initiating this project will be at HMS next year, we hope that Student Council will consider doing this project again next year.	
	Student Council teacher sponsors, Student Council members	Red Bandanna awards to students	Student Council develops criteria and application for Oak K-5 students during Fall Trimester; student awards announced on <i>K-5 We're Live!</i> , presented in principal's office and communicated to parents.				
Strategy 3	Increase communication of student, staff, parent efforts to achieve our vision: "Growing Our Community."			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: The PTO monthly newsletter has been produced and distributed to all families; the 2018 CSCI data has been shared with all parents in abbreviated form (showing improvement across all domains since the 2016 survey).		Progress Summary: State of Our School presented by principal to the PTO membership at their March 2019 meeting. Part of the presentation included our CSCI data with more detail. Parents attended our end of year Farewell Assembly, recognizing the growth of students, and the completion of time at Oak for 5th graders and retiring staff members. PTO leadership successfully recruited chairpersons to carry forward our vision: "Growing Our Community."	
	Classroom teachers, Principal	<ul style="list-style-type: none"> <li>Monthly grade level Homeside Activities sent home, completed, returned and discussed in classes.</li> <li>PTO initiation of new monthly newsletter.</li> <li>Increased service emphasis of Kids Care Club (gr3-5 parent-sponsored service club); for example Oak Community Blood Drive.</li> </ul>	KCC calendar of events Homeside Activities documents				

# Oak School (ECE-Grade 5)

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Reading Goal:	87% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA's 2017-18 ELA Growth Summary Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	As measured by ECRA's 2017-18 ELA Growth Summary Report, 24% of students achieved high growth; 63% of students achieved expected growth; and 13% of students achieved low growth during the 2017-18 school year.		Building Present Level: 82% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA's Winter 2018-19 ELA Growth Summary Report. • 12% of students achieved high growth; 70% of students achieved expected growth; and 18% of students achieved low growth through December 2018.		Building Present Level: 88% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA's 2017-18 ELA Growth Summary Report.	

## Strategies to Achieve Grade Level Reading Goal

Strategy	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	1 Strategy Implemented? (partially, yes, or no)	Partially	1 Strategy Implemented? (partially, yes, or no)	Partially
Strategy 1	See grade level growth goals.			1		1	
				Progress Summary:		Progress Summary:	
Strategy 2				2		2	
				Progress Summary:		Progress Summary:	
Strategy 3				3		3	
				Progress Summary:		Progress Summary:	

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	86% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA's 2017-18 Math Growth Summary Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	24% of students achieved high growth; 62% of students achieved expected growth; and 15% of students achieved low growth during the 2017-17 school year.		Building Present Level: Building Present Level: 85% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA's Winter 2018-19 ELA Growth Summary Report. • 16% of students achieved high growth; 69% of students achieved expected growth; and 16% of students achieved low growth through December 2018.		Building Present Level: 91% or more of students will achieve expected or greater than expected growth by June 2019, as measured by ECRA's 2017-18 Math Growth Summary Report.	

Strategies to Achieve Grade Level Math Goal									
Strategy 1	See grade level growth goals.			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	See grade level growth goals.			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3	See grade level growth goals.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?									
SEL SIP Goal(s)				Mid-Year 2018-19: Follow-Up			End of 2018-19: Follow-Up		
Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goals.				GOAL Met? (partially, yes, or no)	Partially		GOAL Met? (partially, yes, or no)	Yes
Building Present Level:					Building Present Level:		Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).		
Grade Level Strategies to Achieve Building SEL Goal(s)									
Strategy 1	The SEL goal is building-wide; see the K-5 Proficiency Building Goals.			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2	The SEL goal is building-wide; see the K-5 Proficiency Building Gols.			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		

Strategy 3	The SEL goal is building-wide; see the K-5 Proficiency Building Gols.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary:	Progress Summary:			

# ECE

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	60% or more of 4-year old students enrolled by 10/12/18 will achieve rhyming proficiency by June 2019, as measured by the 2018-19 Oak IGDI Literacy Data.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	33% or more of 4-year old students enrolled by 10/12/18 have achieved rhyming proficiency during the Fall Benchmark period, as measured by the 2018-19 Oak IGDI Literacy Data.		Building Present Level: 53% have achieved rhyming proficiency during Winter IGDI benchmarking.		Building Present Level: Building Present Level: 69% have achieved rhyming proficiency during Spring IGDI benchmarking.	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Implement Heggerty Phonemic Awareness Pre-Kindergarten Curriculum			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers are using the Heggerty curriculum resources with their students. Informal assessments support the increased rhyming proficiency seen in the Winter IGDI data.		Progress Summary: The Heggerty resource was consistent and effective with our students in its first year of implementation. Depending on the students' readiness, they were able to make some application of their phonemic awareness to new sounds, letters, or words.	
	Classroom Teachers	Informal, formative assessment	Beginning immediately				
Strategy 2	Increase the number of books read per day to increase exposure to language.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers are consistently reading books each day to increase exposure to language.		Progress Summary: Teachers continued to read greater numbers of books each than in previous years. Students were happy to have their teachers reading more books.	
	SLP, Classroom Teachers	Read It Once Again, Creative Curriculum, and Thematic books	Books will be read during morning meeting, circle time, centers, mystery reader, and closing circle pending schedules				
Strategy 3	Increase the number of songs, fingerplays, and nursery rhymes per day to increase exposure to rhyming and playing with language.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Progress Summary: Teachers are consistently incorporating songs, fingerplays and nursery rhymes each day to increase exposure to rhyming and playing with language.		Progress Summary: Teachers continued to look for multiple ways to introduce their students to more songs, nursery rhymes and fingerplays, with the purpose of increasing exposure to language.	
	Classroom teachers	(Teacher log, report card, IEP goal updates)	Songs, fingerplays, and nursery rhymes will be recited during morning meeting, circle time, centers, and closing circle pending schedules				

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	75% or more of 3- and 4-year old students enrolled by 10/12/18 will achieve 1:1 correspondence proficiency by June 2019, as measured by the 2018-19 Oak IGDI Numeracy Data.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially
Building Present Level:	56% or more of 4-year old students enrolled by 10/12/18 have achieved 1:1 correspondence proficiency during the Fall Benchmark period, as measured by the 2018-19 Oak IGDI Numeracy Data.	Building Present Level: 72% have achieved 1:1 correspondence during Winter IGDI benchmarking.		Building Present Level: Building Present Level: 67% have achieved 1:1 correspondence during Spring IGDI benchmarking.	

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

Strategies to Achieve Grade Level Math Goal									
Strategy 1	Integrate mathematics with other activities and other activities with mathematic counting throughout school day (embedded counting, intentional small group work)			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers are integrating mathematics in numerous ways throughout the school day, using embedded counting and intentional differentiated small group work.			Progress Summary: Teachers continued to integrate mathematics through the school day. They continued to implement "found activities" to embed counting and specific differentiated small group work. They created engaging activities like "Outdoor Center Day," asking students to engage in fun and challenging activities until the very end of the school year.		
	Classroom Teachers		Beginning immediately, counting throughout obstacle course, circle time,						
Strategy 2	Support math learning through continual assessment of math knowledge skills and strategies (observation, children's talk, collection of work, performance assessments)			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Teachers are supporting math learning by developing additional activities to target rote counting, number recognition and 1:1 correspondence.			Progress Summary: Teachers collaborated to develop numerous additional, intentional activities to develop math skills and strategies, incorporated throughout the preschool "day."		
	Classroom Teachers	(Teacher log, report card, IEP goal updates)	Developing activities to target rote counting, number recognition and 1:1 correspondence						
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
<b>SEL SIP Goal(s)</b>				<b>Mid-Year 2018-19: Follow-Up</b>			<b>End of 2018-19: Follow-Up</b>		
Grade Level SEL Goal	Increase the number of preschool students not at risk on the SDQ (Strengths and Difficulties Questionnaire SEL screener) Peer Problems Scale from October 2018 to May 2019.			GOAL Met? (partially, yes, or no)			GOAL Met? (partially, yes, or no)		
Building Present Level:	63% of preschool students were not at risk on the Peer Problems Scale, as measured by the Fall 2018 ECE SDQ.			77% of preschool students were not at risk on the Peer Problems Scale, as measured by the Fall 2018 ECE SDQ.			Building Present Level: 85% of preschool students were not at risk on the Peer Problems Scale, as measured by the Fall 2018 ECE SDQ.		
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?									
Grade Level Strategies to Achieve ECE SEL Goal(s)									
Strategy 1	Utilize the PATHS curriculum resource to teach and reinforce peer problem-solving skills.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: The PATHS curriculum resource is being used by the social worker and the classroom teachers.			Progress Summary: The PATHS curriculum resource was utilized by the social worker and/or classroom teacher throughout this school year, to help our students increase their peer problem-solving skills.		
	SW/Teachers	SDQ , ECO, and teacher observation	Circle time						
Strategy 2	Utilize Wee-Thinkers curriculum resource.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: The Wee-Thinkers curriculum resource is presented by the speech-pathologist and the classroom teacher.			Progress Summary: The Wee-Thinkers curriculum resource continued to be utilized, presented by the speech-language		

	Speech Path and Teachers	SDQ , ECO, and teacher observation	As directed by the curriculum resource guide.				therapist and/or the classroom teacher.	
Strategy 3	Add a social-emotional tip or article to family newsletters.			3	Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: Teachers are including socio-emotional tips or articles in their monthly newsletters to families.		Progress Summary: Teachers consistently added socio-emotional tips and/or articles to their family newsletters this year.	
	Teachers	SDQ , ECO, and teacher observation	Monthly newsletters					

# Kindergarten

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	90% or more of Kindergarten students will achieve F & P Instructional Guided Reading Level D by June 2019, as measured by BAS.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	31% of students achieved F & P Level B in September 2018.	Building Present Level: 73% of students are reading at a Level C or above; 27% of students are reading below Level C.		Building Present Level: 90% or more of kindergarten students achieved Instructional Guided Reading Level D by May 2019, as measured by BAS.	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will be placed into flexible guided reading groups based on BAS F&P levels. Students will receive daily guided reading instruction. RTI tutors, MRC teacher, reading specialist, differentiation specialist, and classroom teacher will provide additional support for higher readers and lower readers.		1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: Daily flexible reading groups		Progress Summary: Classroom teacher provided daily flexible reading groups.	
	MRC teacher, RTI tutors, DS, RS, Classroom teacher	BAS F&P running records	Sep. F&P Nov. F&P Feb. F&P May F&P					
Strategy 2	Vocabulary/Word Work: 1. "Chunk" the word into parts that we know or can sound out. 2. Look for "Interesting" words during read alouds and independent reading and add words to "Interesting Word" chart.		2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: Strategies taught and retaught during small groups		Progress Summary: Reading strategies taught during whole group and guided reading work time.	
	Classroom teacher & reading specialist	Collection of student work as well as BAS assessments.	Begin to introduce strategy in October, and reinforce all year long					
Strategy 3	Poetry Journals - used to increase: 1. Fluency 2. Accuracy 3. Vocabulary		3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:		Progress Summary: Weekly poetry journals		Progress Summary: Weekly poetry journals.	
	Classroom teacher & reading specialist	Collection of student work	Began in September, and will continue all year long					

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	90% or more of Kindergarten students will score at or above the benchmark by June 2019, as measured by the 2018-19 AIMSweb Missing Number Measure. (16+)	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	No

Building Present Level:	87% of Kindergarten students achieved scores in the 40-99PR range on the Fall 2018 AIMSweb Missing Number Measure.	Building Present Level: 90% of students achieved scores in the 40-99PR range on the Winter 2019 AIMSweb MNM.	Building Present Level: 80% of kindergarten students scored at or above the benchmark as measured in early May 2019 by the AIMSweb Missing Number Measure.
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Number Recognition strategies including identifying and ordering numbers, counting one to one and comparing groups of numbers.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: 90% of students are achieving 90% or higher on district unit assessments.		Progress Summary:			
	Classroom teacher, DS teacher, RTI tutor	Benchmark assessments, math tests, classroom work	Daily math work, formative assessments, unit assessments following the math curriculum and pacing guide.						
Strategy 2	Whole group and small group guided math instruction.			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Work with DS and RTI tutors, students pulled for guided math during Freckle independent work time.		Progress Summary: Use tutors, Freckle, and challenge folders so classroom teacher could provide guided math instruction			
	Classroom teacher, DS teacher, RTI tutor	Benchmark assessments, math tests, classroom work	Implementation of small group guided math instruction during 3rd trimester.						
Strategy 3	Math Centers for individual and small group differentiated independent work.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We have been using Freckle for independent math work, during which time we pull small groups for instruction.		Progress Summary: Math challenge folders, math games, and Freckle were used for individual and small group differentiated independent work			
	Classroom teacher, DS teacher, RTI tutor	Benchmark Assessments, math tests, classroom work	Implementation of math centers during 2nd trimester.						

**SEL SIP Goal(s)**

Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goal.	<b>Mid-Year 2018-19: Follow-Up</b>	<b>End of 2018-19: Follow-Up</b>
Building Present Level:		GOAL Met? (partially, yes, or no)	GOAL Met? (partially, yes, or no)
		Partially	Yes
		Building Present Level:	Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBS (Social, Academic, Emotional, Behavioral Risk Screener).

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

# Grade 1

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% or more of grade 1 students will achieve Instructional Guided Reading Level J by May 2019, as measured by BAS.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	11% of grade 1 students have achieved Reading Level J; 54% of students have achieved levels E through I; 34% of students have achieved levels B through D in September 2018.	72% of grade 1 students have achieved Reading Level J; 17% of grade 1 students have achieved level I; 6% of grade 1 students have achieved level H; and 6% of grade 1 students have achieved level G.		Building Present Level: 97% or more of grade 1 students achieved Instructional Guided Reading Level J by May 2019, as measured by BAS.	

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

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will learn and use SIOP visual vocabulary strategies for identified reading vocabulary terms.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: •We have not yet implemented SIOP strategies. •Students learn new vocabulary during Word of the Week by completing a matrix (word, definition, part of speech, sentence and illustration) • Word Collector poster: Collection of words from shared reading, guided reading, and math instruction. • School-wide word part of the week (Weekly word part with daily introduction to words with the targeted word part.	1	Progress Summary: Time and staffing did not allow SIOP work this year; it remains a goal for next year. Other elements of this strategy included: Tier 2 vocabulary words with multiple opportunities for students to develop vocabulary including items mentioned in the Mid-Year Follow-Up cell.	
	Classroom teacher & reading specialist	Student retention of vocabulary terms	Identify and create a list of tier 2 vocabulary based on the F&P Continuum.				
Classroom teacher & reading specialist	Student retention of vocabulary terms	Identify and create a list of tier 2 vocabulary based on the F&P Continuum.					
Strategy 2	Students will learn Foundations Level 1 skills and concepts.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Foundations Units 3-10 completed; 61% of students achieved 80% mastery. 72% of students achieved BAS End-of-Year level J.	2	Progress Summary: Foundations Units 1-14 completed; 92% of students achieved 80% mastery.	
	Classroom teacher & reading specialist	Foundations end-of-unit assessments and BAS assessments.	Classroom teachers will collaborate with reading specialist to design implementation of SIOP organizer into classroom instruction.				
Classroom teacher & reading specialist	Foundations end-of-unit assessments and BAS assessments.	Classroom teachers will collaborate with reading specialist to design implementation of SIOP organizer into classroom instruction.					
Strategy 3	Students will be placed into flexible guided reading groups based on BAS F&P levels. Students will receive daily guided reading instruction. RTI tutors, MRC teacher, reading specialist, differentiation specialist, and classroom teachers will provide additional support for higher readers and lower readers.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Differentiation specialist meets with the students who are beyond level J readers 1x a week, MRC teacher meets with approaching grade level readers 1x a week, RTI tutors meet with the students who have been released from reading specialist 3x a week, and reading specialist meets with below grade level 5x a week. Classroom teacher meets with all students at their various reading levels.	3	Progress Summary: Winter benchmarking support for students resulted in differing levels of support based on their progress. Students making grade level expectations were released from Tier 3. Students needing additional support moved into Tier 3 support.	
	MRC teacher, RTI tutors, Differentiation specialist, Reading specialist, Classroom teacher	BAS F&P running records	Sept. F&P Nov. F&P Feb. F&P May F&P				
MRC teacher, RTI tutors, Differentiation specialist, Reading specialist, Classroom teacher	BAS F&P running records	Sept. F&P Nov. F&P Feb. F&P May F&P					

Math SIP Goal(s)

Mid-Year 2018-19: Follow-Up

End of 2018-19: Follow-Up

Grade Level Math Goal:	81% or more of grade 1 students will achieve proficiency on the Spring MPG Math assessment by June 2019, as measured by ECRA's 2018-19 Spring MAP Math Proficiency Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:	89% of grade 1 students scored at or above the ECRA equated MAP to PARCC proficiency score (RIT 161) on the Spring 2018 MPG Math Test.	Building Present Level: 100% of grade 1 students scored RIT 166 or above on the Winter 2019 MPG math test.		Building Present Level: 91% or more of grade 1 students achieved proficiency on the Spring MPG Math assessment by June 2019, as measured by ECRA's 2018-19 Spring MAP Math Proficiency Report.	

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Whole group and small group guided math instruction.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Skill-based differentiated learning groups, daily workshop rotations, number talks, Freckle App, and Xtra math fact practice are being used. Unit assessment average for 1st grade students is 92%.		Progress Summary:	
	CC, DS teacher, RTI tutor	Common assessments, MGP Winter & Spring, MCOMP	Continual formative assessment during each unit, skill-based differentiated learning groups, daily workshop rotations, number talks, Freckle App.				
Strategy 2	Students will learn and use SIOP visual vocabulary strategies for identified math vocabulary terms.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	no
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: • Word Collector poster: Collection of words from shared reading, guided reading, and math instruction.		Progress Summary: Time and staffing did not allow implementation of SIOP strategies during this year.	
	CC, DS teacher, RTI tutor	Artifacts used to cue visual vocabulary strategies for math terms.	Trimester 3 implementation with support of SIOP-trained reading specialist.				
Strategy 3	Individual and small group differentiated independent work.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: DI meets with a small group of students 2x a week for enrichment. Rti tutor meets with students needing additional support 3x a week.		Progress Summary: DI increased time with a small group of students from across the grade level to 45 min twice per week. Rti tutor meets with students needing additional support 3x a week.	
	CC, DS teacher, RTI tutor	Common assessments, MGP Winter & Spring, MCOMP	Throughout the year, daily individual and small group work occurs during math instruction.				

**SEL SIP Goal(s)**

**Mid-Year 2018-19: Follow-Up**

**End of 2018-19: Follow-Up**

Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goal.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:		Building Present Level:		Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).	

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

ELA SIP Goal(s)			Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	83% or more of grade 2 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Reading Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data:	76% of grade 2 students scored at or above the ECRA equated MAP to PARCC score (RIT 186) on the Spring 2018 MPG K-1 Reading Test.		Building Present Level: mean RIT is 197; 85% of students are at or above 186 on winter MAP.		Building Present Level: 85% or more of grade 2 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Reading Proficiency Projection Report.	

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

Strategies to Achieve Grade Level Reading Goal							
Strategy 1	Teachers will focus on Tier 2 and Tier 3 words to develop student vocabulary usage and understanding.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Tier 2 words discussed and used in guided reading groups with ReadWorks and other texts. Tier 3 words discussed in guided reading groups using Science guided reading books that are leveled. Tier 3 words are also studied using anchor charts or word walls for Math, Social Studies and Science. Tier 2 vocabulary also is used in vocabulary activities with StoryWorks articles both fiction and non fiction.		Progress Summary: Progress Summary: Tier 2 words discussed and used in guided reading groups with ReadWorks and other texts. Tier 3 words discussed in guided reading groups using Science guided reading books that are leveled. Tier 3 words are also studied using anchor charts or word walls for Math, Social Studies and Science. Tier 2 vocabulary also is used in vocabulary activities with StoryWorks articles both fiction and non fiction. Also used Math vocabulary wall, visuals, and Pear Deck.	
	Teachers, reading specialist, Rtl, library teacher, special ed teacher	CARS, word walls, vocabulary use in writing, MAP spring assessment subscores in vocabulary	ongoing formative assessments through guided reading groups, use of guided reading texts and content are texts				
Strategy 2	Students will develop word consciousness through investigation of roots and affixes and etymology instruction.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Prefix and suffix study in class, word wall, pre fix activities shared on See Saw. Prefix and suffixes are presented on K-% announcements and students can submit words for prizes- connects to class work, SLO midway assessment says 30 out of 37 students have met their targeted growth.		Jessica Schultz, TOSA, introduced Pear Deck to practice prefix, suffix, and roots learned in class. Prefix and suffixes are presented on K-5 announcements and students can submit words for prizes- connects to class work. Students find words with affixes in independent reading.	
	Teachers, differentiation specialist	word study graphic organizers, word wall or ring, Spring '19 MAP vocabulary subscores, CARS	Whole group and small group instruction using mentor texts, guided reading books, and read aloud books				
Strategy 3	Students will engage in differentiated guided reading groups (leveled and skilled based groups) addressing informational text and literature aligned to second grade and common core standards.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are receiving guided reading instruction on the Common Core State Standards for literature and informational text. Through the use of Freckle, Readworks, Read Theory, and Storyworks. The MRC director and differentiation specialist have met with guided reading groups to best meet the needs of all our learners.		Progress Summary: Students are receiving guided reading instruction on the Common Core State Standards for literature and informational text. Through the use of Freckle, Readworks, Read Theory, and Storyworks. The MRC director, differentiation specialist, and Rtl tutor have met with guided reading groups to best meet the needs of all our learners.	
	Teachers, reading specialist, Rtl, MRC director, differentiation specialist	Reading responses, formative assessments,	Collaborate, plan, and implement daily small group differentiated reading workshop using a wide variety of text from Readworks, Storyworks, Read Theory, and Newsela				

2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)	Mid-Year 2018-19: Follow-Up	End of 2018-19: Follow-Up
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Grade Level Math Goal:	85% or more of grade 2 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Math Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data:	90% of grade 2 students scored at or above the ECRA equated MAP to PARCC score (RIT 186) on the Spring 2018 MPG K-1 Math Test.	Building Present Level: The Mean RIT for these students is 200: 90% of students are at or above 186 on winter MAP.		Building Present Level: 97% or more of grade 2 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Math Proficiency Projection Report.	

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

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Students will work on differentiated independent practice using Freckle and Xtra Math			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: On Freckle students pretested specific domains and have been practicing skills based on their individual needs on a daily basis. In addition students have also been assigned specific standards to master according to the standards being taught. Xtramath is also used on a daily basis to build fact fluency at each students' individual level.		Progress Summary: On Freckle students pretested specific domains and have been practicing skills based on their individual needs on a daily basis. In addition students have also been assigned specific standards to master according to the standards being taught. Xtramath is also used on a daily basis to build fact fluency at each students' individual level. Several students completed xtramath.	
	Classroom teachers	Freckle and Xtra Math student progress reports	Differentiated independent practice takes place during guided math group time, teacher monitors progress and adjusts levels/introduces new skills as necessary				
Strategy 2	Teachers will implement Problem Based Learning activities following targeted units of instruction for students to apply math skills to real life situations.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students have completed a variety of Problem Based Learning activities to apply their math skills to real life situations. Students have completed PBL at multiple levels and have worked on them in small groups, partners, and in guided math groups with teacher assistance. Our TOSA has also supported this strategy with PBL projects to extend the learning for small groups of students.		Progress Summary: Continued to use PBLs from Freckle and Defined STEM in guided math groups with support from TOSA. Also used with whole group and differentiated as needed to meet all needs.	
	Classroom teachers, differentiation specialist, special ed teacher, RtI tutors, TOSA	PBL final product-formative assessment throughout the process	Collaborate with team to plan PBL activities aligned with units of study to deepen understanding of the standards and apply to real life situations				
Strategy 3	Students will learn through guided math group differentiated instruction.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Strategies are worked on daily at the appropriate level to support, reinforce, and extend skills. The differentiation specialist and RtI tutor also work with small groups of students to better meet their needs.		Progress Summary: Strategies are worked on daily at the appropriate level to support, reinforce, and extend skills. The differentiation specialist and RtI tutor also work with small groups of students to better meet their needs. Some students received pull out instruction from the DS using a piloted resource to extend their learning.	
	Classroom teachers, differentiation specialist, special ed teacher, RtI tutors	Formative assessments, exit slips, common assessments	Collaborate, plan, and implement daily differentiated math workshop activities				

<b>SEL SIP Goal(s)</b>		<b>Mid-Year 2018-19: Follow-Up</b>		<b>End of 2018-19: Follow-Up</b>	
Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goal.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes

Building Present Level:		Building Present Level:		Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).
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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)	Partially	1	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2				2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	59% or more of grade 3 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring PARCC Reading Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data:	71% of grade 3 students scored at or above the ECRA equated MAP to PARCC score (RIT 195) on the Spring 2018 MAP 2-5 Reading Test.	Building Present Level: The Winter 2019 MAP 2-5 Reading Test mean RIT score was 205. 82% of students achieved RIT 195 or higher on this test.		Building Present Level: 75% or more of grade 3 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Spring PARCC Reading Proficiency Projection Report. The Spring 2019 MAP 2-5 Reading Test mean RIT score was 209.6.	

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

### Strategies to Achieve Grade Level Reading Goal

Strategy 1	Whole group mini-lessons and differentiated small group instruction addressing CCSS.RI.2 on main idea using Reading Fundamentals as a resource (Nonfiction Unit, Content Literacy Units) and Storyworks, Jr.			1	Strategy Implemented? (partially, yes, or no)	Partially	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Nonfiction Unit is complete. We will continue to use Reading Fundamentals and Storyworks Jr. as a resource. The Content Literacy Unit is yet to be completed.			Progress Summary: We continued to use Storyworks Jr as a resource and Content Literacy was completed through our community project.		
	Classroom teacher, resource teacher, reading specialist, ELL teacher	Teacher collaboration plans, end of unit assessments	Collaborate, plan, and implement Reading Fundamentals and Storyworks, Jr. mini-lessons and small group instruction from units: Nonfiction, Content Literacy: Science, and Content Literacy: Social Studies (throughout these units)						
Strategy 2	Whole group mini-lessons and differentiated small group instruction addressing CCSS.L.3.4 on determining and clarifying the meaning of unknown and multiple-meaning word and phrases using the MAP Learning Continuum and Wordly Wise and implementing steps from Marzano's vocabulary process.			2	Strategy Implemented? (partially, yes, or no)	Partially	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We are currently in the word part groups based on the MAP Learning Continuum. We will continue the Wordly Wise throughout the remainder of the year.			Progress Summary: We completed word part groups based on MAP Learning Continuum. Wordly Wise vocabulary consistently presented throughout the year.		
	Classroom teacher, resource teacher, reading specialist, differentiation specialist, ELL teacher	Teacher collaboration plans, end of unit assessments, including Wordly Wise Lesson Quizzes	Collaborate, plan, and implement mini-lessons and small group differentiated reading workshop activities (throughout these units)						
Strategy 3	Differentiated independent practice using Newsela targeting science and social studies topics as a resource during guided reading.			3	Strategy Implemented? (partially, yes, or no)	Partially	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: In addition to Newsela, we have implemented Freckle science and social studies content areas on a trial basis.			Progress Summary: Differentiated reading instruction and individualized student goals using Freckle and MAP des cartes resources during guided reading.		
	Classroom teacher	Student progress reports from Newsela	Collaborate, plan, and implement differentiated reading workshop activities (throughout these units), students have 1:1 tech.						

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

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	68% or more of grade 3 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring PARCC Math Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes

Spring Cohort Data:	71% of grade 3 students scored at or above the ECRA equated MAP to PARCC score (RIT 195) on the Spring 2018 MAP 2-5 Math Test.	Building Present Level: The Winter 2019 MAP 2-5 Math Test mean was RIT 206. 85% of students achieved RIT 195 or higher on this test.	Building Present Level: 81% or more of grade 3 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Spring Math Proficiency Projection Report. The Spring 2019 MAP 2-5 Math Test mean RIT was 218.6.
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Whole group mini-lesson and small group instruction of common core state standards (3.NF.A.1, 3.NF.A.2, 3.NF.A.3), using Math in Focus materials from Unit 14 and Greg Tang materials as a resource.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Math in Focus and Engage NY materials were used to instruct the Fractions unit. We will continue to apply standards and skills to real-world problems throughout the remainder of the year.		Progress Summary: Targeted low MAP and IAR standards. Pulled from Freckle IBL's and real-world PBL's.	
	Classroom teachers, resource teacher, differentiation specialist	Teacher collaboration plans, common outcome assessment, MIF end of unit assessments, student workbooks	Collaborate, plan, and implement Unit 14 in Math in Focus resource by end of March, continuing the strategies as teachers apply the skills to real-world problem solving situations throughout the remainder of the year				
Strategy 2	Implement Problem Based Learning activities following targeted units of instruction for students to apply math skills to real life situations.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We implemented an escape challenge and real-world application project which covered 3.OA and 3.NBT and an inquiry-based lesson on 3.NF from Freckle at the end of our Fractions unit. We will continue to apply problem-based learning to future units of instruction.		Progress Summary: We continued integrating PBL's into our math instruction.	
	Classroom teachers, differentiation specialist, resource teacher, ELL, RTI tutor, Instructional assistants	Teacher collaboration plans, student task completion	Collaborate, plan, and implement daily differentiated math workshop activities				
Strategy 3	Differentiated independent practice using Freckle and Khan Mappers during math workshop.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Due to the similarity between Freckle pathway and Khan Mappers, we chose to primarily use Freckle as our resource during differentiated independent practice. Additionally, students completed Seesaw activities as a supplement to math workshop.		Progress Summary: Continued Freckle as primary resource to individualize student goals during guided math.	
	Classroom teachers, differentiation specialist, resource teacher, ELL, RTI tutor, Instructional assistants	Freckle student progress reports; Student Khan Mappers recommended practice completion	Collaborate, plan, and implement daily differentiated math workshop activities, students have access to 1:1 tech				

**SEL SIP Goal(s)**

Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goal.	<b>Mid-Year 2018-19: Follow-Up</b>		<b>End of 2018-19: Follow-Up</b>	
Building Present Level:		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
		Building Present Level:		Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).	

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

# Grade 4

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	83% or more of grade 4 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring PARCC Reading Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data:	83% of grade 4 students scored at or above the ECRA equated MAP to PARCC score (RIT 206) on the Spring 2018 MAP 2-5 Reading Test.	Building Present Level: Fourth Grade's Reading MAP mean RIT is 215 for the winter 2019 assessment. 96% of students achieved RIT 206 on this test.		Building Present Level: 86% or more of grade 4 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Reading Proficiency Projection Report.	

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

Strategies to Achieve Grade Level Reading Goal							
Strategy 1	Students will develop word consciousness through learning various Greek and Latin affixes & roots to determine the meaning of a word using the Pete Bower's Word Inquiry method and the district's fourth grade root word list.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are continuing to build word consciousness through developing their knowledge of greek and latin roots using an inquiry-based model. Students trimester 1 Greek & Latin root assessment average was a 92%.		Progress Summary: Students developed a deep understanding on dissecting word parts within a word.	
	Fourth Grade Teachers	Root Word Book (Formative Assessment) /Spring MAP subcategory Vocabulary scores	Students will receive direct instruction on this 20 minutes a week for the duration of the 2018-2019 school year.				
Strategy 2	Students will apply Marzano's 6-Step Process for Building Academic Vocabulary to Wordly Wise vocabulary lists to extend their Tier Two vocabulary language.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are learning new vocabulary through the Wordly Wise weekly study units. Students rate their knowledge of the word, use context clues to find meaning, and locate synonyms and antonyms. Game play to review and practice are included weekly.		Progress Summary: Students successfully mastered ten World Wise vocabulary lists throughout this year. Students embed their learned vocabulary into their writing assignments.	
	Fourth Grade Teachers	Wordly Wise Lesson Quizzes & Unit Tests	Students will receive direct instruction on this 20-30 minutes a week for the duration of the 2018-2019 school year.				
Strategy 3	Students will engage in daily differentiated, guided reading workshop (leveled and skill groupings) addressing fourth grade informational text reading Common Core State Standards.			Strategy Implemented? (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students are receiving daily guided reading instruction on the Common Core State Standards for literature and informational text. Through the use of Freckle, Newsela, RAZ Kids, Storyworks, and Leveled-readers, students are receiving daily differentiated instruction to best meet their needs.		Progress Summary: Daily guided reading was implemented throughout the year. Students learned all fourth grade Common Core State Standards for literature and informational texts.	
	Fourth Grade Teachers & Special Education Teacher	Reading responses, formative and standards-based assessments	Reading workshop model utilizing various texts from: Reading Fundamentals, Storyworks, Newsela, Readworks, and Reading A to Z				

## 2018-19 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	79% or more of grade 4 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring PARCC Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Partially

Spring Cohort Data:	74% of grade 4 students scored at or above the ECRA equated MAP to PARCC score (RIT 208) on the Spring 2018 MAP 2-5 Math Test.	Building Present Level: Fourth Grade's Math MAP mean RIT is 221 for the winter 2019 assessment. 87% of students achieved RIT 208 on this test.	Building Present Level: 77% or more of students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Math Proficiency Projection Report.
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

**Strategies to Achieve Grade Level Math Goal**

Strategy 1	Differentiated math groupings using a workshop model. Student activities are differentiated to reteach or enrich concepts.			Strategy Implemented? 1 (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students meet daily in guided math groups. Pretests, formative tests such as exit slips, and quick quizzes are given along with common end-of unit assessments.		Progress Summary: Daily guided math was implemented throughout this year.	
	Classroom teacher, resource teacher, & RTI tutors	Formative and Common Summative Assessments	Utilize Math in Focus resources and supplemental resources				
Strategy 2	Differentiated independent practice using a workshop model.			Strategy Implemented? 2 (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Using Freckly, Khan Academy, IXL and other enrichment or supplemental resources, students are receiving 15 minutes of daily differentiated, independent practice to support content.		Progress Summary: IXL and Freckle were used as the primary tools to differentiate student's independent practice.	
	Classroom teacher, resource teacher, & RTI tutors	Khan Academy and IXL progress monitoring, MIF practice pages, enrichment activities	Math in Focus workbook, Khan Academy, Groundwork enrichment and remedial activities, and content reinforcement, collaborative games				
Strategy 3	Students will reflect their overall mastery of each chapter assessment's concepts. Students will analyze their mistakes and reflect on how to improve on specific concepts not yet mastered.			Strategy Implemented? 3 (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students have completed test corrections to analyze their mistakes. Students have used a teacher created Google Form to capture student reflections.		Progress Summary: Students analyzed their tests to identify mistakes and opportunities for improvement.	
	Classroom teacher, resource teacher, & students	Completion of Google forms reflection	Chapter assessments, Google forms reflections, and IXL and/or Khan Academy				

**SEL SIP Goal(s)**

Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goal.	<b>Mid-Year 2018-19: Follow-Up</b>	<b>End of 2018-19: Follow-Up</b>
Building Present Level:		GOAL Met? (partially, yes, or no)	GOAL Met? (partially, yes, or no)
		Partially	Partially
		Building Present Level:	Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).

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

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

Strategy 1	Host weekly classroom morning and closing meetings, to introduce SEL topics and reflect on their effectiveness in the classroom, using the Caring School Community resource.			Strategy Implemented? 1 (partially, yes, or no)	Partially	Strategy Implemented? (partially, yes, or no)	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Weekly classroom morning meetings are held, to introduce SEL topics and reflect on their effectiveness in		Progress Summary:	

	teachers, students, IA's, school social worker	SAEBRS	Caring School Community 2-6 Year round	the classroom, using the <i>Caring School Community</i> resource.					
Strategy 2	Use Buddy activities to increase connectedness to a schoolwide community.			Strategy Implemented? (partially, yes, or no)	2	Partially	Strategy Implemented? (partially, yes, or no)	2	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Fourth grade students meet with their buddy class monthly.		Progress Summary:			
	4th & 1st grade teachers, students,	Posted activities on Seesaw SAEBRS	Caring School Community Crossage Buddies Activity Book Monthly activities						
Strategy 3	Distribute and discuss the Homeside Activities to include parents in connecting to their child and our school community.			Strategy Implemented? (partially, yes, or no)	3	Partially	Strategy Implemented? (partially, yes, or no)	3	Partially
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students complete monthly Homeside Activities with an adult.		Progress Summary:			
	teachers, students, & parents	SAEBRS Homeside Activity Worksheets	Caring School Community Homeside Activities Monthly discussion						

# Grade 5

ELA SIP Goal(s)		Mid-Year 2018-19: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	69% or more of grade 5 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Reading Proficiency Projection Report.	GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Partially
Spring Cohort Data	71% of grade 5 students scored at or above the ECRA equated MAP to PARCC score (RIT 212) on the Spring 2018 MAP 2-5 Reading Test.	Building Present Level: On the Winter 2019 2-5 MAP test, 82% of grade five students scored at or above the ECRA equated MAP to PARCC score of 212 or higher.		Building Present Level: 63% or more of grade 5 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Reading Proficiency Projection Report. <i>60% of grade 5 students achieved proficiency using the ECRA equated MAP to IAR score (RIT 224) on the Spring 2019 MAP 2-5 Reading Test.</i>	

## Strategies to Achieve Grade Level Reading Goal

Strategy 1	Students will be placed into flexible guided reading groups based on pre-assessments of skills. We will be using multiple staff members to be able to meet the needs of the grade level. Various staff members will take guided reading groups so that the teachers have more time available to work with each group on the given skill.			1	Strategy Implemented? (partially, yes, or no)	Yes	1	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We continue to work in guided reading groups throughout the year. We utilized our staff members to be able to have 8 different leveled book clubs going on simultaneously to be able to best meet the readers in our grade level. The students are becoming better readers as we work on specific skills (students have taken five pre-tests within the CARS program to help better identify specific skills that they may be deficient or needing extra practice in).			Progress Summary: Students took CARS pre-tests on level E and F based on their formative data. Then, after analyzing the data, students were grouped into small guided reading strategy groups to practice and reinforce skills. We also continued to group the students across the grade level into guided leveled book clubs as well as in class guided reading groups that correlated with our Social Studies unit of study.		
	Classroom teachers, reading specialist, MRC director, resource teacher, differentiation specialist, ELL teacher	Standards-based assessments	Ongoing formative assessment through guided reading groups on comprehension of literature Common Core standards						
Strategy 2	Mini-Lessons on literature Common Core standards.			2	Strategy Implemented? (partially, yes, or no)	Yes	2	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: We continue to use the gradual release model of responsibility with our students prior to independent practice of skills such as identifying point of view, inferencing, and paraphrasing. Mini-lessons and demonstrations give way to group and independent work. We have used graphic organizers and reading strategies while teaching the standard non-fiction reading skills within our Social Studies units. Students are showing progress in each standard area.			Progress Summary: Yes, this was continued on through the end of the year.		
	Classroom teachers	Reading responses and standards-based assessments	Use the gradual release of responsibility model with Newsela, read aloud books, social studies text and graphic organizers/written responses to teach literature standards						
Strategy 3	Students will be given leveled practice to complete in the morning based on specific need.			3	Strategy Implemented? (partially, yes, or no)	Yes	3	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students have morning work at their level to continue to practice and grow including using Newsela and Freckle, or worksheets. In addition, students have been able to show that they can independently show understanding, even during F&P assessments.			Progress Summary: We continued to use our morning work time strategically toward meaningful skill practice all year long.		
	Classroom Teachers	Standards-based assessments and MAP data	Use Newsela and leveled worksheets/passages to practice specific skills						

Math SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level Math Goal:	67% or more of grade 5 students will achieve proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Math Proficiency Projection Report.		GOAL Met? (partially, yes, or no)	Yes	GOAL Met? (partially, yes, or no)	Yes
Spring Cohort Data:	67% of grade 5 students scored at or above the ECRA equated MAP to PARCC score (RIT 221) on the Spring 2018 MAP 2-5 Math Test.		Building Present Level: On the Winter 2019 2-5 MAP test, 67% of grade 5 students scored at or above the ECRA equated MAP to PARCC score (RIT 221) on the Spring 2018 MAP 2-5 Math Test.		Building Present Level: 71% or more of grade 5 students achieved proficiency by June 2019, as measured by ECRA's 2018-19 Spring MAP Math Proficiency Projection Report.	

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

Strategies to Achieve Grade Level Math Goal							
Strategy 1	Students will be given leveled practice to complete in the morning based on specific need.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Students regularly use all of the resources listed to practice their targeted skills.		Progress Summary: We continued to use our morning work time and during math class to strategically assign targeted skill practice.	
	Classroom Teachers	Standards-based assessments and MAP data	Use Khan Mappers, Moby Max, Xtra Math and leveled worksheets to practice specific skills				
Strategy 2	Guided math groups using differentiated activities to reinforce Common Core skills.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	The math specialist and classroom teachers meet weekly to work c		Progress Summary: This continued all year long.	
	Classroom Teachers, RTI tutors and resource teacher	Common assessments and formative assessments	Use center activities, IXL, Khan Academy and differentiated activities to meet the needs of students in each guided math group				
Strategy 3	RTI support for qualifying students in areas of need.			Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	RTI tutors work with at-grade level students. The math specialist works daily with accelerated math students. The math specialist and classroom teachers meet weekly to work on differentiated lessons and other needs.		Progress Summary: This also continued all year long and we appreciated the support given to our grade by the extra staff.	
	Classroom teachers and RTI tutors	Common assessments, formative assessments and progress monitoring	Identify students in need based on pre-assessments and formative assessments and provide additional RTI support in these areas				

SEL SIP Goal(s)			Mid-Year 2018-19: Follow-Up		End of 2018-19: Follow-Up	
Grade Level SEL Goal	The SEL goal is building-wide; see the K-5 Proficiency Building Goal.		GOAL Met? (partially, yes, or no)	Partially	GOAL Met? (partially, yes, or no)	Yes
Building Present Level:			Building Present Level:		Building Present Level: 86% or more of K-5 students will exhibit not at risk social behavior based on the Spring 2019 SAEBRS (Social, Academic, Emotional, Behavioral Risk Screener).	

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