Elementary School Name: Dundee

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 66.3%; Goal rate for Spring 2020 69.7%.*

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 3.4%. *Spring 2019 rate 66.3%; Goal rate for Spring 2020 69.7%.*
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 3.4%. *Spring 2019 rate 66.1%; Goal rate for Spring 2020 69.5%*
   b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as "Meeting" or "Exceeding" projected growth goals by 4.3%. *Spring 2019 rate 56.6%; Goal rate for Spring 2020 61%.*

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)

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1. Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards	a. Lessons and plans align with A+ Curriculum Guides b. Lessons and plans reflect high yield strategies c. Common summative assessments administered according to A+ Curriculum Guide	a. Alignment is observed 100% of the time b. Evidence observed during 95% of coaching visits and lesson plan checks c. **80%** of students score basic, proficient, or advanced	a. September b. September and January c. As determined by grade level pacing guides	Quarter 1: a. b. c. d. e. Quarter 2: a. b. c. d. e.

		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. Quarter 4: 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	
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. Quarter 2: a. b. c. Quarter 3: a. b. c. Quarter 4: 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	
		c.	Running records administered consistently	c.	80% of running records show growth	c.	Discussed two times per quarter at grade level meetings	
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. Quarter 2: a. b. Quarter 3: a. b. Quarter 4: a. b.
		b.	Teachers provide rigorous, independent literacy opportunities daily	b.	Evidence observed during 100% of coaching visits	b.	Quarterly	
4.	*Tier 2* - Provide instructional support to students needing additional assistance with reading in order to meet the requirements of the Reading Improvement Act	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. Quarter 3: a. b. Quarter 4: a. b.
		b.	Progress monitoring every 5 days	b.	100% of participating students show growth	**b.**	Discussed at October – December grade level meetings	

Monitor and Adjust –	Budget/Resource Alignment (Title I schools)–
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	What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?

10/7/19