Elementary School Name: Pinewood ELA

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 ___; Goal rate for Spring 2020 _____

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 _____. Spring 2019 rate _____; Goal rate for Spring 2020 _____

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 ___%. Spring 2019 rate ___; Goal rate for Spring 2020 ___
   b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by __%. Spring 2019 rate ___; Goal rate for Spring 2020 ___

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. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards (College and Career Ready, Assessment)
2. Provide daily guided reading instruction using the Literacy Continuum (College and Career Ready, Assessment)
3. Provide students with daily literacy opportunities that build rigor during independent reading (College and Career Ready, Assessment)
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)

<table>
<thead>
<tr>
<th>Strategy No.</th>
<th>Success Criteria</th>
<th>Monitoring Progress</th>
<th>Timeline</th>
<th>Quarterly Results</th>
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<tbody>
<tr>
<td>1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards</td>
<td>a. Lessons and plans align with A+ Curriculum Guides</td>
<td>a. Alignment is observed 100% of the time</td>
<td>a. September</td>
<td>Quarter 1: ___</td>
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<td>b. Lessons and plans reflect high yield strategies</td>
<td>b. Evidence observed during 95% of coaching visits and lesson plan checks</td>
<td>b. September and January</td>
<td>a.</td>
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<td>c. Common summative assessments administered according to A+ Curriculum Guide</td>
<td>c. 80% of students score basic, proficient, or advanced</td>
<td>c.</td>
<td>b.</td>
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<td></td>
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<td>c. As determined by grade level pacing guides</td>
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<td>c.</td>
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| 2. Provide daily guided reading instruction using the Literacy Continuum | d. MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm | d. 5% increase in number meeting growth goals and grade level norms from each test administration | d. Fall, Winter, and Spring MAP assessments | Quarter 3: a. b. c. d. e. 
| | e. Common formative assessments are selected, administered, and collaboratively discussed | e. 80% of students score basic, proficient or advanced | e. As determined by classroom teachers | Quarter 4: a. b. c. d. e. 
| | f. Grade level teams will analyze MAP data: “Build and Use Vocabulary” to determine grammar and writing needs | f. 80% of students score basic, proficient or advanced | f. Fall, Winter, and Spring MAP assessments |  |
| 2. Provide daily guided reading instruction using the Literacy Continuum | a. Lessons and plans include use of Continuum and all components of a guided reading lesson plan | a. Evidence observed during 95% of coaching visits | a. November and March coaching visits | Quarter 1: a. b. c. 
| | b. Benchmark assessments administered according to Testing Calendar | b. 80% of students score Approaching, Meets or Exceeds expectations | b. According to testing calendar | Quarter 2: a. b. c. 
| | c. Running records administered consistently | c. 80% of running records show growth | c. Discussed two times per quarter at grade level meetings | Quarter 3: a. b. c. 
| | d. | | d. | Quarter 4: a. b. c. 
| 3. Provide students with daily literacy opportunities that build rigor during independent reading | a. Student read self-selected text daily (minimum of 20 minutes in K-2, 30 minutes in 3-6) | a. 100% of classrooms show evidence during Guided Reading | a. Quarterly | Quarter 1: a. b. 
| | b. Teachers provide rigorous, independent literacy opportunities daily | b. Evidence observed during 100% of coaching visits | b. Quarterly | Quarter 2: a. b. 
| | c. Weekly Response to Reading in authentic ways | c. Walk throughs show evidence of Students responding to reading | c. Discuss and bring evidence of responding to reading at grade level meetings 1x per quarter. | Quarter 3: a. b. c. 
| | d. | | d. | Quarter 4: a. b. c. 
| 4. Tier 2 - Provide instructional support to students needing additional assistance with reading in order to meet the | a. Phonics Mastery Guides taught daily beginning during quarter 1 | a. Coaching visits show evidence of fidelity 100% of the time | a. October and November | Quarter 1: a. b. 
| | | | | Quarter 2: a. b. 
| | | | | 

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| Requirements of the Reading Improvement Act | b. Progress monitoring every 5 days | b. 100% of participating students show growth | b. Discussed at October – December grade level meetings | b. Quarter 3:  
a.  
b. Quarter 4:  
a.  
b.  

**Monitor and Adjust**

Quarterly SIP Review meetings – [INSERT ALL SCHEDULED DATES AND TIMES HERE]

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

**Budget/Resource Alignment (Title I schools)**

What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?