| *The following is an example of a Successful School Improvement Plan using Alaska DEED’s Empowerment for Successful School Improvement Process. ABC Elementary School and all names and data in this example are fictitious. Information in italics represents what the ABC School Leadership and Community Team would enter to complete the situational analysis and create a Successful School Improvement Plan. Any resemblance to an actual school or person living or dead is purely coincidental.*  *January 2023* |
| --- |
| Alaska Department of Education and Early Development (DEED) |
| Successful School Success Plan Exemplar |
|  |

## Successful School Improvement Plan

| **School Name:** | | ABC School | |  | **Date of Plan:** | 9/5/2022 | |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **School’s Vision:** | | *ABC Elementary School is a community of students, their families, and educators united in their regard for learning, kindness, and respect for one another.* | | | |
|  | **School’s Mission:** | | *ABC Elementary School’s purpose is to model, teach, and engender a love for learning, discipline for mastery, and respect for self and others.* | | | |

| **Goal #** | 1. *All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.* | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Measures | | | | | | |
| Indicator(s) | | Data Source | Baseline | Target Yr. 1 | Target Yr. 2 | Target Yr. 3 |
| 1. The percentage of students whose grade-level reading achievement has increased. | | DIBELS Grade level reading assessments | To be established 2022-2023 school year | 10% increase of students moving up to the next level annually | 10% increase of students moving up to the next level annually | 10% increase of students moving up to the next level annually |
| MAP Fall and Spring testing | *23%*  *2021-2022 School Year* | *35%* | *45%* | *55%* |
| Core curriculum program assessments | *To be established 2022-2023 school year* | 5% increase of students reading at grade level annually | 15% increase of students reading at grade level annually | 35% increase of students reading at grade level annually |

| **Strategy #** | 1. If we systematically implement the DIBELS progress monitoring and identify students’ skill deficiencies, then teachers use data to plan and deliver reading/literacy instruction and support matched to student needs, and students will meet their growth targets in reading. | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Measures | | | | | | |
| Indicator(s) | | Data Source | Baseline | Target Yr. 1 | Target Yr. 2 | Target Yr. 3 |
| 1. School teams (e.g., School Leadership teams, grade level teams, vertical teams, subject area teams, PLCs) use student learning data and instructional strategy data to design fluid instructional groupings that respond to student need (Sc-3A.3). | | DIBELS Assessment data | Fall 2022 | 100% of k-8 teachers are progress monitoring all students’ reading skills monthly using DIBELS | 100% of k-8 teachers are progress monitoring all students’ reading skills every two weeks using DIBELS | 100% teachers are progress monitoring all students’ reading skills weekly using DIBELS |
| Lesson Plans | Fall 2022 | 65% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction | 80% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction | 100% of random sample of lesson plans include using data to inform, adjust, or differentiate instruction |
| Principal Walkthroughs | Fall 2022 | 75% of completed walkthroughs indicate use of data to inform and deliver instruction | 100% of completed walkthroughs indicate use of data to inform and deliver instruction | 100% of completed walkthroughs indicate use of data to inform and deliver instruction |

**Year 1 Milestones and Actions**

| Milestone 1. Teachers implement DIBELS k-8 systematically as noted by student data. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Train staff in DIBELS | Training agenda, sign-in, and post training assessment | Beginning of Academic School Year August/September annually | DIBELS provided by the district and training by reading specialist | Principal | District Curriculum Director and Reading Specialist |
| 1. Implement DIBELS progress monitoring | Student data used by teacher | At least monthly data results | DIBELS teacher training provided by the district | Teachers | Principal, District Curriculum Director, and Reading Specialist |
| 1. Response to data through instruction | Lesson plans  Walkthrough data | After teacher training through May of each school year | DIBELS training provided by the district  Lesson Plan template  Walkthrough form with “look-fors” related to the new ELA curriculum and Science of Reading provided by district | Principal | District Curriculum Director and Reading Specialist |

**Year 2 Milestones and Actions**

| Milestone 1. Teachers use data and evidence-based instructional strategies to develop plans and deliver reading and literacy instruction and support, as evidenced by strategies included in lesson plans and feedback from walkthroughs. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Train staff in evidence-based reading and literacy instructional strategies and peer coaching. | Training agenda, sign-in, and post-training assessment | Beginning of Academic School Year Two August/September annually | Training provided by reading specialist or through online coursework supported by district  Lesson Plan template and  Walkthrough Form with “look-fors” related to implementation of strategies | Principal | District Curriculum Director and Reading Specialist |
| 1. Implement peer mentor teams. | Peer mentor observation (focused on use of evidence-based reading and literacy strategies)/observation schedules and feedback on next steps | At least bimonthly | Peer mentor overview (structure, process, and outcomes) developed by the School and Community Leadership Team (based on training) | Teachers | Principal, District Curriculum Director, and Reading Specialist |
| 1. Train staff in evidence-based reading and literacy support strategies. | Training agenda, sign-in, and post-training assessment | After teacher training through May of the school year | Support strategies training provided by the district;  Lesson Plan template and  Walkthrough Form with “look-fors” related to the implementation of support strategies;  Expanded peer mentor focus to include support | Principal | District Curriculum Director and Reading Specialist |
| 1. Provide mini sessions for parents to provide strategies and hands-on practice with ways to help their students in reading and literacy. | Quarterly mini-session training agenda; sign-in; participant feedback; student feedback | Quarterly (e.g., in conjunction with scheduled progress reporting or end of nine weeks activity) | Parent and student feedback tools; mini session agenda; reading and literacy materials | Teachers | Principal, District Curriculum Director, and Reading Specialist |
| 1. Use analysis of strengths and areas of concern related to reading and literacy evidence-based strategies, support strategies, and peer mentoring process. | Lesson Plan samples with strategies “look-fors”, Walkthrough Form “look-fors”, Teacher survey results | April | Teacher survey, compiled summary of “look-fors” from Lesson Plans, Walkthrough Forms, and Mentor feedback samples. | Lead Teacher | Principal,  District Curriculum Director, and Reading Specialist |

**Year 3 Milestones and Actions**

| Milestone 3. Teachers support students in goal setting for reading and literacy and self-monitoring as evidenced by student-identified goals and data tracking tools. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Train staff in conferencing with students to set goals and self-monitor for reading and literacy. | Training agenda, sign-in, and post-training assessment | Beginning of Academic School Year Three August/September | Training provided by reading specialist or through online coursework supported by district | Principal | District Curriculum Director and Reading Specialist |
| 1. Train students in goal setting, progress monitoring, and their role in conferencing about reading and literacy with the teacher and their parents. | Evidence of established student goals, progress monitoring, and conferencing; includes student’s planned next steps to meet goal. | At least bimonthly through January, then weekly | Goal setting, self-monitoring, and conferencing tools. | Teachers | Principal, District Curriculum Director, and Reading Specialist |
| 1. Celebrate students’ meeting and moving towards their goals. | Family (and community) celebration with school sharing its three-year progress report with reading focus (e.g., family reading night); Individual student awards | End of School (depending on data source availability) | Certificates, small celebration novelties, snacks | Teachers | Principal, District Curriculum Director, and Reading Specialist |

| **Goal #** | 1. *All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.* | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Measures | | | | | | |
| Indicator(s) | | Data Source | Baseline | Target Yr. 1 | Target Yr. 2 | Target Yr. 3 |
| 1. The percentage of students who participate in placed-based learning opportunities. | | Participation data | *0%* | 25% | 50% | 75% |
| 1. The percentage of students who participate in placed-based learning opportunities and report increased career awareness and readiness (i.e., skills in goal setting, motivation, problem-solving, and collaboration. | | Student self-reflective survey | *0%* | To be established 2022-2023 school year | Increase of 20% | Increase of 20% |

| **Strategy #** | 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic, relevant problems, projects, and experiences, and students will develop career awareness and readiness skills. | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Measures | | | | | | |
| Indicator(s) | | Data Source | Baseline | Target Yr. 1 | Target Yr. 2 | Target Yr. 3 |
| 1. Increased number of community partnerships (Sc-4D. 5) | | Commitments from community partners | 0 | At least 1 community partnerships are actively collaborating with the school to plan and provide place-based learning opportunities. | At least 2 community partnerships are actively collaborating with the school to plan and provide place-based learning opportunities. | At least 1 community partnerships are actively collaborating with the school to plan and provide place-based learning opportunities. |
| 1. Number of place-based learning opportunities being offered (Sc-4D. 4) | | Curriculum  Units of Study | 0 | 1 Unit of Study with placed-based learning opportunities | At least 5 Units of Study with placed-based learning opportunities | At least 10 Units of Study with placed-based learning opportunities |
| 1. Percentage of teachers integrating place-based learning in their planning and instruction (Sc-4C.2). | | Lesson Plans  Walkthroughs | 0 | 25% | 35% | 50% |

**Year 1 Milestones and Actions**

| Milestone 1. Create and implement one placed-based instructional unit. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Dates for partnerships or support for school place-based program communications included in framework and in continuous communication with the community about academic activities and concerns. | Written framework for all project-based communications | By end of August | NA | Principal and volunteer teacher to lead project |  |
| 1. Provide placed-based learning (PBL) training for teachers | Training agenda, sign-in, materials, and evaluation | By end of September | Consultant provided through school improvement funds | Principal and Lead Teacher | District Curriculum Director |
| 1. In collaboration with the School Leadership and Community Team and community, identify community related placed-based challenge or opportunity (i.e., water treatment plant) | Project topic and student population for initial implementation | By end of October | NA | Principal and Lead Teacher | School Leadership and Community Team |
| 1. Design a learning plan that connects to state standards across multiple disciplines (science, history, language arts/writing, etc.) and initial grade span for development Note: Program will be expanded with applicable grade level content and skills aligned to curriculum. | Interdisciplinary learning plan and identified standards | By end of November | Curriculum materials and grade level state standards | Lead Teacher | District Curriculum Director |
| 1. Develop timeline, to include progress monitoring and assessments (e.g., rubrics for collaboration, critical thinking, final product, etc.), and presentation | Interdisciplinary unit timeline. | By end of December | NA | Principal and Lead Teacher | District Curriculum Director |
| 1. Implement placed-based unit. | Lesson plans  Student work samples | January through March | NA | Lead Teacher | Participating Teachers |
| 1. Determine presentation date and prepare students to present. | Tools for student presentation | March/April | NA | Lead Teacher | Participating Teachers |
| 1. Student presentations to stakeholders | Student presentations | April |  | Lead Teacher | Participating teachers, students, and families |
| 1. Evaluate process, product, and student and audience feedback | Enhanced learning unit with related topics for expansion or deeper learning | Ongoing process evaluation and final evaluation within 2 weeks after presentation | NA | Principal and Lead Teacher | District Curriculum Director |

**Year 2 Milestones and Actions**

| Milestone 1. Teachers plan the expansion of the place-based instructional unit to adjacent grades or based on applicable grade-level standards. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Design a learning plan that connects to state standards across multiple disciplines (science, history, language arts/writing, etc.) to expand the instructional unit into adjacent grade levels or specific grade levels based on alignment of content and skills to curriculum. | Interdisciplinary learning plan and identified standards at appropriate grade levels | By end of November | Curriculum materials and grade-level state standards; Current project-based instructional unit | Lead Teacher | District Curriculum Director |
| 1. Develop timeline, to include progress monitoring and assessments (e.g., rubrics for collaboration, critical thinking, final product, etc.), and presentation | Interdisciplinary unit timeline. | By end of December | NA | Principal and Lead Teacher | District Curriculum Director |
| 1. Implement placed-based unit. | Lesson plans  Student work samples | January through March | NA | Lead Teacher | Participating Teachers |
| 1. Determine presentation date and prepare students to present. | Tools for student presentation | March/April | NA | Lead Teacher | Participating Teachers |
| 1. Student presentations to stakeholders | Student presentations | April |  | Lead Teacher | Participating teachers, students, and families |
| 1. Evaluate process, product, and student and audience feedback | Expanded learning units with vertical articulation of knowledge and skills to build prior knowledge and develop deeper learning | Ongoing process evaluation and final evaluation within 2 weeks after presentation | NA | Principal and Lead Teacher | District Curriculum Director |

**Year 3 Milestones and Actions**

| Milestone 1. Teachers develop and implement a student-driven authentic learning instructional unit on career pathways related to the place-based learning unit. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. In collaboration with School Leadership and Community Team and community, identify career and technical pathway resources related to the place-based learning unit. (e.g., related job opportunities, required knowledge and skills) | Aligned place-based project resources and established contacts (e.g., related employers and potential partners, job shadowing opportunities) | By end of October | Related experts, employers, training programs, mentors, interviewees | Principal and Lead Teacher | School Leadership and Community Team, Community, and business partners, workforce development |
| 1. Develop a career pathway unit of study that connects to state standards in language arts/writing, research standards) | Student career pathway exploration unit | By end of November | Curriculum and career pathway resources, and grade level state reading, writing, and research standards, career pathway expert | Lead Teacher  Participating Teachers | District Curriculum Director  Career Pathway Expert |
| 1. Develop timeline for job shadowing opportunities, interviews, field trips, guest speakers, and assessments (e.g., rubrics for collaboration, critical thinking, final product, etc.), and students’ presentations | Timeline for authentic learning student experiences and presentations, Collected resources | By end of January | Rubric for the career pathway research | Principal and Participating Teacher | District Curriculum Director |
| 1. Implement placed-based career pathways unit. | Lesson plans  Student draft products | January through March | Scheduled authentic learning opportunities (e.g., experts, field trips (virtual), career counselor) | Lead Teacher | Participating Teachers |
| 1. Determine presentation date and prepare students to present. | Schedule  Lesson Plan for preparation/practice | March/April | Tools for student presentation | Lead Teacher | Participating Teachers |
| 1. Student presentations to stakeholders | Student presentations | April |  | Lead Teacher | Participating teachers, students, and families |
| 1. Evaluate process, product, and student and audience feedback | Career pathway exploration (authentic learning) with extension to student chosen career pathways | Ongoing process evaluation and final evaluation within 2 weeks after presentation | NA | Principal and Lead Teacher | District Curriculum Director |

| **Goal #** | 1. *All students will attend school each day, with the exception of excused absences due to illness, in order to be engaged in learning throughout the school year.* | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Measures | | | | | | |
| Indicators | | Data Source | Baseline | Target Yr. 1 | Target Yr. 2 | Target Yr. 3 |
| % of students with Increased school attendance | | PowerSchool Attendance Data | SY22 Attendance Data calculated by grade level.  K- 72.35 %; gr. 1-67.62 %; gr. 2-71.61 %; gr. 3-76.81%; gr. 4-75.24 %; gr. 5-80.01%; gr. 6-75.83%; gr. 7-71.28 %; gr. 8-71.47% | Increase by 8% at each grade level | Increase by 8% at each grade level | Increase by 8% at each grade level |

| **Strategy #** | 1. If we use recognition and activities for positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets. | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Measures | | | | | | |
| Indicator(s) | | Data Source | Baseline | Target 2nd Quarter | Target 3rd Quarter | Target 4th Quarter |
| Percentage of classroom recognition activities being conducted in each class. | | Teacher weekly reports  Walkthroughs | 0% | At least 50% of teachers reporting indicate recognition activities | At least 100% of teachers reporting indicate recognition activities | At least 100% of teachers reporting indicate recognition activities |
| Percentage of students and families who receive recognition of positive behavior changes to increase attendance. | | Teacher monthly reports | 0% | At least 50% of teachers reporting indicate recognition activities | At least 100% of teachers reporting indicate recognition activities | At least 100% of teachers reporting indicate recognition activities |
| Percentage of students whose attendance increased each quarter. | | Quarterly student attendance data | 67% | 80% student attendance | 95 % student attendance | 95 % student attendance |

**Year 1 Milestones and Actions**

| Milestone 1. Attendance activities or events are held quarterly throughout the school year partnering with parents/community. | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Establish routines for regular recognition activities for attendance | Attendance recognition activities are regularly carried out | Sept. 2022-May 2023 |  | Principal and Attendance Coordinator | Staff, teachers, parents |
| 1. Hold quarterly events (assembly, etc.) to recognize student improved or perfect attendance) | Improved student attendance and increased learning | Quarterly each academic year |  | Principal and Attendance Coordinator | Staff, teachers, parents |
| 1. Provide and implement quarterly student reward for perfect or improved quarterly attendance | Improved student attendance and increased learning | Quarterly each academic year |  | Principal and Attendance Coordinator | Staff, teachers, parents |

**Year 2 Milestones and Actions**

| Milestone 1. Train teachers and staff on student engagement strategies to motivate students. (Sc-3B.2) | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Train teachers and staff on research-based student engagement strategies, to include reaching consensus on definitions for different levels of engagement (e.g., authentic, compliant, resistive). | Training agenda, sign-in, materials, evaluation, and definitions for levels of engagement | September | Consultant with school improvement funds | Principal and Attendance Coordinator | Staff, teachers |
| 1. Collect student engagement data. | Improved student attendance and increased learning | Weekly | Walk Through template with student engagement “look-fors” | Principal and Attendance Coordinator | Staff, teachers |
| 1. Evaluate attendance and student engagement data. | Increased student engagement and improved student attendance | April | Walk Through template with student engagement “look-fors” data,  Attendance data | Principal and Attendance Coordinator | Staff, teachers |
| 1. Hold quarterly events (assembly, etc.) to recognize student improved or perfect attendance) | Improved student attendance and increased learning | Quarterly each academic year |  | Principal and Attendance Coordinator | Staff, teachers |

**Year 3 Milestones and Actions**

| Milestone 1. Teachers continue implementing research-based student engagement strategies. (Sc-3B.2) | | | | | |
| --- | --- | --- | --- | --- | --- |
| Actions | Anticipated Outputs | Timeline | Resources/Budget | Person Responsible | Collaborators |
| 1. Implement research-based student engagement strategies. | Improved student attendance and increased learning | September through May | Walk Through template with student engagement “look-fors” | Principal and Attendance Coordinator | Staff, teachers |
| 1. Collect data and analyze attendance and student engagement data | Improved student attendance and increased learning | Weekly | Walk Through template with student engagement “look-fors” | Principal and Attendance Coordinator | Staff, teachers |
| 1. Communicate progress in increasing student attendance with parents and the community | Improved student attendance and increased learning | Quarterly each academic year | NA | Principal and Attendance Coordinator | Staff, teachers |

**Progress and Annual Reporting**

**Year 1 Progress Reporting** (To be completed at end of school year)

| **Goal:** | 1. *All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we implement the new ELA curricula with fidelity, systematically implement MTSS/RTI process to identify and provide Tier 2 and 3 interventions, including systematic DIBELS progress monitoring and identification of students’ skill deficiencies, then teachers will plan using data and deliver reading/literacy instruction and supports using reading/literacy effective strategies, and students will meet their growth targets in reading. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 2: | | | | | | |  | | | | | | | |

| **Goal:** | 1. *All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic relevant problems, projects, and experiences, and students will develop career awareness and readiness skills. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 2: | | | | | | |  | | | | | | | |

| **Goal:** | 1. *All students will attend school each day, with the exception of excused absences, in order to be engaged in learning throughout the school year.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we use of recognition and incentives of positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 2: | | | | | | |  | | | | | | | |

**Year 2 Progress Reporting** (To be completed at end of school year two)

| **Goal:** | 1. *All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we implement the new ELA curricula with fidelity, systematically implement MTSS/RTI process to identify and provide Tier 2 and 3 interventions, including systematic DIBELS progress monitoring and identification of students’ skill deficiencies, then teachers will plan using data and deliver reading/literacy instruction and supports using reading/literacy effective strategies, and students will meet their growth targets in reading. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 3: | | | | | | |  | | | | | | | |

| **Goal:** | 1. *All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic relevant problems, projects, and experiences, and students will develop career awareness and readiness skills. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 3: | | | | | | |  | | | | | | | |

| **Goal:** | 1. *All students will attend school each day, with the exception of excused absences, in order to be engaged in learning throughout the school year.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we use of recognition and incentives of positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 4: | | | | | | |  | | | | | | | |

**Year 3 Progress Reporting** (To be completed at end of school year three)

| **Goal:** | 1. *All ABC Elementary School students will develop the skills and habits for reading and mastering challenging text.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we implement the new ELA curricula with fidelity, systematically implement MTSS/RTI process to identify and provide Tier 2 and 3 interventions, including systematic DIBELS progress monitoring and identification of students’ skill deficiencies, then teachers will plan using data and deliver reading/literacy instruction and supports using reading/literacy effective strategies, and students will meet their growth targets in reading. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 4: | | | | | | |  | | | | | | | |

| **Goal:** | 1. *All ABC Elementary School students will have opportunities to engage in authentic relevant problems, projects, and experiences to develop career awareness and readiness.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we establish partnerships and provide place-based learning opportunities and professional development, then teachers will engage students in authentic relevant problems, projects, and experiences, and students will develop career awareness and readiness skills. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 4: | | | | | | |  | | | | | | | |

| **Goal:** | 1. *All students will attend school each day, with the exception of excused absences, in order to be engaged in learning throughout the school year.* | | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | | Actual Results: | | | |  | | Comments: | |  | | |
| **Strategy:** | | 1. If we use of recognition and incentives of positive behaviors to improve attendance through classroom and school wide recognition events, then students and families will work with the school to increase student attendance, and students will meet their growth targets. | | | | | | | | | | | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| Indicator: # | | |  | Actual Results: | | | |  | | Comments: | |  | | |
| **Milestones and Actions** | | | | | | | | | | | | | | |
| % Milestones Completed | | | | | |  | | | | % Actions Completed | | | |  |
| Causes & Adjustments for Year 4: | | | | | | |  | | | | | | | |