

Madison

ELA SIP Goal(s) [1]		Mid-Year 2022-2023: Follow-Up [2]		Action Steps / Timeline [3]	
Grade Level Reading Goal: [4]	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]	On the fall administration of reading MAP, 74.6% of students met or exceeded the 69th percentile.	Building Present Level:		Building Present Level:	

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

Strategies to Achieve Reading Goal

Strategy 1	Instructional teams will use and analyze common formative assessment results to plan for small group and whole group ELA instruction.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible? [6]	Evidence of Completion: [6]	Progress Summary:		Progress Summary:	
	Classroom teacher RS DS	BAS Formative assessments PLC agendas, notes and discussions Student work samples	Ongoing throughout the year. Staff review student data to identify areas of strength and growth for students. Small group and whole group Instruction will be planned based on the assessment information to target the needs of all learners.			
Strategy 2	Teachers will provide specific, meaningful feedback to students on task, process and self-regulation in ELA.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible? [8]	Evidence of Completion: [8]	Progress Summary:		Progress Summary:	
	Teachers RS DS	Common formative assessments	Ongoing throughout the year. Staff will provide specific, meaningful feedback to students targeting student needs. Staff will engage in discussions during PLCs to identify ways to provide meaningful feedback.			
Strategy 3	Instructional teams will analyze standards and identify learning targets that will be shared with student.		Strategy Implemented? (partially, yes, or no)	In Progress	Strategy Implemented? (partially, yes, or no)	Not Assessed at this Time
	Who is Responsible? [10]	Evidence of Completion: [10]	Progress Summary:		Progress Summary:	
	Classroom teacher RS DS	PLC agendas, notes and discussions	Ongoing throughout the year Staff collaborate weekly during PLCs to analyze standards and identify learning targets.			

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]	83% 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]	On the fall administration of Math MAP, 81.1% of students met or exceeded the 69th percentile.	Building Present Level:		Building Present Level:	

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

Strategies to Achieve Grade Level Math Goal

Strategy 1	Instructional teams will use and analyze common formative assessment results to plan for small group and whole group math instruction.			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: [17]	Action Steps / Timeline: [18]	Progress Summary:			Progress Summary:		
	Classroom teacher DS	Formative assessments PLC agendas, notes and discussions Student work samples	Ongoing throughout the year. Staff review student data to identify areas of strength and growth for students. Small group and whole group instruction will be planned based on the assessment information to target the needs of all learners.						
Strategy 2	Teachers will provide meaningful feedback on task, process and self-regulation in math.			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: [19]	Action Steps / Timeline: [20]	Progress Summary:			Progress Summary:		
	Teachers DS	Common formative assessments	Ongoing throughout the year. Staff will provide specific, meaningful feedback to students targeting student needs. Staff will engage in discussions during PLCs to identify ways to provide meaningful feedback.						
Strategy 3	Instructional teams will analyze standards and identify learning targets that will be shared with student.			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: [21]	Action Steps / Timeline: [22]	Progress Summary:			Progress Summary:		
	Classroom teacher DS	PLC agendas, notes and discussions	Ongoing throughout the year Staff collaborate weekly during PLCs to analyze standards and identify learning targets.						

SEL SIP Goal(s) [23]				Mid-Year 2022-2023: Follow-Up [24]				End of 2022-2023: Follow-Up [25]			
Grade Level SEL Goal [26]	By spring 2023, less than 10% of Madison students will be considered at risk in the area of social behavior as measured on the spring SAEBRS.			GOAL Met? (partially, yes, or no)	In Progress	GOAL Met? (partially, yes, or no)	Not Assessed at this Time				
Building Present Level:	The fall SAEBRS data indicated that 10.8% of Madison students were at risk in the area of social behavior.			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	Establish common language throughout the building.			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: [27]	Action Steps / Timeline: [28]	Progress Summary:			Progress Summary:		

	SELAS committee All staff	Presentation with staff and students All School Meetings SAEBRS data Teacher observations	Identify common language to be used throughout the building Share with students and staff Reinforce common language during All School Meetings, morning announcements, and throughout the day by all staff						
Strategy 2	Establish common expectations for all students throughout 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: [29]	Action Steps / Timeline: [30]	Progress Summary:			Progress Summary:		
	SELAS committee All staff	Presentation with staff and students All School Meetings SAEBRS data Teacher observation Panther Pride program	Identify common expectations to be used throughout the building Share with staff and students Reinforce common expectations during All School Meetings, morning announcements, and throughout the day by all staff Continue Panther Pride program to promote positive behavior throughout the day						
Strategy 3	Promote a positive culture where students and staff take responsibility for their words and actions.			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:		
	SELAS committee All staff	Teacher observation SAEBRS data SELAS committee meeting Staff meetings	Utilize All School Meetings and morning announcements to promote shared responsibility for culture of building Continue Panther Pride program to promote positive culture throughout the building						

[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:

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:

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Develop a reading motivator chart in the classroom

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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)

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

[11] Consider:

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

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

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

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

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)

[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.