

## Building Name

ELA SIP Goal(s) [1]		Mid-Year 2022-2023: Follow-Up [2]		Action Steps / Timeline [3]	
Grade Level Reading Goal: [4]	Example: 80% 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: [5]	70.75% (6&7) meeting or exceeding 69th percentile on Fall 2022 MAP	Building Present Level:		Building Present Level:	

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

### Strategies to Achieve Reading Goal

Strategy 1	Data reflection meetings 3x per year to analyze student data in reading and know our students by name and need.		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: [6]	Action Steps / Timeline: [7]		Progress Summary:		Progress Summary:	
	All Staff	Student Growth in reading	Fall, Winter and Spring data analysis and meetings with admin to discuss action plan.					
Strategy 2	Interdependent PLC work to impact practice and results for PLCs across the building.		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: [8]	Action Steps / Timeline: [9]		Progress Summary:		Progress Summary:	
	All PLCs	Fully functioning, effective teams that are seeing reading growth for students.	PLCs that meet regularly to discuss CFAs and data with an emphasis on the 4 critical questions of a PLC.					
Strategy 3	Strengthening our differentiation with an emphasis on small group instruction.		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: [10]	Action Steps / Timeline: [11]		Progress Summary:		Progress Summary:	
	All Staff	Small group instructional groups being pulled with fidelity as well as reading growth for students.	PLC time dedicated to the HOW. Regular review of student performance. Targeted small group instruction with flexible groupings to meet the specific needs of the students.					

### 2022-23 School Improvement Plans (SIP)

Math SIP Goal(s) [12]		Mid-Year 2022-2023: Follow-Up [13]		End of 2022-2023: Follow-Up [14]	
Grade Level Math Goal: [15]	Example: 80% 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: [16]	74.85% (6&7) meeting or exceeding 69th percentile on Fall 2022 MAP	Building Present Level:		Building Present Level:	

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

### Strategies to Achieve Grade Level Math Goal

Strategy 1	Data reflection meetings 3x per year to analyze student data in math and know our students by name and need.		1	Strategy Implemented? (partially, yes, or no)	In Progress	1	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
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	Who is Responsible?	Evidence of Completion: [17]	Action Steps / Timeline: [18]	Progress Summary:	Progress Summary:		
	All Staff	Student Growth in math	Fall, Winter and Spring data analysis and meetings with admin to discuss action plan.				
Strategy 2	Interdependent PLC work to impact practice and results for PLCs across the building.			Strategy Implemented? 2 (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [19]	Action Steps / Timeline: [20]	Progress Summary:	Progress Summary:		
	All PLCs	Fully functioning, effective teams that are seeing math growth for students.	PLCs that meet regularly to discuss CFAs and data with an emphasis on the 4 critical questions of a PLC.				
Strategy 3	Strengthening our differentiation with an emphasis on small group instruction.			Strategy Implemented? 3 (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [21]	Action Steps / Timeline: [22]	Progress Summary:	Progress Summary:		
	All Staff	Small group instructional groups being pulled with fidelity as well as math growth for students.	PLC time dedicated to the HOW. Regular review of student performance. Targeted small group instruction with flexible groupings to meet the specific needs of the students.				
<b>SEL SIP Goal(s) [23]</b>				<b>Mid-Year 2022-2023: Follow-Up [24]</b>		<b>End of 2022-2023: Follow-Up [25]</b>	
Grade Level SEL Goal [26]	Either maintain a positive range score or demonstrate growth in the two subcategories of Sense of Social-Emotional Security and Social Media on the CSCI survey.			GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time
Building Present Level:	Sense of Social-Emotional Security: Student (3.33), Staff (3.17), Parent (3.67) Social Media: Student (3.5), Staff (3.5), Parent (3.5)			Building Present Level:		Building Present Level:	
Is your goal: Specific? Measurable? Attainable? Relevant? Timely?							
<b>Grade Level Strategies to Achieve Building SEL Goal(s)</b>							
Strategy 1	Schoolwide opportunities to focus on SELAS through data collection and targeted celebrations.			Strategy Implemented? 1 (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [27]	Action Steps / Timeline: [28]	Progress Summary:	Progress Summary:		
	Administrators, Student Support Team, Building Leadership Team, Student Council	Continued improvement in subcategories as measured on the CSCI survey.	School wide assemblies tied to building data to target areas for growth. Building themes for unity, kindness, MAP, etc. SELAS lessons in advisory to support whole child growth.				
Strategy 2	Implementation of the We Are Spartans Expectations plan.			Strategy Implemented? 2 (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible?	Evidence of Completion: [29]	Action Steps / Timeline: [30]	Progress Summary:	Progress Summary:		

	All Staff	Continued improvement in subcategories as measured on the CSCI survey.	Roll out of detailed plan with staff at Opening Day in August. Roll out with students during the first weeks of school. Regular meetings as grade level teams and Student Support Team to discuss individual student progress in regards to tiered support.						
Strategy 3	Grade level specific SELAS lessons taught during advisory to target areas in need of improvement for student social emotional growth.			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: [31]	Action Steps / Timeline: [32]	Progress Summary:			Progress Summary:		
	Advisory Teachers and Social Workers	Continued improvement in subcategories as measured on the CSCI survey.	Met during the summer to align SELAS/Advisory lessons with the specific areas of need per grade level (aligned with CHMS). Meetings throughout the year to adjust and plan during monday meetings.						

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

Is it Specific?

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

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

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

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[2] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

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

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

[3] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

Develop a reading motivator chart in the classroom

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

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

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

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

[4] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

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

For example:

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

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

For example:

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

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

[7] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

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

For example:

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

Develop a reading motivator chart in the classroom

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

Targeted Guided Reading Groups met with \_\_\_\_\_ on a schedule (3 days per week for 20 minutes), planned and supported with RS, Instructional Coach, and DS.

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

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

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

[9] Consider:

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

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

[11] Consider:

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

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

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

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

For example:

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Targeted Guided Reading Groups met with \_\_\_\_\_ on a schedule (3 days per week for 20 minutes), planned and supported with RS, Instructional Coach, and DS.

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

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

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

Is it Specific?

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

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

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

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[13] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

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

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

[14] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

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

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

[15] What exactly do I want to achieve?

Where?

How?



When?

With whom?

What are the conditions and limitations?

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

For example:

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

For example:

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

[18] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

Teachers explored guided math design

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

[20] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

Teachers explored guided math design

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

[22] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

Teachers explored guided math design

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

Is it Specific?

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

Is it Measurable?

What before and after assessment(s) will show us students have learned?

Is it Attainable?

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

Is it Results-oriented?

What are our students going to be able to know and do as a result of our goal? Is our goal focused on teaching or student learning?

Is it Time-based?

What time frame do we need to achieve our goal?

[24] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

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

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

[25] Consider:

What data did you analyze to determine progress?

What did the data tell you regarding growth and achievement?

Was the action plan effective in meeting the desired outcomes?

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

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

[26] What exactly do I want to achieve?

Where?

How?

When?

With whom?

What are the conditions and limitations?

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

For example:

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

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

[28] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

Principal will identify the respectful, responsible and safe behaviors outlined on the matrix.

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

[30] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

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

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

[32] Consider:

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

What artifacts will be produced by taking these action steps? How will I collect and/or organize the artifacts?

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

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

For example:

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

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