

SIP Focus Areas:

1. Literacy & Writing
2. Math
3. Science
4. Behavior & Social-Emotional Supports

Measurable Goals:

1. Goal Area 1: Literacy & Writing

- A. The 2021-2022 EOY percentage of students at each grade level performing below benchmark (DIBELS), well below benchmark (DIBELS), or below basic (RI) will decrease by 10% compared to the same cohort from the previous year's EOY administration of the district reading screener.

Grade Level			Percent Performing Below Benchmark (DIBELS), Well Below Benchmark (DIBELS), or Below Basic (RI) on District Reading Screener			2021-2022 Goal for Percent Below Basic or Below Benchmark on Spring Administration of District Reading Screener
2019-2020	2020-2021	2021-2022	2018-2019 (EOY)	2019-2020 (MOY)	2020-2021 (EOY)	
N/A	pre-K	K	N/A	N/A	N/A	2020-2021 K improved from 80% below benchmark (or lower) at BOY to 34% below benchmark (or lower) at EOY. That is a 46% reduction in the percent below benchmark (or lower) from BOY to EOY. Goal: 46% reduction in percent below benchmark (or lower) from BOY to EOY, or, no more than 34% below benchmark (or lower) at EOY.
pre-K	K	1st	N/A	N/A	34% (DIBELS)	34% - 3% = 31%
K	1st	2nd	N/A	36% (DIBELS)	61% (DIBELS)	61% - 6% = 55%
1st	2nd	3rd	26% (DIBELS)	43% (DIBELS)	37% (DIBELS)	37% - 4% = 33%
2nd	3rd	4th	59% (DIBELS)	43% (DIBELS)	53% (DIBELS) 22% (RI)	22% - 2% = 20%
3rd	4th	5th	43% (DIBELS)	27% (RI)	25% (RI)	25% - 3% = 22%

- B. The Milestones Writing Assessment awards points in three categories: Idea Development, Language Usage & Conventions, and Narrative Writing Response. A maximum of 11 points may be earned for these three categories combined. The percentage of students scoring below a 3 on each schoolwide writing assessment will be 5% less than the percentage of students who on the Milestones for 2020-2021 earned less than 6 of the 11 possible points. 186 out of 326 students scored less than 6 of the 11 possible points on the 2020-2021 Milestones. That is 57% that scored less than 6 of the 11 possible points.

2020-2021 Grade Level	Percent of Students Who Scored Less than 6 of the 11 possible points on the 2020-2021 Milestones for Writing	2021-2022 Goal for Maximum Percent of Students Who Score Below a 3 on Each School/District Wide Writing Assessment
K-5th	57%	57% - 3% = 54%

1. Goal Area 2: Math

The 2020-2021 EOY percentage of students at tier 1 on the district screener will increase by 10% of the gap between the EOY tier 1 percent and 100% for 2021-2022 EOY percentage of students at tier 1 for each grade level. (Using the district math screener, the percentages shown on the table below are based on the “standard view.”)

Grade Level		Percent Students at Tier 1 on District Math Screener	2021-2022 Goal for Percent of Students at Tier 3 on Spring Administration of District Math Screener
2020-2021	2021-2022	2020-2021 (EOY)	
pre-K	K	N/A	Based on the 2020-2021 K class which had a BOY of 20% in tier 1 and an EOY of 84% in tier 1, our goal for 2021-2022 K class will be a 64% increase from BOY to EOY in tier1 or 84% at tier 1 at EOY.
K	1 st	BOY 20%, EOY 84%	(100%-84%=16%) (10% of 16%=1.6%) (84%+1.6%=85.6%) Tier 1 EOY Goal = 86%
1 st	2 nd	BOY 15%, EOY 42%	(100%-42%=58%) (10% of 58%=5.8%) (42%+5.8%=47.8%) Tier 1 EOY Goal = 48%
2 nd	3 rd	BOY 15%, EOY 49%	(100%-49%=51%) (10% of 51%=5.1%) (49%+5.1%=54.1%) Tier 1 EOY Goal = 54%

3rd	4 th	BOY 6%, EOY 36%	(100%-36%=64%) (10% of 64%=6.4%) (36%+6.4%=42.4%) Tier 1 EOY Goal = 42%
4th	5 th	BOY 16%, EOY 48%	(100%-48%=52%) (10% of 52%=5.2%) (48%+5.2%=53.2%) Tier 1 EOY Goal = 53%

2. Goal Area 3: Science

- a. The percent of fifth grade students not passing the Milestones science test will be reduced by 5% compared to the 2020-2021 5th grade class.

2021-2022 Grade Level	Percent of 5th Graders in 2020-2021 Who Did Not Pass the Milestones Science Test	2021-2022 Goal for Percent of 5th Graders Who Will Not Pass the Milestones Science Test
5th	25%	25% - 1% = 24%

- b. 70% of students in grades K-5 will master at a 70% level the grade level essential science vocabulary for each quarter. We will use the Stemscores vocabulary for our progress monitoring in science. We will monitor this progress and document it on the grade level data spreadsheet. The table below shows the total number of vocabulary terms from Stemscores for each grade level. Furthermore, it shows the number of terms a student should have mastered at the end of each quarter to be on track to have at least 70% of the grade level terms mastered by the end of the school year. (NOTE: The number of terms shown for each quarter is a cumulative total for the end of each quarter. For example, a 1st grader is not expected to learn 24 new terms during the 3rd quarter. But, by the end of the 3rd quarter, including the terms the 1st grader mastered the first semester, the student should have a total of 24 terms mastered.)

GRADE	# OF TERMS	1ST 1/4 GOAL	2ND 1/4 GOAL	3RD 1/4 GOAL	4TH 1/4 GOAL
K	58	11	21	31	41
1st	45	8	16	24	32
2nd	70	15	30	37	49
3rd	51	15	27	27	36

4th	114	16	51	71	80
5th	71	10	27	41	50

Knowing key vocabulary for science is a foundation for learning in science. We are using the science vocab goals as a starting point for meaningful learning in science. Students' success in science will also depend on other things such as their ability to read, write, and interpret tables and graphs. Teachers should take their students further in science than just vocabulary acquisition. This will be accomplished in a variety of ways, including giving students experiences with the Stemsopes projects, using tangible visuals when appropriate, engaging students with reading science texts, and having students engaged in the practices of sciences (observing, measuring, collecting data, comparing, drawing conclusions, etc.)

3. Goal Area 4: Behavior and Social-Emotional Supports

- a. The number of office referrals will be reduced compared to the 2020-2021 school year. There were 51 office referrals during the 2020-2021 school year. The table below includes the office referrals per month for the 2020-2021 school year.

	# incidents 17-18	% incidents 17-18	# incidents 18-19	% incidents 18-19	# incidents 19-20	% incidents 19-20	# incidents 20-21	% incidents 20-21
August	23	5%	8	6%	2	3%	0	0%
September	45	10%	13	9%	8	11%	0	0%
October	70	16%	19	13%	9	12%	4	8%
November	70	16%	10	7%	11	14%	1	2%
December	49	11%	14	10%	7	9%	7	14%
January	42	9%	11	8%	9	12%	1	2%
February	29	6%	27	19%	19	25%	10	20%
March	55	12%	23	16%	11	14%	15	29%
April	37	8%	6	4%	0	0%	5	10%
May	28	6%	14	10%	0	0%	8	16%
	448		145		76		51	

- b. The number of minor incidents for each grade level will be reduced by 5% compared to the same cohort from the previous year's EOY minor incidents.

2021-2022 Grade Level	# Incidents 18-19	# Incidents 19-20	# Incidents 20-21	Goal for # Incidents 21-22
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Pre-K	N/A	N/A	N/A	20-21 pre-K had 23 incidents. EOY goal for 21-22 pre-K will be no more than 23 incidents.
Kindergarten	N/A	N/A	23	This cohort had an average of 11.5 incidents per homeroom as pre-K students. We will multiply this average by 5 homerooms to get a baseline to then be reduced by 5%: $(11.5 \times 5 = 57.5)$ $(5\% \text{ of } 57.5 = 2.9)$ $(57.5 - 2.9 = 54.6)$ EOY Goal = no more than 55 incidents.
1st Grade	N/A	59	36	$36 - 1.8 = 34$ incidents
2nd Grade	14	70	79	$79 - 4 = 75$ incidents
3rd Grade	82	207	66	$66 - 3.3 = 63$ incidents
4th Grade	76	101	146	$146 - 7.3 = 139$ incidents
5th Grade	72	81	49	$49 - 2.5 = 46$ incidents

* When comparing to when a grade cohort was in pre-K, keep in mind that there were only 2 pre-K classes, compared to 5-7 classes per grade level for K – 5th grades.

- c. We will maintain our PBIS Tier 1 implementation and achieve the requirements for PBIS Tier 2 implementation.

Action Steps:

Goal Area 1: Literacy & Writing

1. Continue the Bookworms writing program implementation, including components such as teacher modeling, students learning the characteristics of each genre and evaluating good and poor writing samples, students writing in pairs, in groups, and individually.
2. Set aside one day per week during skill groups time to conduct conferences with students for the purpose of providing meaningful feedback to students regarding their writing, including areas of strength, areas of need, and next steps for improvement (grades 1-5).
3. Professional learning for Bookworms literacy will be provided to teachers (especially induction level teachers) as needed.
4. Continue documenting students' writing progress and providing effective teacher feedback. To facilitate this, kindergarten students will use their writing journals, 1st and 2nd grade students will use their Bookworms workbooks, and 3rd – 5th grade students will use Google Classroom.
5. To give students opportunities to practice typing in Google classroom, 1st grade will schedule approximately one practice per month during the second semester; 2nd grade will schedule approximately one practice per month; 3rd – 5th grades will use Google classroom almost daily for their writing exercises.
6. Anchor charts will be used in accordance to the Bookworms writing instruction.

7. Continue teaching students to use graphic organizers to plan their writing in accordance to Bookworms writing instruction.
8. EIP literacy support will focus on writing following the Bookworms instructional format.
9. Use progress monitoring visuals for students to track their growth in reading.
10. Provide intercession learning support for at-risk students.
11. Engage parents through one-on-one conferencing.
12. Schedule collaborative planning opportunities for teachers related to literacy and writing.
13. Wilson Reading will be used to support sped students for whom Bookworms is not effective.
14. Use Swivl cameras to allow teachers to review and reflect on their instructional practices.
15. Hold a Family Literacy Night.
16. Challenge high achievers during shared reading by providing alternative enrichment assignments for students who are above grade level in reading.

Goal Area 2: Math

1. Continue use of Ready Math instructional program in compliance with district directives.
2. Continue having all K-5 students use math manipulatives (digital or physical).
3. Provide professional learning with the i-Ready program to foster deeper understanding of the program and its offerings. Professional development to be offered during pre-planning and at regular intervals through the calendar year.
4. Provide opportunities for teachers to observe the use of math manipulatives with colleagues across grade levels.
5. Use progress monitoring visuals for students to track their growth in math (fact fluency).
6. Use Ready Math personalized learning (My Path) to provide tailored support for students.
7. Use i-Ready assessment data and My Path flags to help develop differentiated exercises for students' during math skill group time.

8. Current math word walls and/or anchor charts to emphasize essential math vocabulary will be used in all classrooms where math is taught.
9. Use Rocket Math to reinforce math fact fluency in conjunction with the Enota Mathletes initiative.
10. Use math skill group time in the following manner:
 - A. All students, except those who are at an advanced level, will work for 15-20 minutes on My Path (online personalized learning). Advanced students may also work on My Path, but do not need to do it necessarily every day.
 - B. All students will work 15-20 minutes on “other math practice” (determined in part by i-Ready assessment data - see #7 above) which may include:
 - i. Exercises with math manipulatives
 - ii. Math fact fluency practice (Rocket Math)
 - iii. Practice with tier 1 exercises
 - iv. Extension/enrichment exercises (especially for advanced students)
 - C. Teachers will attend to the following:
 - i. Work individually with students identified as struggling on My Path.
 - ii. Check on students as they are working on other math practice.
 - iii. Monitor students who are working on My Path.
 - iv. Test students for Mathlete status.
 - v. Take time to check for newly identified struggling students. At a minimum this should be done on Fridays in preparation for supporting students the following week. But, this may be done more frequently as possible, allowing more prompt attention to students who are struggling.
11. Provide enrichment/extension opportunities for students who have demonstrated mastery of math concepts. Include this with the differentiation that goes along with math skill groups (see 10.B.iv. above).
12. Engage parents through one-on-one conferencing.
13. Schedule collaborative planning opportunities for teachers related to math instruction and assessment.
14. Hold a Family STEAM Night that includes math components.

Goal Area 3: Science

1. Activity teachers will look for opportunities to incorporate science concepts with their lessons.
2. Teachers will develop a plan and establish a schedule for regularly engaging students with reading science texts using articles from Stemscores or other resources.
3. Use the school science specialist to foster interest in and comprehension of science concepts and processes through the science lab.
4. While students will have an opportunity to visit the science lab for science experiences, homeroom teachers will provide core science instruction in their classrooms.

5. Progress monitor students' mastery of essential grade-level science vocabulary.
6. Current science word walls and/or anchor charts to emphasize essential science vocabulary will be used in all classrooms where science is taught. Stemscores includes science vocabulary cards that may be used for the science word wall.
7. Teachers will plan for extension/enrichment activities related to science, incorporating Stemscore content videos or other resources, for all students.
8. Incorporate tangible objects and visuals with the review of science vocabulary. Many of these visuals are provided in Stemscores.
9. Engage parents through one-on-one conferencing.

Goal Area 4: Behavior & Social-Emotional Supports

1. Use Class Dojo schoolwide to foster a positive learning environment and to encourage good behavior choices for students.
2. Use Educators Handbook and/or RTI data to help identify students who are in need of social-emotional support.
3. Support students with demonstrated social-emotional needs with a formal "check-in/check-out" plan.
4. Support students with demonstrated social-emotional needs with small groups that focus on social lessons.
- ~~5. Grade level teachers will pick up their students from the gym at 7:30 each morning. (This will provide extra support for students during this major transition time.)~~
6. Continue PBIS initiatives:

a. Principals 200 Board	d. BT1 Recognitions
b. School Store	e. Teaching and re-teaching behavior expectations
c. Peace Corners	f. Caught being good stickers
2. Provide ongoing professional learning for

a. De-escalation strategies	c. Cultural and diversity awareness
b. Proper response for student returning to class after de-escalation	d. Fostering positive schoolwide climate
2. Hold regular class meetings using Core Essentials for reinforcing character education and social-emotional learning.
3. Continue to develop and administer services to meet the needs of students through the Enota Family Center. Support will be offered through both the school counselor and the school social worker. Referrals will also be made for families who may need the support of outside agencies. School family walk-ins will be welcome.
4. PBIS action team will develop and implement plan for achieving PBIS Tier 2 requirements.

Professional Learning

The list below includes all of the professional learning called for in the 2020-2021 SIP:

1. (L&W:2) Professional learning for Bookworms literacy will be provided to teachers (especially induction level teachers) as needed.

2. (M:3) Provide professional learning with the i-Ready program to foster deeper understanding of the program and its offerings. Professional development to be offered during pre-planning and at regular intervals through the calendar year.
3. (B&SS:7) Provide ongoing professional learning for
 - a. De-escalation strategies
 - b. Proper response for student returning to class after de-escalation
 - c. Cultural and diversity awareness
 - d. Fostering positive schoolwide climate