

Elementary School Name:     Kellom Elementary School    

**District Intended Summative Outcome:**

Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments ELA will increase compared to the previous year. *Spring 2019 rate 25.3%; Goal rate for Spring 2020 32.7%*

**School ELA Goals:**

**1. NSCAS Summative Goal**

For NSCAS ELA summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 7.4%. *Spring 2019 rate 25.3%; Goal rate for Spring 2020 32.7%*

**2. MAP Interim Assessment Goals**

- a. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 6.9%. *Spring 2019 rate 31.1%; Goal rate for Spring 2020 38%*
- b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5.3%. *Spring 2019 rate 46.2%; Goal rate for Spring 2020 51.5%*

**Strategy(ies) (add AQUESTT Tenets after each strategy):**

All students will receive ELA instruction utilizing targeted high probability strategies specific to ELA:

All students will receive the guaranteed and viable ELA curriculum as written in the A+ OPS Curriculum Guides for ELA using a balanced literacy approach.

- 1. Student friendly learning goals are posted and unpacked for students supporting comprehension (Educator Effectiveness)
- 2. Provide daily guided reading instruction using the Literacy Continuum (College and Career Ready, Assessment)
- 3. Monitor student progress towards learning goals using frequent checks for understanding (Educator Effectiveness)
- 4. Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act (College and Career Ready, Assessment)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Student friendly learning goals are posted and unpacked for students supporting comprehension	<ul style="list-style-type: none"> <li>a. Clearly posted in the same place daily</li> <li>b. Student friendly language (“I can &amp; strong verbs”)</li> <li>c. Referred to and talked about throughout the lesson</li> </ul>	<ul style="list-style-type: none"> <li>a. Reflective conversations during coaching visits discussing effectiveness of Instructional Best Practices</li> <li>b. Make sure all learning activities, assignments, and assessments are aligned with learning goals and standards</li> </ul>	<ul style="list-style-type: none"> <li>a. September</li> <li>b. September and January</li> <li>c. As determined by grade level pacing guides</li> <li>d. Fall, Winter, and Spring MAP assessments</li> </ul>	Quarter 1: a. b. c. d. e. Quarter 2: a. b. c. d. e. Quarter 3:

			e. As determined by classroom teachers	a. b. c. d. e. Quarter 4: a. b. c. d. e.
2. Provide daily guided reading instruction using the Literacy Continuum	<p>a. Lessons and plans include use of Continuum and all components of a guided reading lesson plan</p> <p>b. Benchmark assessments administered according to Testing Calendar</p> <p>c. Running records administered consistently</p>	<p>a. Evidence observed during 95% of coaching visits</p> <p>b. 80% of students score Approaching, Meets or Exceeds expectations</p> <p>c. 80% of running records show growth</p>	<p>a. November and March coaching visits</p> <p>b. According to testing calendar</p> <p>c. Discussed two times per quarter at grade level meetings</p>	<p>Quarter 1: a. b. c. Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4: a. b. c.</p>
3. Monitor student progress towards learning goals using frequent checks for understanding	<p>a. Teacher gives descriptive feedback in a culturally appropriate manner</p> <p>b. Students receive daily opportunities for higher level thinking and processing during whole group and guided reading instruction</p>	<p>a. Checks for understanding are ongoing during the learning cycle and guide instruction</p> <p>b. Teacher anticipates possible lesson adjustments for individual students and is ready with alternative lessons to help improve students responsiveness and engagement</p>	<p>a. Quarterly</p> <p>b. Quarterly</p>	<p>Quarter 1: a. b. Quarter 2: a. b. Quarter 3: a. b. Quarter 4: a. b.</p>
4. <b>Tier 2</b> - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act	<p>a. Phonics Mastery Guides taught daily beginning during quarter 1</p> <p>b. Progress monitoring every 5 days</p>	<p>a. Coaching visits show evidence of fidelity 100% of the time</p> <p>b. 100% of participating students show growth</p>	<p>a. October and November</p> <p>b. Discussed at October – December grade level meetings</p>	<p>Quarter 1: a. b. Quarter 2: a. b. Quarter 3: a. b. Quarter 4: a. b.</p>

**Monitor and Adjust –**

Quarterly SIP Review meetings – [Sept. 30, Oct. 21, Nov. 18, Dec. 16, Jan. 27, Feb. 24, March 30, Apr. 20, May 18] ]

1. Review SIP goals, strategies and PD plan
2. Review progress monitoring measures and fidelity checks
3. Identify which progress monitoring measures were completed and achieved (provide evidence of success)
4. Identify which progress monitoring measures were not achieved (provide evidence of effort)
5. Review Title I expenditures to date and discuss alignment to SIP goals, strategies and PD Plan
6. Conduct building walk identifying evidence of growth from previous quarter
7. Discuss adjustments needed to the plan

After the SIP Review meeting -

1. Adjust SIP plan based after receiving input from staff
2. Upload adjusted plan to Instructional Leadership SharePoint
3. Send notes of SIP Review meeting to CIS leadership