

Prospect School

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]	Grades 1-5: 75.5% of students have met or exceeded the 69th percentile on the Fall administration of Reading MAP.	Building Present Level:		Building Present Level:	

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

Strategies to Achieve Reading Goal

Strategy 1	To ensure a guaranteed and viable curriculum, instructional teams collaborate together to unpack priority standards to determine what students need to know and be able to do.		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 Teachers Reading Specialist DS Specialist EL Specialist Special Education Teachers RTI Tutors	Teams will use the document, Grade Level PLC Agendas to document actions steps and progress.	Ongoing throughout the school year. Staff collaborate weekly and discuss priority standards to focus on. Staff discuss the concepts, skills, common core learning progressions and develop lessons to teach students.			
Strategy 2	Collaborative teams develop success criteria that describes how students will be expected to demonstrate their learning based on the learning target.		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:	
	Classroom Teachers Reading Specialist DS Specialist EL Specialist Special Education Teachers RTI Tutors	Teams will use the document, Grade Level PLC Agendas to document actions steps and progress.	Ongoing throughout the school year. Staff collaborate weekly and discuss priority standards to focus on. Staff develops success criteria to describe what success looks like.			
Strategy 3	Create and implement common formative assessments.		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 Teachers Reading Specialist DS Specialist EL Specialist Special Education Teachers RTI Tutors	Co-Plan Meeting, Monday Faculty Meetings, Professional Development, BLT Meetings and SIP Meetings Benchmark meetings, Target Reviews	Ongoing throughout the school year. Staff collaborate weekly to create common formative assessments aligned to their grade level priority standards.			

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]	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]	Grades 1-5: 85.8% of students have met or exceeded the 69th percentile on the Fall administration of Math MAP.	Building Present Level:	Building Present Level:
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Is your goal: Specific? Measurable? Attainable? Relevant? Timely?

Strategies to Achieve Grade Level Math Goal

Strategy 1	To ensure a guaranteed and viable curriculum, instructional teams collaborate together to unpack priority standards to determine what students need to know and be able to do.		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]	Progress Summary:		Progress Summary:			
	Classroom Teachers DS Specialist EL Specialist Special Education Teachers RtI Tutors	Co-Plan Meeting, Monday Faculty Meetings, Professional Development, BLT Meetings and SIP Meetings Benchmark meetings, Target Reviews	Ongoing throughout the school year. Staff collaborate weekly and discuss priority standards to focus on. Staff discuss the concepts, skills, common core learning progressions and develop lessons to teach students.					
Strategy 2	Collaborative teams develop success criteria that describes how students will be expected to demonstrate their learning based on the learning target.		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]	Progress Summary:		Progress Summary:			
	Classroom Teachers DS Specialist EL Specialist Special Education Teachers RtI Tutors	Co-Plan Meeting, Monday Faculty Meetings, Professional Development, BLT Meetings and SIP Meetings Benchmark meetings, Target Reviews	Ongoing throughout the school year. Staff collaborate weekly and discuss priority standards to focus on. Staff discuss the concepts, skills, common core learning progressions and develop lessons to teach students.					
Strategy 3	Create and implement common formative assessments.		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]	Progress Summary:		Progress Summary:			
	Classroom Teachers DS Specialist EL Specialist Special Education Teachers RtI Tutors	Co-Plan Meeting, Monday Faculty Meetings, Professional Development, BLT Meetings and SIP Meetings Benchmark meetings, Target Reviews	Ongoing throughout the school year. Staff collaborate weekly to create common formative assessments aligned to their grade level priority standards.					

SEL SIP Goal(s) [23]

Grade Level SEL Goal [26]	Increase the number of students to be considered low risk from fall to spring on the SAEBRS screener in the area of "emotional behavior".	Mid-Year 2022-2023: Follow-Up [24]	End of 2022-2023: Follow-Up [25]
Building Present Level:	On the fall SAEBRS 9% of students were considered at risk in the area of emotional behavior.	GOAL Met? (partially, yes, or no)	GOAL Met? (partially, yes, or no)
		In Progress	Not Assessed at this Time
		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	Conduct classroom meetings to enhance students' social and emotional development, while increasing school, teacher and peer connectedness. Meetings create safe, open environments where students feel safe to explore emotions, concerns, and find support.		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:	
	Classroom Teachers DS Specialist EL Specialist Special Education Teachers RTI Tutors	SELAS Meeting Notes	Ongoing throughout the school year.					
Strategy 2	Introduce children to the many choices of playground games available during recess and the field areas. Teach students new games to play and review the rules for all games.		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:	
	Social Worker, Principal, Lunch Supervisors, Teachers	Playground Signs List of games taught to students. Incident Reports	Order signs with the rules posted on them. Review the rules with students.					
Strategy 3	Monthly check-in surveys to monitor students' social emotional needs.		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:	
	Classroom Teachers	Monthly Surveys Firrst-Second Grade Survey Third-Fifth Grade Survey	SELAS Team create survey. Classroom Teachers give the survey monthly. Team reviews results and puts support in place.					

[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?

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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.

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

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

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

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

[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.