

2022-2023 Enota SIP Goals and Action Steps/Strategies

SIP Focus Areas:

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

Measurable Goals:

1. Goal Area 1: Literacy & Writing

- A. The 2022-2023 EOY percentage of students for each grade level cohort performing at or above benchmark (DIBELS), or at or above basic for iReady Lexile will increase by 10% of the gap between that cohort's 2021-2022 EOY and 100%. (Note: For 2022-2023 we will use iReady to screen for Lexile; RI was our Lexile screener in years past.)

Grade Level			Percent Performing At or Above Benchmark on DIBELS or Basic or Above on Lexile Assessment on District Reading Screener				2022-2023 Goal for Percent At or Above Basic for Lexile or At or Above Benchmark for DIBELS on Spring Administration of District Reading Screener
2020-2021	2021-2022	2022 – 2023	2018-2019 (EOY)	2019-2020 (MOY)	2020-2021 (EOY)	2021-2022 (EOY)	
N/A	Pre-K	K	N/A	N/A	N/A	N/A	2021-2022 K improved from 45% at or above benchmark at BOY to 63% at or above benchmark at EOY. That is an 18% increase in the percent at or above benchmark from BOY to EOY. Goal: 18% increase in percent at or above benchmark from BOY to EOY, or, at least 63% at or above benchmark at EOY.
pre-K	K	1 st	N/A	N/A	N/A	63% (DIBELS)	(100%-63%=37%) (10% of 37%=3.7%) (63%+3.7%=66.7%) DIBELS EOY Goal = 67%
K	1st	2 nd	N/A	N/A	66% (DIBELS)	55% (DIBELS)	(100%-55%=45%) (10% of 45%=4.5%) (55%+4.5%=59.5%) DIBELS EOY Goal = 60%
1st	2nd	3 rd	N/A	64% (DIBELS)	39% (DIBELS)	51% (DIBELS)	(100%-51%=49%) (10% of 49%=4.9%) (51%+4.9%=55.9%) DIBELS EOY Goal = 56%
2nd	3rd	4 th	74% (DIBELS)	57% (DIBELS)	63% (DIBELS)	67% (DIBELS) 79% (RI)	(100%-79%=21%) (10% of 21%=2.1%) (79%+2.1%=81.1%) Lexile EOY Goal = 81%
3rd	4th	5th	41% (DIBELS)	57% (DIBELS)	47% (DIBELS) 78% (RI)	72% (RI)	(100%-72%=28%) (10% of 28%=2.8%) (72%+2.8%=74.8%) Lexile EOY Goal = 75%

- 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 3 or above on schoolwide writing assessments during the school year will increase by 10% of the gap between the percentage of students who earned at least 6 of the 11 possible points on the 2021-2022 Milestones writing assessment and 100%.
- C. The percentage of 3rd – 5th grade students scoring at least 6 of the 11 possible points on the 2022-2023 Milestones writing assessment will increase by 10% of the gap between the percentage of 3rd – 5th grade students who earned at least 6 of the 11 possible points on the 2021-2022 Milestones writing assessment and 100%.

Grade Level		2021-2022 Performance Levels	2022-2023 Goals
2021-2022	2022-2023		
Pre-K	K	NA	At least match the 2021-2022 kindergarten performance level of 68% of schoolwide writing assessment scores being a 3 or higher.
K	1 st	68% of schoolwide writing assessment scores were 3 or higher	(100%-68%=32%) (10% of 32%=3.2%) (68%+3.2%=71.2%) Goal = 71% of writing assessment scores will be 3 or higher.
1 st	2 nd	52% of schoolwide writing assessment scores were 3 or higher	(100%-52%=48%) (10% of 48%=4.8%) (52%+4.8%=56.8%) Goal = 57% of writing assessment scores will be 3 or higher.
2 nd	3 rd	39% of schoolwide writing assessment scores were 3 or higher	(100%-39%=61%) (10% of 61%=6.1%) (39%+6.1%=45.1%) Goal = 45% of writing assessment scores will be 3 or higher.
3 rd	4 th	33% of schoolwide writing assessment scores were 3 or higher 43% earned at least 6 of the 11 points on the 2021-2022 Milestones Writing Assessment.	(100%-33%=67%) (10% of 67%=6.7%) (33%+6.7%=39.7%) Goal = 40% of writing assessment scores will be 3 or higher.
			(100%-43%=57%) (10% of 57%=5.7%) (43%+5.7%=48.7%) Goal = 49% of students will earn at least 6 points on Milestones.
4 th	5 th	32% of schoolwide writing assessment scores were 3 or higher 32% earned at least 6 of the 11 points on the 2021-2022 Milestones Writing Assessment.	(100%-32%=68%) (10% of 68%=6.8%) (32%+6.8%=38.8%) Goal = 39% of writing assessment scores will be 3 or higher.
			(100%-32%=68%) (10% of 68%=6.8%) (32%+6.8%=38.8%) Goal = 39% of students will earn at least 6 points on Milestones.
K – 5 th	K – 5 th	45% of schoolwide writing assessment scores were 3 or higher	(100%-45%=55%) (10% of 55%=5.5%) (45%+5.5%=50.5%) Goal = 51% of writing assessment scores will be 3 or higher.
3 rd – 5 th	3 rd – 5 th	39% of schoolwide writing assessment scores were 3 or higher 46% earned at least 6 of the 11 points on the 2021-2022 Milestones Writing Assessment.	(100%-39%=61%) (10% of 61%=6.1%) (39%+6.1%=45.1%) Goal = 45% of writing assessment scores will be 3 or higher.
			(100%-46%=54%) (10% of 54%=5.4%) (46%+5.4%=51.4%) Goal = 51% of students will earn at least 6 points on Milestones.

2. Goal Area 2: Math

The 2022-2023 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		2022-2023 Goal for Percent of Students at Tier 1 on Spring Administration of District Math Screener
2020-2021	2021-2022	2022-2023	2020-2021 (EOY)	2021-2022 (EOY)	
N/A	Pre-K	K	N/A	N/A	Based on the 2021-2022 K class which had a BOY of 7% in tier 1 and an EOY of 70% in tier 1, our goal for 2022-2023 K class will be a 63% increase from BOY to EOY in tier1 or at least 70% at tier 1 at EOY.
pre-K	K	1 st	N/A	BOY 7%, EOY 70%	(100%-70%=30%) (10% of 30%=3.0%) (70%+3.0%=73.0%) Tier 1 EOY Goal = 73%
K	1 st	2 nd	BOY 20%, EOY 84%	BOY 12%, EOY 48%	(100%-48%=52%) (10% of 52%=5.2%) (48%+5.2%=53.2%) Tier 1 EOY Goal = 53%
1st	2 nd	3 rd	BOY 15%, EOY 42%	BOY 12%, EOY 46%	(100%-46%=54%) (10% of 54%=5.4%) (46%+5.4%=51.4%) Tier 1 EOY Goal = 51%
2nd	3 rd	4 th	BOY 15%, EOY 49%	BOY 9%, EOY 53%	(100%-53%=47%) (10% of 47%=4.7%) (53%+4.7%=57.7%) Tier 1 EOY Goal = 58%
3rd	4 th	5 th	BOY 6%, EOY 36%	BOY 15%, EOY 44%	(100%-44%=56%) (10% of 56%=5.6%) (44%+5.6%=49.6%) Tier 1 EOY Goal = 50%

3. Goal Area 3: Science

- A. The percent of fifth grade students passing the Milestones science test will increase by 10% of the gap between the percentage of students who passed the Milestones science test for 2021-2022 and 100%.

2021-2022 Grade Level	Percent of 5th Graders in 2021-2022 Who Passed the Milestones Science Test	2022-2023 Goal for Percent of 5th Graders Who Will Pass the Milestones Science Test
5th	71%	(100%-71%=29%) (10% of 29%=2.9%) (71%+2.9%=73.9%) Goal: 74% of 5 th graders will pass the Milestones Science Assessment.

- 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 Stemscopecs 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 Stemscopecs 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 Stemscoopes 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.). Students' experience in our science lab as one of their activity classes will also serve to reinforce grade level learning goals.

4. Goal Area 4: Behavior and Social-Emotional Learning

- A. The number of non-bus related office referrals will be reduced compared to the 2021-2022 school year. There were 6 non-bus related office referrals during the 2021-2022 school year.
- B. The number of bus related office referrals will be reduced compared to the 2021-2022 school year. There were 38 bus related office referrals during the 2021-2022 school year.
- C. 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.

2022-2023 Grade Level	# Incidents 18-19	# Incidents 19-20	# Incidents 20-21	# Incidents 21-22	Goal for # Incidents 22-23
Pre-K	N/A	N/A	N/A	N/A	21-22 pre-K had 7 incidents. EOY goal for 22-23 pre-K will be no more than 7 incidents.
Kindergarten	N/A	N/A	N/A	7	This cohort had an average of 3.5 incidents per homeroom as pre-K students. We will multiply this average by 6 homerooms to get a baseline to then be reduced by 5%: $(3.5 \times 6 = 14)$ $(5\% \text{ of } 14 = 0.7)$ $(14 - 0.7 = 13.3)$ EOY Goal = no more than 13 incidents.
1 st Grade	N/A	N/A	23	37	$37 - 1.8 = 36$ incidents
2 nd Grade	N/A	59	36	51	$51 - 2.6 = 48$ incidents
3 rd Grade	14	70	79	153	$153 - 7.7 = 145$ incidents
4 th Grade	82	207	66	118	$118 - 5.9 = 112$ incidents
5 th Grade	76	101	146	259	$259 - 13 = 246$ 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.

- D. We will maintain our PBIS Tier 1 implementation and continue work toward 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 K-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 through 2nd grade students will use their Bookworm's 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 during the second semester. Scholastic Book Fair to be held on Literacy Night.
16. Challenge high achievers during Bookworms segments by providing alternative enrichment assignments for students who are above grade level in reading.
17. Kindergarten-5th grade students should be allotted a segment to focus on explicit sight word instruction.

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 for new teachers, and provide more specific training to veteran teachers based on their wants/needs. Professional development to be offered during pre-planning and at regular intervals through the calendar year.
4. Provide opportunities for new teachers and other teachers in need to observe the use of math manipulatives, both tangible and digital, by providing coverage so that observations can take place across grade levels, and provide training in PLC.
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 in the fall 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, such as incorporating Stemscore content videos, field trips, virtual field trips, in-school field trips, use of shared reading time (when appropriate), and flex grouping during non-MI Choice Thursdays.
8. Incorporate tangible objects and visuals with the review of science vocabulary. Many of these visuals are provided in Stemscores and available for checkout from the science lab. Digital "tangibles" are also available through resources such as Generation Genius, Discovery Ed, and Flocabulary.
9. Engage parents through one-on-one conferencing and science awareness events at the school such as the MI Fair and Family STEAM Night.
10. Science lab teacher will solicit input from homeroom teachers about grade level standards and concepts may need additional reinforcement to help tailor the science lab experience for students.
11. Celebrate students who demonstrate mastery of 90% of grade level science vocabulary each quarter through our Enota Science Genius program.
12. Use graphic organizers to help students grasp the meaning of and connections between science vocabulary and concepts.
13. Consider and employ ways to meaningfully engage students kinesthetically to help them learn science vocabulary and concepts.

Goal Area 4: Social Emotional Learning (SEL)

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. Teachers will assign morning (before 7:30) seating for students in the hallways outside their classrooms.
6. Teachers will provide opportunities for students to engage students in the mornings (books to read, homework to finish, sight words to practice, times tables to rehearse).
7. “Morning jobs” will be planned to engage students for whom the morning (before 7:30) wait time fosters behavior challenges.
8. Continue PBIS initiatives:
 - a. Principals 200 Board
 - b. School Store
 - c. Peace Corners
 - d. BT1 Recognitions
 - e. Teaching and re-teaching behavior expectations
 - f. Caught being good stickers
9. 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
10. Hold regular class meetings using Character Strong for reinforcing both social emotional learning and character education
11. 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.
12. PBIS action team will continue developing and implementing plan for achieving PBIS Tier 2 requirements.
13. Support students with Character Strong, and Social Emotional Learning program across all grade levels through activity classes as well as in our morning meeting time.
14. Support students who had chronic behavioral challenges during the 2021-2022 school year with Project 17.

Professional Learning

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

1. (L&W:3) 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:9) 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