

The Lane School

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	Grades K and 1: 80% of students will meet or exceed the grade level standard as measured by the BAS assessment. Grades 2-5: 85% of students will meet or exceed the 69th percentile on the spring administration of Reading MAP.	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	Grades K and 1: 43.6% of students have met or exceeded the grade level standard as measured by the BAS assessment in the Fall Grades 2-5: 81.3% of students met or exceeded the 69th percentile on the Fall administration of Reading MAP.	Grades K and 1: 79.8% of students have met or exceeded the grade level standard as measured by the BAS assessment in the winter Grades 2-5: 75.3% of students met or exceeded the 69th percentile on the winter administration of Reading MAP.			

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

Strategies to Achieve Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars. These statements will connect to our team SMART goals.			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	I can statements are posted which state the ELA objective for each week. Formative assessments are used weekly to measure student progress. These items are completed whole class, small group, and/or during class meetings.			
	All staff	Daily lessons will include I can statements to support student growth	I can statements are being implemented on a daily basis				
Strategy 2	Staff have chosen specific strategies that address grade-level concerns in order to more appropriately differentiate for their cohort of students.			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Each grade level is in the process of addressing specific strategies that support their students.			
	All staff	Team agendas and common assessments	Strategies have been chosen and are being utilized immediately				
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Teachers provide students with a variety of timely and effective feedback throughout their day.			
	All staff	Teams utilize weekly planning document that connects to our pacing guides	Begins immediately				

2020-21 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level Math Goal:	Grades 1-5: 85% of students will meet or exceed the 69th percentile on the spring administration of Math MAP.	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	Grades 1-5: As of the Fall administration of the Math MAP Assessment, 81.0% of students have met or exceeded the 69th percentile.	Grades 1-5: As of the winter administration of the Math MAP Assessment, 76.3% of students have met or exceeded the 69th percentile.			

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars. These statements will connect to our team SMART goals.			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
------------	--	--	--	---	-------------	---	---------------------------

	Who is Responsible? All staff	Evidence of Completion: Daily lessons will include I can statements to support student growth	Action Steps / Timeline: I can statements are being implemented on a daily basis	I can statements are posted which state the math objective for each week. Formative assessments are used weekly to measure student progress. The students hear and see the learning objective at the beginning of each math lesson. The objectives are reinforced throughout the math lessons as well.			
Strategy 2	Staff have chosen specific strategies that address grade-level concerns in order to more appropriately differentiate for their cohort of students.			Strategy Implemented? (partially, yes, or no) 2	In Progress	Strategy Implemented? (partially, yes, or no) 2 Not Assessed at this Time	
	Who is Responsible? All staff	Evidence of Completion: Team agendas and common assessments	Action Steps / Timeline: Strategies have been chosen and are being utilized immediately	Each grade level is in the process of addressing specific strategies that support their students.			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting			Strategy Implemented? (partially, yes, or no) 3	In Progress	Strategy Implemented? (partially, yes, or no) 3 Not Assessed at this Time	
	Who is Responsible? All staff	Evidence of Completion: Teams utilize weekly planning document that connects to our pacing guides	Action Steps / Timeline: Begins immediately	Teachers provide students with a variety of timely and effective feedback throughout their day.			
SEL SIP Goal(s)				Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level SEL Goal	The Lane will meet or exceed 4.00 on the CSCI Survey in the overall score for students, we will increase the number of students who are not at risk in the area of Emotional Behaviors to 90%.			GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no) Not Assessed at this Time	
Building Present Level:	As of the CSCI administration in the Winter of 2020, the mean score for students was 3.95. Our Fall SAEBRS data indicates that 80% of students are not at risk in the area of Emotional Behaviors.			Building Present Level: This CSCI Survey was administered in the Winter and our student score was a 4.13. We have not administered a Winter SAEBRS. We will administer one again in the Spring.			
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
Grade Level Strategies to Achieve Building SEL Goal(s)							
Strategy 1	Teachers will utilize Mood Check-ins at least once per week to analyze students emotional state			Strategy Implemented? (partially, yes, or no) 1	In Progress	Strategy Implemented? (partially, yes, or no) 1 Not Assessed at this Time	
	Who is Responsible? Classroom teachers	Evidence of Completion: Weekly mood check data	Action Steps / Timeline: Mood checks have already begun in all grade level classrooms and will continue at least once a week for the duration of the school year	Teachers check in with students throughout the week. They have begun utilizing the language of the Zones of Regulation as well to support student social/emotional growth.			
Strategy 2	In collaboration with our Social Worker, the School SEL Committee will utilize Calm Classroom techniques and incorporate them into Mr. Todd's daily message at least once a week.			Strategy Implemented? (partially, yes, or no) 2	In Progress	Strategy Implemented? (partially, yes, or no) 2 Not Assessed at this Time	
	Who is Responsible? SEL Committee	Evidence of Completion: Weekly video messages	Action Steps / Timeline: Calm Classroom techniques have begun and will continue once weekly for the duration of the school year.	The SEL Committee has incorporate Calm Classroom techniques into announcements and also added Zones toolkits for student use.			
Strategy 3	Classroom teachers will utilize Classroom Meetings once a week to address student concerns surrounding worry, stress, or any other specific emotional issue. Staff will utilize Zones of Regulation language in these meetings to provide students with tools to support emotional regulation.			Strategy Implemented? (partially, yes, or no) 3	In Progress	Strategy Implemented? (partially, yes, or no) 3 Not Assessed at this Time	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Classroom meetings are being utilized at each grade level, and students are using their Zones toolkits to help them respond to stressful situations.			

	Classroom teachers	Weekly meeting discussions	Classroom meetings have begun and will continue once weekly for the duration of the school year.			
--	--------------------	----------------------------	--	--	--	--

2018-19 School Improvement Plan (SIP)

The Lane School

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	Grades 1-5: 80% of Special Education students will meet or exceed his/her individual growth target on the spring administration of Reading MAP.	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the Fall 2021 administration of Reading MAP, 80% of Special Education students met or exceed his/her individual growth target from Fall to Fall	As of the Fall 2021 administration of Reading MAP, 57.2% of Special Education students met or exceed his/her individual growth target from Fall to Winter			

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

Strategies to Achieve Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars. These statements will connect to our team SMART goals.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	All staff	Daily lessons will include I can statements to support student growth	I can statements are being implemented on a daily basis			
Strategy 2	Staff have chosen specific strategies that address grade-level concerns in order to more appropriately differentiate for their cohort of students.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	All staff	Team agendas and common assessments	Strategies have been chosen and are being utilized immediately			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	All staff	Teams utilize weekly planning document that connects to our pacing guides	Begins immediately			

2020-21 School Improvement Plans (SIP)

Math SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level Math Goal:	Grades 1-5: 80% of Special Education students will meet or exceed his/her individual growth target on the spring administration of Math MAP.	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the Fall 2021 administration of Math MAP, 80% of Special Education students met or exceed his/her individual growth target from Fall to Fall	As of the winter 2022 administration of Math MAP, 45.5% of Special Education students met or exceed his/her individual growth target from Fall to Winter			

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars. These statements will connect to our team SMART goals.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
------------	--	--	---	-------------	---	---------------------------

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	I can statements are posted which state the math objective for each week. Formative assessments are used weekly to measure student progress. The students hear and see the learning objective at the beginning of each math lesson. The objectives are reinforced throughout the math lessons as well.		
	All staff	Daily lessons will include I can statements to support student growth	I can statements are being implemented on a daily basis			
Strategy 2	Staff have chosen specific strategies that address grade-level concerns in order to more appropriately differentiate for their cohort of students.			Strategy Implemented? 2 (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no) 2 Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Each grade level is in the process of addressing specific strategies that support their students.		
	All staff	Team agendas and common assessments	Strategies have been chosen and are being utilized immediately			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting			Strategy Implemented? 3 (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no) 3 Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Teachers provide students with a variety of timely and effective feedback throughout their day.		
	All staff	Teams utilize weekly planning document that connects to our pacing guides	Begins immediately			

The Lane School- Kindergarten

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% of Kindergarten students will meet or exceed the grade level standard as measured by BAS in June	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Benchmark Assessment System (BAS), 9% of Kindergarten students are currently meeting or exceeding the end-of-year standard for Kindergarten.	49% of Kindergarten students are currently meeting or exceeding the end-of-year standard for Kindergarten			

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Yes. Group size has been limited to 4 students. This allows for a more narrow skill focus.			
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	use of formative assessments for each reading skill and comprehension strategy	Teachers will model exemplars during whole group instruction. Students will work independently to complete their own product during Guided Reading as well as during at home work.			
Strategy 2	Teachers will implement lessons and activities during reading related to F&P checklists in reading.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Yes. Lessons and activities have been implemented that support student reading strategies.			
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	use of formative assessments for each reading skill and comprehension strategy	By end of trimester most of reading behaviors on checklists F&P levels A and B will have been introduced			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Progress Summary: Teachers provide feedback to students as they are practicing through the use of daily Quick Writes, Foundations whiteboard work, and a variety of appropriate worksheets for both in class and at home work.			
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	F&P behavior checklist and formative assessment sheet	Teachers will conference with students, and together they will develop goals to strengthen reading behaviors. Goals will be based on anecdotal notes taken during guided reading.			

Math SIP Goal(s)			Mid-Year 2021-2022: Follow-Up		End of 2021-2022: Follow-Up	
Grade Level Math Goal:	90% of students will meet or exceed the criteria for proficiency in NNF and QTG as measure by AimsWeb.		GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the Fall administration of AimsWeb, 82.2% of students have met proficiency in NNF and 66.7% of students have met proficiency in QTG		On NNF 80% and on QTG 77% have met proficiency for Winter benchmarking of AIMSWeb			

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	I can statements are posted which state the ELA objective for each week. Formative assessments are used weekly to measure student progress. These items are completed whole class, small group, and/or during class meetings.			
	Classroom Teacher, Differentiation Specialis	Students are able to re-state "I can" statements and demonstrate that learning targets have been met.				
Strategy 2	Teacher will incorporate iXL and Seesaw activities during math, to further support skill development.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Students have been provided with iXL and Seesaw lessons that are appropriately leveled.			
	Classroom teachers	iXL and See Saw				
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Feedback is given to students in a timely and effective fashion on in-class work to support student growth.			
	Classroom Teacher, Differentiation Specialist	Through the use of IXL, See Saw and Formative Assessments, students are able reflect and set goals to strengthen math concepts/skills.				

SEL SIP Goal(s)			Mid-Year 2021-2022: Follow-Up		End of 2021-2022: Follow-Up	
Grade Level SEL Goal			GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
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)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
------------	--	--	---	-------------	---	---------------------------

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
Strategy 2					
Strategy 2				Strategy Implemented? 2 (partially, yes, or no)	In Progress
				Progress Summary:	Strategy Implemented? 2 (partially, yes, or no) Not Assessed at this Time
Strategy 3					
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	In Progress
				Progress Summary:	Strategy Implemented? 3 (partially, yes, or no) Not Assessed at this Time
Strategy 3					

The Lane School- First Grade

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% of first grade students will meet or exceed the grade level standard as measured by BAS in June	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Benchmark Assessment System (BAS), 78.2% of first grade students have met or exceeded the grade level standard.	As of the winter administration of the Benchmark Assessment System (BAS), 87.2% of first grade students have met or exceeded the grade level standard.			

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom Teacher, Reading Specialist, Differentiated Specialist, RTI Tutors, SST Teachers	Use of formative assessments for each reading skill and comprehension strategy	Instruction as whole class, small group instruction, during class meetings.		I can statements are posted which state the ELA objective for each week. Formative assessments are used weekly to measure student progress. These items are completed whole class, small group, and/or during class meetings.	
Strategy 2	Teachers will utilize student engagement strategies to positively impact student relationships, achievement, and growth (focusing on cooperative learning and self-efficacy)		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	Reader's Notebook, Foundations participation, comprehension discussions and other classroom assignments.	During whole group and guided reading instruction, students will participate in speaking, listening, and collaboration activities. During independent work, students will demonstrate an understanding through various differentiated tasks.		Student engagement strategies are being utilized to positively impact student relationships, achievement and growth. Cooperative learning (as much as we can while still keeping COVID distance mitigations) and self efficacy are used. Reader's Notebook, Foundations participation, comprehension discussions on independent read alouds (IRAs), shared reading books, and teacher free-choice books provide an ample variety of texts to facilitate comprehension discussions. Guided reading instruction also provides students with numerous opportunities to participate in speaking, listening, and collaboration activities as well. Independent work assignments provide the students a chance to demonstrate understanding through various differentiated tasks.	
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection		Strategy Implemented? (partially, yes, or no)	Yes	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom teachers, reading specialist, RTI tutors, differentiation specialist, resource teacher	F&P reading behavior checklists, Quick Writes, Foundations whiteboard work and unit tests, Reader's Notebook, and Seesaw assignments.	Teachers will provide feedback to students and discuss reading strategies to strengthen reading behaviors.		Progress Summary: Teachers continued to provide feedback to students as they practiced through the use of the daily Quick Writes, Foundations whiteboard work, Reader's Notebook, and a variety of appropriate worksheets for daily independent work.	

Math SIP Goal(s)			Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level Math Goal:	80% of first grade students will meet or exceed the 69th percentile on the spring administration of Math MAP		GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Math MAP test, 74.4% of first grade students have met or exceeded the 69th percentile		Building Present Level: As of the winter administration of the Math MAP test, 74.4% of first grade students have met or exceeded the 69th percentile		Building Present Level:	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?						
Strategies to Achieve Grade Level Math Goal						
Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom teacher, RTI tutors, resource teacher, differentiation specialist	Students are able to re-state "I can" statements and demonstrate that learning targets have been met.	Students will hear/see the learning objective at the beginning of each math lesson. The objectives will be reinforced throughout math lessons.		I can statements are posted which state the math objective for each week. Formative assessments are used weekly to measure student progress. The students hear and see the learning objective at the beginning of each math lesson. The objectives are reinforced throughout the math lessons as well.	
Strategy 2	Teachers will utilize student engagement strategies to positively impact student relationships, achievement, and growth (focusing on cooperative learning and self-efficacy)		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom teacher, RTI tutors, resource teacher, differentiation specialist	Anecdotal notes completed by the teacher; various hands-on, paper-pencil, and technology tasks; formative assessments; common assessments	Students will participate in a mini-lesson with a daily skill focus and rotate through a whole group lesson, working with the teacher, and independent work. Students will participate in differentiated activities as needed with either the classroom teacher or the DS.		Students participate in mini-lessons with a daily skill focus. Whole-group lessons directed by the teacher and independent practice opportunities are provided. Students participate in differentiated activities as needed with either the classroom teacher or the DS. A small RTI group for math support has also been established.	
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Yes
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom teacher, RTI tutors, resource teacher, differentiation specialist	Through the use of XtraMath, IXL assignments, worksheets, slate work, Seesaw assignments, and formative assessments, students are able reflect and set goals to strengthen math concepts/skills.	Students will participate in a variety of activities during math lessons and receive verbal feedback from the teacher, as well as feedback on common formative assessments.		Progress Summary: Students participated in a variety of activities during math lessons in school, both with teacher direction and independently. XtraMath, IXL assignments, worksheets, slate work, and formative assessments were used. Feedback was given on these assignments.	
SEL SIP Goal(s)						
			Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level SEL Goal			GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time

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)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	

The Lane School- Second Grade

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% of second grade students will meet or exceed the 69th percentile on the spring administration of Reading MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Reading MAP test, 79.7% of second grade students have met or exceeded the 69th percentile	As of the Winter administration of the Reading MAP test, 77.4% of second grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	use of formative assessments for each reading skill and comprehension strategy	Teachers will model exemplars during whole group instruction. Students will work independently to complete their own product during Guided Reading as well as during home work.			
Strategy 2	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom Teacher; Reading Specialists, RTI tutors, Resource teachers, Differentiation Specialists	F&P behavior checklist and formative assessment shee	Teachers will conference with students, and together they will develop goals to strengthen reading behaviors. Goals will be based on anecdotal notes taken during guided reading.			
Strategy 3	Teachers will implement lessons and activities during reading centers using Flocabulary to increase student vocabulary in reading and writing.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:			
	Classroom teachers, resource teachers, speech pathologist, ELL teacher, reading specialist	Student work on Flocabulary, use of vocabulary words in daily writing,	Teachers will implement this during guided reading. Students will be responsible for completing the assigned lessons in Flocabulary and completing the practice items listed on their weekly checklist.			

Math SIP Goal(s)	Mid-Year 2021-2022: Follow-Up	End of 2020-2021: Follow-Up
------------------	-------------------------------	-----------------------------

Grade Level Math Goal:	85% of second grade students will meet or exceed the 69th percentile on the spring administration of Math MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Math MAP test, 81.5% of second grade students have met or exceeded the 69th percentile	As of the winter administration of the Math MAP test, 75.5% of second grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars	1	Strategy Implemented? (partially, yes, or no)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Teachers will continue to state and post the learning objective at the beginning of each Math lesson. The objectives will be reinforced throughout each whole and small group lesson.			
	Classroom Teacher, Differentiation Specialist	Students are able to re-state "I can" statements and demonstrate that learning targets have been met.	Students will hear/see the learning objective at the beginning of each Math lesson. The objectives will be reinforced throughout each whole and small group lesson.				
Strategy 2	Teachers will incorporate Khan academy, iReady Diagnostic, and IXL activities into math centers, especially in the area of measurement and data.	2	Strategy Implemented? (partially, yes, or no)	In Progress	2	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Students will continue to work on learning lessons at their level in these areas during centers and then answer questions based on these lessons.			
	Classroom teachers	IXL, Khan mappers, iready diagnostic	Have students work on learning lessons at their level in these areas during centers and then answer questions based on these lessons.				
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting	3	Strategy Implemented? (partially, yes, or no)	In Progress	3	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Students will continue to participate in technology-based activities during math workshop. They will receive feedback on these activities from the I-ready online component as well as IXL. They will also receive feedback from common formative assessments.			
	Classroom Teacher, Differentiation Specialist	Through the use of IXL, Ready Math, Reflex, and Formative Assessments, students are able to reflect and set goals to strengthen math concepts/skills.	Students will participate in technology-based activities during math workshop. They will receive feedback on these activities as well as on common formative assessments.				

SEL SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level SEL Goal		GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
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)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
------------	--	---	---	-------------	---	---	---------------------------

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:	Progress Summary:
Strategy 2					
Strategy 2				Strategy Implemented? 2 (partially, yes, or no)	In Progress
				Progress Summary:	Strategy Implemented? 2 (partially, yes, or no) Not Assessed at this Time
Strategy 3					
Strategy 3				Strategy Implemented? 3 (partially, yes, or no)	In Progress
				Progress Summary:	Strategy Implemented? 3 (partially, yes, or no) Not Assessed at this Time
Strategy 3					

The Lane School- Third Grade

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	80% of third grade students will meet or exceed the 69th percentile on the spring administration of Reading MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Reading MAP test, 78.6% of third grade students have met or exceeded the 69th percentile	As of the winter administration of the Reading MAP test, 69.6% of third grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	1			
	Classroom Teachers, Specialists, and SPED	Students are able to reiterate and apply learning targets.	We will use these statements during whole group instruction, small groups, and during interventions.			
Strategy 2	Teachers will assign IXL ELA diagnostic and then assign specific targeted strands based on the diagnostic results.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	2			
	Classroom Teachers, Specialists, and SPED	Students will complete the targeted strands, and data will be in IXL.	We will designate 30 minutes per week for targeted IXL time.			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	3			
	Classroom Teachers, Specialists, and SPED	Teachers will update the 3rd Grade Agenda rolling document, participate in data meetings, and update student guided reading checklists.	The 3rd grade team will discuss common formative assessments during data meetings using 3rd Grade Agenda rolling document. Students will reflect and set goals on their guided reading checklist each week.			

Math SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level Math Goal:	85% of third grade students will meet or exceed the 69th percentile on the spring administration of Math MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Math MAP test, 81.2% of third grade students have met or exceeded the 69th percentile	As of the fall administration of the Math MAP test, 78.6% of third grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars			1	Strategy Implemented? (partially, yes, or no)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	I can statements are posted which state the math objective for each week. Formative assessments are used weekly to measure student progress. The students hear and see the learning objective at the beginning of each math lesson. The objectives are reinforced throughout the math lessons as well.					
	Classroom Teachers, Specialists, and SPED	Students are able to reiterate and apply learning targets.	We will use these statements during whole group instruction, small groups, and during interventions.						
Strategy 2	Teachers will assign specific Khan Mappers categories based on Fall MAP data.			2	Strategy Implemented? (partially, yes, or no)	In Progress	2	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	No. Teachers have implemented IXL Math skills plan in place of Khan Mappers.					
	Classroom Teachers, Specialists, and SPED	Students will work in the targeted categories, and data will be in Khan Mappers.	We will designate 30 minutes per week for targeted Khan Mappers time.						
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting			3	Strategy Implemented? (partially, yes, or no)	In Progress	3	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Yes. Students receive exit slips and immediate feedback during whole group and small group instruction, as well as homework corrections.					
	Classroom Teachers, Specialists, and SPED	Teachers will update the 3rd Grade Agenda rolling document, participate in data meetings, and create a weekly formative assessment.	The 3rd grade team will discuss common formative assessments during data meetings using 3rd Grade Agenda rolling document. Students will reflect and set goals on their guided reading checklist each week.						
SEL SIP Goal(s)				Mid-Year 2021-2022: Follow-Up			End of 2020-2021: Follow-Up		
Grade Level SEL Goal				GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time		
Building Present Level:				Building Present Level:			Building Present Level:		
<small>Is your goal: Specific? Measurable? Attainable? Relevant? Timely?</small>									
Grade Level Strategies to Achieve Building SEL Goal(s)									
Strategy 1	Teachers will utilize Mood Check-ins at least once per week to analyze students emotional state			1	Strategy Implemented? (partially, yes, or no)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Yes					
	Classroom teachers	Weekly mood check data	Mood checks have already begun in all grade level classrooms and will continue at least once a week for the duration of the school year	Progress Summary:					
Strategy 2	In collaboration with our Social Worker, the School SEL Committee will utilize Calm Classroom techniques and incorporate them into Mr. Todd's daily message at least once a week.			2	Strategy Implemented? (partially, yes, or no)	In Progress	2	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Yes. Teachers also integrate the Zones of Regulation throughout the day when appropriate and in classroom meetings.	Progress Summary:				
	SEL Committee	Weekly video messages	Calm Classroom techniques have begun and will continue once weekly for the duration of the school year.						
Strategy 3	Classroom teachers will utilize Classroom Meetings once a week to address student concerns surrounding worry, stress, or any other specific emotional issue.			<table border="1"> <tr> <td>Strategy Implemented? (partially, yes, or no)</td> <td>In Progress</td> </tr> </table>	Strategy Implemented? (partially, yes, or no)	In Progress	<table border="1"> <tr> <td>Strategy Implemented? (partially, yes, or no)</td> <td>Not Assessed at this Time</td> </tr> </table>	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Strategy Implemented? (partially, yes, or no)	In Progress							
Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time								
Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary: Classroom meetings happen every Friday and SEL strategies are implemented throughout the meetings through reflection, discussion, and goal setting.	Progress Summary:					
Classroom teachers	Weekly meeting discussions	Classroom meetings have begun and will continue once weekly for the duration of the school year.							

The Lane School- Fourth Grade

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	90% of fourth grade students will meet or exceed the 69th percentile on the spring administration of Reading MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Reading MAP test, 86% of fourth grade students have met or exceeded the 69th percentile	As of the winter administration of the Reading MAP test, 81.6% of fourth grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	1 Yes. Teachers continue to post "I Can" statements and refer to them throughout the lesson.			
	Classroom Teacher, SPED, Specialists	Formative and Summative Assessments	Post "I Can" statements. We will use these statements during whole group instruction, small groups, and during interventions.			
Strategy 2	Within guided reading, teacher and specialists will utilize The Systems of Strategic Actions for Processing Written Texts (from FPC continuum) to focus and guide students toward appropriate reading strategies within, beyond, and about the text.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	2 Yes. Teachers ask the different types of questions (ie, Thinking Within, Beyond, and About the Text) during IRA and guided reading lessons. Students are learning to implement close reading techniques when reading passages multiple times.			
	Classroom Teacher, SPED, Specialists	Formative and Summative Assessments	Students will have The Systems of Strategic Actions Chart glued in their reader's notebooks and will refer to it during guided reading. We will use these reading strategies during whole group instruction, small groups, and during interventions.			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting within, beyond, and about the text.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	3 Partially; students assess mastery of learning targets based on assessment results. Next steps, students will identify strategies to help achieve mastery of individual learning targets.			
	Classroom Teacher, SPED, Specialists	Teacher feedback on assessment as well as student reflection on Student Reflection sheet	Create Student Reflection Sheet.			

Math SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level Math Goal:	85% of fourth grade students will meet or exceed the 69th percentile on the spring administration of Math MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the math MAP test, 84.0% of fourth grade students have met or exceeded the 69th percentile	As of the winter administration of the math MAP test, 75.7% of fourth grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars			1	Strategy Implemented? (partially, yes, or no)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	We decided not to use Khan Mappers, but rather IXL Personalized Growth Plans. to help develop skills in lower strands on MAP. Teachers assign specific IXL lessons to practice skills and target deficits accordingly within each math strand.					
	Classroom Teacher, SPED, Specialists	Formative and Summative Assessments	Post "I Can" statements. We will use these statements during whole group instruction and small groups						
Strategy 2	Teachers will assign specific Khan Mappers categories based on Fall MAP data, beginning with their lowest strand on MAP. Teachers will also assign specific IXL lessons to practice skills and to target any deficits.			2	Strategy Implemented? (partially, yes, or no)	In Progress	2	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Yes. Students continue to practice on IXL for both targeted skills for our current math unit as well as the personalized growth plan.					
	Classroom Teachers and Differentiation Specialist	Students will work in the targeted categories and data will be in Khan Mappers and IXL.	We will designate 30 minutes per week for targeted Khan Mappers and/or IXL time.						
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting			3	Strategy Implemented? (partially, yes, or no)	In Progress	3	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Partially; students assess mastery of learning targets based on assessment results. Next steps, students will identify strategies to help achieve mastery of individual learning targets.					
	Classroom Teachers and Differentiation Specialist	Teacher feedback on assessment as well as student reflection on Student Reflection sheet	Create Student Reflection Sheet.						
SEL SIP Goal(s)				Mid-Year 2021-2022: Follow-Up			End of 2020-2021: Follow-Up		
Grade Level SEL Goal				GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time		
Building Present Level:				Building Present Level:			Building Present Level:		
<small>Is your goal: Specific? Measurable? Attainable? Relevant? Timely?</small>									
Grade Level Strategies to Achieve Building SEL Goal(s)									
Strategy 1				1	Strategy Implemented? (partially, yes, or no)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 2				2	Strategy Implemented? (partially, yes, or no)	In Progress	2	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:			Progress Summary:		
Strategy 3				3	Strategy Implemented? (partially, yes, or no)	In Progress	3	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time

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

The Lane School- Fifth Grade

ELA SIP Goal(s)		Mid-Year 2021-2022: Follow-Up		Action Steps / Timeline	
Grade Level Reading Goal:	85% of fifth grade students will meet or exceed the 69th percentile on the spring administration of Reading MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Reading MAP test, 82.8% of fifth grade students have met or exceeded the 69th percentile	As of the Winter administration of the Reading MAP test, 72.6% of fifth grade students have met or exceeded the 69th percentile			

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

Strategies to Achieve Grade Level Reading Goal

Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	1 Staff utilizes "I can" statements which are focused on our priority standards			
	Classroom Teacher	Formal and Informal Assessments	Action Steps / Timeline: Post "I Can" statements and FPC Materials			
Strategy 2	Teachers will directly instruct students in higher level reading and thinking skills.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	2 Since Jan. 2022, we have taught explicit strategies regarding extended responses to literary text. aka RACES to prepare for February's PWA assessment			
	Classroom Teacher	Application of these skills in guided reading groups	Action Steps / Timeline: Kristina Smekens videos and minilessons that model higher level thinking; Utilization of FPC Minilessons and Interactive Read Alouds			
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion:	3 Students needed feedback on first independent RACES response in order to understand their grade on the rubric and to better perform these skills on the next RACE response			
	Classroom Teacher	Teacher feedback on assessment as well as student reflection on Student Reflection sheet	Action Steps / Timeline: Create Student Reflection Sheet			

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

Strategies to Achieve Grade Level Math Goal

Grade Level Math Goal:	85% of fifth grade students will meet or exceed the 69th percentile on the spring administration of Math MAP	GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	As of the fall administration of the Math MAP test, 82.8% of fifth grade students have met or exceeded the 69th percentile	As of the Winter administration of the Math MAP test, 77.4% of fifth grade students have met or exceeded the 69th percentile			
Strategy 1	Teachers will clearly state the objective of the lesson as an "I can" statement, as well as demonstrate how students may achieve the target by modeling and giving exemplars	Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time

	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Staff utilizes "I can" statements which are focused on our priority standards			
	Math Teacher	Quick Checks/Show What You Know/End of Unit Assessments	Post "I Can" statements and teacher guided notes and examples, anchor charts				
Strategy 2	Teachers will provide resources for practice of student-specific skills.			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no) Not Assessed at this Time	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Students are working on specific IXL Skill Plans which support their areas of growth in math.			
	Math Teacher	Achievement of mastery on specific skills	Khan Mappers, IXL and IXL Diagnostic				
Strategy 3	Teachers will provide students with timely and effective feedback, utilizing common formative assessments, and will allow students to engage in self-reflection and goal setting			Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no) Not Assessed at this Time	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Partially; students assess mastery of learning targets based on assessment results. Next steps, students will identify strategies to help achieve mastery of individual learning targets.			
	Math Teacher	Teacher feedback on assessment as well as student reflection on Student Reflection sheet	Encourage students to utilize resources and teacher feedback for self-improvement				
SEL SIP Goal(s)				Mid-Year 2021-2022: Follow-Up		End of 2020-2021: Follow-Up	
Grade Level SEL Goal				GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no) Not Assessed at this Time	
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)	In Progress	Strategy Implemented? (partially, yes, or no) Not Assessed at this Time	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 2				Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no) Not Assessed at this Time	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	
Strategy 3				Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no) Not Assessed at this Time	
	Who is Responsible?	Evidence of Completion:	Action Steps / Timeline:	Progress Summary:		Progress Summary:	