

Elementary School Name: Belle Ryan Elementary 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.

School ELA Goals:

1. 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%. Winter 2020 60%; *Goal rate for Spring 2021 63%*
- b. For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 3% Winter 2020 51% *Goal rate for Spring 2021 54%*

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 A+ Curriculum Guides to ensure a Guaranteed and Viable Curriculum. Comprehension skill and strategy instruction directly related to state standards. (College and Career Ready, Assessment, Educator Effectiveness)
- 2. Provide authentic literacy experiences while implementing the literacy framework (College and Career Ready, Assessment, Educator Effectiveness)
- 3. Provide students with daily literacy opportunities that build rigor through complex, grade-level text and evidence based reader’s response. (College and Career Ready, Assessment, Educator Effectiveness)
- 4. Strategically and effectively utilize digital resources to engage and support differentiation and demonstration of learning.

Strategy No.	Success Criteria	Monitoring Progress	Timeline	Quarterly Results
1.	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> a. Alignment is observed 100% of the time b. Evidence observed during coaching visits and lesson plan checks. c. Grade level teams coordinate the selection of common assessments as well as collaborative planning. 	<ul style="list-style-type: none"> a. Monthly Coaching and Team Meeting Discussions b. Monthly Coaching c. As determined by grade level pacing guides d. Fall, Winter, and Spring MAP assessments 	Quarter 1: <ul style="list-style-type: none"> a. b. c. d. Quarter 2: <ul style="list-style-type: none"> a. Lesson Plan Check b. Lesson Plan Check, ELA planning at Grade Level Meeting c. Following A+ Curriculum Guides d.

				<p>Quarter 3: a. b. c. d.</p> <p>Quarter 4: a. b. c. d.</p>
<p>2. Provide authentic literacy experiences while implementing the literacy framework.</p>	<p>a. Lessons and plans reflect the literacy framework and demonstrate responsiveness to student data.</p> <p>b. Balanced independent and collaborative tasks to include reading, writing, listening and speaking.</p> <p>c. Immersion in inquiry based projects.</p>	<p>a. Evidence observed during coaching visits and lesson plan checks, collaborative planning.</p> <p>b. Observed in lesson plans and instructional coaching visits</p> <p>c. Observed in lesson plans, collaborative planning at meetings and instructional coaching visits</p>	<p>a. Monthly coaching visits & lesson plan checks</p> <p>b. Team meetings & monthly coaching visits.</p> <p>c. Team meetings & monthly coaching visits.</p>	<p>Quarter 1: a. b. c.</p> <p>Quarter 2: a. Lesson Plan Check, Coaching visits, ELA foundational skills coaching visit, Review MAP data at Team Meeting b. Shifts during independent work time, HMH components (literacy framework expansion on Team meeting, Developed Literacy non-negotiables as a building c. HMH module implementation</p> <p>Quarter 3: a. b. c.</p> <p>Quarter 4: a. b. c.</p>
<p>3. Provide students with daily literacy opportunities that build rigor through complex, grade-level text and evidence-based reader's response.</p>	<p>a. Teacher lesson plans include exposure to literary and informational-grade level texts</p> <p>b. Students identify text evidence to formulate arguments, support claims and demonstrate deeper understanding.</p>	<p>a. Observed during lesson plan checks and instructional coaching</p> <p>b. Observed during Instructional Coaching Visits and discussion of student assignments and assessments during meetings</p>	<p>a. Minimum- Quarterly</p> <p>b. Monthly staff or team meetings</p>	<p>Quarter 1: a. b.</p> <p>Quarter 2: a. -Remove for 2020-2021 b.</p> <p>Quarter 3: a. b.</p> <p>Quarter 4: a. b.</p>
<p>4. Strategically and effectively utilize</p>	<p>a. Teacher lesson plans include use digital tools like</p>		<p>a. Minimum- Quarterly</p>	<p>Quarter 1: a. b.</p>

<p>digital resources to engage and support differentiation and demonstration of learning.</p>	<p>Microsoft Teams, One Note, Cleaver, and iRead (K-3)</p> <p>b. Students utilize digital resources to respond to reading and support collaboration in conjunction with digital citizenship.</p>	<p>a. Observed during coaching visits, lesson plan checks and team or staff meetings.</p> <p>b. Observed during coaching visits, lesson plan checks and team or staff meetings.</p>	<p>b. Monthly</p>	<p>Quarter 2:</p> <p>a. Professional development embedded throughout each quarter</p> <p>b. Daily student use (Teams, Nearpod, Raz+, Flipgrid, Seesaw, IXL, Outlook)</p> <p>Quarter 3:</p> <p>a.</p> <p>b.</p> <p>Quarter 4:</p> <p>a.</p> <p>b.</p>
<p>Monitor and Adjust –</p> <p>Quarterly SIP Review meetings – TBD</p> <ol style="list-style-type: none"> 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 <p>After the SIP Review meeting -</p> <ol style="list-style-type: none"> 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 		<p>Budget/Resource Alignment (Title I schools)–</p> <p>What Title I expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>		