Elementary School Name: Franklin Elementary School ELA Goals

**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 11.7%; Goal rate for Spring 2020 16.7%*

**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 5%. *Spring 2019 rate 11.7%; Goal rate for Spring 2020 rate 16.7%*

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 5%. *Spring 2019 rate 26.9%; Goal rate for Spring 2020 31.9%*
   For Spring ELA MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5%. *Spring 2019 rate 40%; Goal rate for Spring 2020 45%*

**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.

- Learning Targets and Gradual Release of Instruction (Checks for Understanding) - *Educational Opportunities and Access*
- Use the core resources (Journeys, Storytown, Collections, Being A Writer) to plan and deliver instruction based on state standards - *Evidence-based Curriculum, Assessment*
- Implement supplemental read-alouds and Close Reading practices to increase vocabulary acquisition and knowledge - *College and Career Ready, Assessment*
- Provide daily guided reading instruction using the Literacy Continuum - *College and Career Ready, Assessment*
- Provide students with daily literacy opportunities that build rigor during independent reading - *College and Career Ready, Assessment*
- Ongoing progress monitoring, including running records, for every student to differentiate instruction based on their instructional reading level and writing ability (providing intervention opportunities). - *Educational Opportunities and Access, Assessment*
- Daily phonics intervention using Phonics Mastery Guides (grades K-3) - *College and Career Ready, Checks for Understanding, Assessment*

<table>
<thead>
<tr>
<th>Strategy No.</th>
<th>Success Criteria</th>
<th>Monitoring Progress</th>
<th>Timeline</th>
<th>Quarterly Results</th>
</tr>
</thead>
<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>
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<td></td>
<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>
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<tr>
<td></td>
<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. As determined by grade level pacing guides</td>
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## OPS School Improvement Plan
### 2019-2020

**d.** MAP data shows growth in number of students meeting growth goals and scoring “at” or “above” the grade level norm  
**e.** Common formative assessments are selected, administered, and collaboratively discussed  
**f.** Teachers use close reading strategies to promote rigor and deeper comprehension of texts.  
**g.** Teachers incorporate weekly interactive read-alouds that are focused on vocabulary-building, engagement, and foster discussion that promotes higher-level thinking.

**d.** 5% increase in number meeting growth goals and grade level norms from each test administration  
**e.** 80% of students score basic, proficient or advanced  
**f.** Evidence observed during anecdotal observations through coaching and lesson plan checks with 100% evidence of planning for close reading  
**g.** Evidence observed during anecdotal observations through coaching and lesson plan checks with 100% evidence of planning for interactive read alouds

### 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  |
| b. Benchmark assessments administered according to Testing Calendar  |
| c. Running records administered consistently  |

**a.** Evidence observed during 95% of coaching visits  
**b.** 80% of students score Approaching, Meets or Exceeds expectations  
**c.** 80% of running records show growth  

**a.** November and March coaching visits  
**b.** According to testing calendar  
**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)  |
| b. Teachers provide rigorous, independent literacy opportunities daily  |

**a.** 100% of classrooms show evidence during Guided Reading  
**b.** Evidence observed during 100% of coaching visits  

**a.** Quarterly  
**b.** Quarterly

### 4. **Tier 2** - Provide instructional support to students needing additional assistance with

| 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

**e.** As determined by classroom teachers
**OPS School Improvement Plan**  
**2019-2020**

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<tr>
<th>reading in order to meet the requirements of the Reading Improvement Act</th>
<th>b. Progress monitoring every 5 days</th>
<th>b. 100% of participating students show growth</th>
<th>b. Discussed at October – December grade level meetings</th>
</tr>
</thead>
</table>

**Monitor and Adjust** –
Quarterly SIP Review meetings – September 2019, January 2020

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
**District Intended Summative Outcome:**
Increase the number of elementary students identified as “On-Track” and “College and Career Ready” on NSCAS Summative Assessments. Math will increase compared to the previous year. *Spring 2019 rate 37.1%; Goal rate for Spring 2020 40%*

**School Math Goals:**
1. **NSCAS Summative Goal**
   For NSCAS Math summative assessments, we will increase the percent of students who are identified as “On-Track” or “College and Career Ready” by 5%. *Spring 2019 rate 10.5%; Goal rate for Spring 2020 15.5%*

2. **MAP Interim Assessment Goals**
   a. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “At” or “Above” the grade level norm by 5%. *Spring 2019 rate 24.2%; Goal rate for Spring 2020 29.2%*
   b. For Spring Mathematics MAP Growth Assessment, we will increase the percent of students identified as “Meeting” or “Exceeding” projected growth goals by 5%. *Spring 2019 rate 44%; Goal rate for Spring 2020 49%*

**Strategy(ies) (add AQUESTT Tenets after each strategy):**
All students will receive mathematics instruction utilizing targeted high probability strategies specific to mathematics:
1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle (College, Career, and Civic Ready)
2. Provide opportunities for students to engage in discourse and make connections between mathematical ideas and representations (College, Career, and Civic Ready)
3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process (Assessment)
4. Teachers incorporate daily Number Talks into the Math block to increase number sense & flexible thinking

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<td>1. Engage all students in high-quality tasks that promote reasoning and sense-making and support productive struggle</td>
<td>a. Students engage in high-quality tasks</td>
<td>a. Student artifacts show evidence of high-quality tasks in at least 75-90% of lessons</td>
<td>a. September, October, February, and April coaching visits</td>
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<td></td>
<td>b. Teacher self-assessment</td>
<td>b. Teacher self-assessments show implementation in at least 75-90% of lessons</td>
<td>b. October and February grade level meetings</td>
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<td>c. High-quality tasks in lesson plans</td>
<td>c. 90% of lesson plans checked and observed show evidence of high-quality task implementation</td>
<td>c. October and February lesson plan checks and coaching visits</td>
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<tr>
<td></td>
<td>d. Inquiry Based problem solving</td>
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<td>2. Provide opportunities for students to engage in discourse and make</td>
<td>a. Students engage in discourse through the use of Number Talks</td>
<td>a. Student artifacts show evidence of discourse</td>
<td>a. November and March coaching visits</td>
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## OPS School Improvement Plan

### 2019-2020

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<th>Connections between mathematical ideas and representations</th>
<th>Implementation of math discourse through the use of Number Talks</th>
<th>in at least 75% of lessons</th>
<th>September and March grade level or faculty meetings</th>
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<td>b.</td>
<td>b. 75% of lessons observed show evidence of mathematical discourse</td>
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<td>b. September and March grade level or faculty meetings</td>
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<td>c.</td>
<td>c. Lesson plans show evidence of mathematical discourse in at least 75% of lessons</td>
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### 3. Utilize Common Assessments along with other data sources such as NSCAS, MAP, ongoing formative assessments, etc. as a part of the instructional process

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<td>b. 5% increase in number meeting growth goals and grade level norms from each test administration</td>
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<td>b. Fall, Winter, and Spring MAP assessments</td>
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<td>c. Grade level or faculty meetings to analyze student performance on common assessments and adjust instruction as needed</td>
<td>c. 50%, or more, of grade level meeting agendas reflect time for staff to analyze assessment data</td>
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<td>c. 1x per month or as determined by timing of assessments</td>
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### Monitor and Adjust –

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1/22/20