# Grass Lake Elementary
# SMART Goals and Action Plans
# 2019-2020
# New Strategic Plan for 2020-2023 coming

## SMART Goal #1, Reading

**1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).**

SMART Goal #1: By Spring 2020, 58.22% of students will meet or exceed their projected growth target on the NWEA MAP Reading assessment.

**2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

Using data from NWEA MAP Reading Assessment, the following table displays the percentage of students who met or exceeded their Projected RIT Growth.

| Reading Spring Testing Scores | | | | | | | |
|---|---|---|---|---|---|---|---|
| % of students who met or exceeded their Projected RIT on the NWEA MAP | | | | | | | |
| | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
| K | 50 | 37 | 53 | 47 | 50 | 53 | 56 |
| 1st | 67 | 53 | 29 | 33 | 50 | 54 | 57 |
| 2nd | 67 | 38 | 50 | 40 | 36 | 55 | 58 |
| 3rd | 69 | 9 | 27 | 68 | 43 | 39 | 59 |
| 4th | 50 | 25 | 42 | 87 | 71 | 46 | 43 |
| 5th | 39 | 29 | 53 | 66 | 89 | 74 | 49 |
| 6th | 25 | 41 | 63 | 42 | 69 | 90 | 77 |
| 7th | 80 | 50 | 56 | 68 | 45 | 72 | 90 |
| 8th | 50 | 40 | 52 | 47 | 71 | 48 | 75 |
| | | | | | | | |
| Average | 55.22 | 35.77 | 47.22 | 55.33 | 58.22 | 59 | 62.66 |

**3.) Identify the correlation of the stated school improvement goal to the District strategic plan.**
***Check all that apply:***

X <u>GOAL 1:</u> Continuous Student Growth & Achievement
X <u>GOAL 2:</u> Supportive Learning Environment
☐ <u>GOAL 3:</u> High Quality Workforce
☐ <u>GOAL 4:</u> Family and Community Partnerships

**X** <u>GOAL 5:</u>  Efficient and Effective Use of Resources

**4.)  Summarize how this goal will be measured and what data will be monitored.  What will be the evidence of goal attainment?**

The goal will be monitored through the administration of NWEA Map for all grades and FastBridge during winter and measured through the administration of the assessment in spring.

**5.) Describe how continuous improvement through teamwork, collaboration and shared leadership will be evident in goal attainment?**

- BLT will meet monthly to analyze student assessment data
- Teachers will meet with the District Reading Coach as needed
- Making data-based decisions
- Collaborating with colleagues in order to make instructional decisions
- Working toward cohesion of instruction between all members of the building staff
- Professional development on effective RtI instruction
- Implementation of skill groups/activities Intervention/Enrichment block
- Staff meetings on MAP (reports analysis, data disaggregation).
- Facilitating staff understanding of our goals
- Implement FastBridge Learning for Universal Screening and Progress Monitoring
- Celebrations as we go..!
- Teachers will analyze data monthly

# Action Plan: Key Steps and Timelines

| SMART Goal #1: By Spring 2020, 58.22% of students will meet or exceed their personal growth target on the NWEA MAP Reading Assessment. | | | | |
|---|---|---|---|---|
| **Description of Proposed Action/Activity** (What is going to be done to address this goal?) | **Research/Rationale For Activity** (Explain how best practices and research justify this activity) | **Results** (What will be the evidence of completion of the activity?) | **Resources** (Funding Source & Cost) | **Timeline** (When will the activity occur?) |
| Using Fall 2019 MAP data, identify key area of focus. | | | | |
| Implement FastBridge Learning for Universal Screening and Progress Monitoring | District approved and district-wide implementation | All students will be screened using the FastBridge Assessments. Fastbridge progress monitoring will be used for students that are at-risk to monitor progress. | District has purchased resource | According to District Assessment calendar |
| During Intervention/Enrichment time, students will be grouped for additional instruction based on assessment data. | Flexible grouping of students based on student learning data is an efficient and effective use of class time | Students will engage and learn at higher levels of comprehension or appropriate ability level. | Teachers may utilize the resources purchased with Title I funds to support at-risk students | During daily 30 minute Intervention/ Enrichment time |
| Use of ILP's and GLP's to focus classroom supports and interventions | Reflect on areas of need and growth so that instruction can be differentiated | Meet with the students in small groups based on need | NWEA MAP, FastBridge, Informal observations, Anecdotal notes, Curricular assessments | Benchmark periods |
| Meet with the students in small groups based on need.  Flex grouping of students for GR (Guided Reading). | Use of data to support students need | Data from FB and NWEA MAP, and Progress Monitoring should show student growth. | NWEA MAP FastBridge Informal observations Anecdotal notes Curricular assessments | Benchmark periods |
| | | | | |

**SMART Goal #2 ELA**

**1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).**
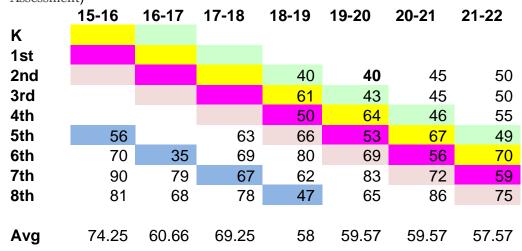
SMART Goal #2: By Spring 2020, 59.57% of students will meet or exceed their projected growth target on the NWEA MAP ELA assessment.

**2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

Using data from NWEA MAP ELA Assessment, the following table displays the percentage of students who met or exceeded their Projected RIT Growth.

## ELA Spring Testing Scores

(% of students who met or exceeded their Projected RIT on the NWEA MAP Reading Assessment)

|  | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|---|---|---|---|---|---|---|---|
| **K** |  |  |  |  |  |  |  |
| **1st** |  |  |  |  |  |  |  |
| **2nd** |  |  |  | 40 | 40 | 45 | 50 |
| **3rd** |  |  |  | 61 | 43 | 45 | 50 |
| **4th** |  |  |  | 50 | 64 | 46 | 55 |
| **5th** | 56 |  | 63 | 66 | 53 | 67 | 49 |
| **6th** | 70 | 35 | 69 | 80 | 69 | 56 | 70 |
| **7th** | 90 | 79 | 67 | 62 | 83 | 72 | 59 |
| **8th** | 81 | 68 | 78 | 47 | 65 | 86 | 75 |
| **Avg** | 74.25 | 60.66 | 69.25 | 58 | 59.57 | 59.57 | 57.57 |

**3.) Identify the correlation of the stated school improvement goal to the District strategic plan.**
*Check all that apply:*

X GOAL 1:  Continuous Student Growth & Achievement
X GOAL 2:  Supportive Learning Environment
☐ GOAL 3:  High Quality Workforce
☐ GOAL 4:  Family and Community Partnerships
X GOAL 5:  Efficient and Effective Use of Resources

**4.) Summarize how this goal will be measured and what data will be monitored. What will be the evidence of goal attainment?**

The goal will be monitored through the administration of NWEA Map for all grades and FastBridge during winter and measured through the administration of the assessment in spring.

**5.) Describe how continuous improvement through teamwork, collaboration and shared leadership will be evident in goal attainment?**

- BLT will meet monthly to analyze student assessment data
- Teachers will meet with the District Reading Coach as needed
- Making data-based decisions
- Collaborating with colleagues in order to make instructional decisions
- Working toward cohesion of instruction between all members of the building staff
- Professional development on effective RtI instruction
- Implementation of skill groups/activities Intervention/Enrichment block
- Staff meetings on MAP (reports analysis, data disaggregation).
- Facilitating staff understanding of our goals
- Implement FastBridge Learning for Universal Screening and Progress Monitoring
- Celebrations as we go..!
- Teachers will analyze data monthly

## Action Plan: Key Steps and Timelines

**SMART Goal #2:** By Spring 2020, 59.57% of students will meet or exceed their personal growth target on the NWEA MAP ELA Assessment.

| Description of Proposed Action/Activity (What is going to be done to address this goal?) | Research/Rationale For Activity (Explain how best practices and research justify this activity) | Results (What will be the evidence of completion of the activity?) | Resources (Funding Source & Cost) | Timeline (When will the activity occur?) |
|---|---|---|---|---|
| <div align="center">**Using Fall 2019 MAP data, identify key area of focus.**</div> | | | | |
| Implement FastBridge Learning for Universal Screening and Progress Monitoring | District approved and district-wide implementation | All students will be screened using the FastBridge Assessments. Fastbridge progress monitoring will be used for students that are at-risk to monitor progress. | District has purchased resource | According to District Assessment calendar |
| During Intervention/Enrichment time, students will be grouped for additional instruction based on assessment data. | Flexible grouping of students based on student learning data is an efficient and effective use of class time | Students will engage and learn at higher levels of comprehension or at appropriate ability level | Teachers may utilize the resources purchased with Title I funds to support at-risk students | During daily 30 minute Intervention/Enrichment time |
| Use of ILP's and GLP's to focus classroom supports and interventions | Reflect on areas of need and growth so that | Meet with the students in small groups based on need | NWEA MAP, FastBridge, Informal observations, | Benchmark periods |

| | instruction can be differentiated | | Anecdotal notes, Curricular assessments | |
|---|---|---|---|---|
| Meet with the students in small groups based on need.<br><br>Flex grouping of students for GR (Guided Reading). | Use of data to support students need | Data from FB and NWEA MAP, and Progress Monitoring should show student growth. | NWEA MAP FastBridge Informal observations Anecdotal notes Curricular assessments | Benchmark periods |

## SMART Goal #3, Math

**1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).**

SMART Goal #3: By Spring 2020, 49.33% of students will meet or exceed their projected growth target on the NWEA MAP Math assessment.

**2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

Using data from NWEA MAP Math Assessment, the following table displays the percentage of students who met or exceeded their Projected RIT Growth.

### Math Spring Testing Scores
(% of students who met or exceeded their Projected RIT on the NWEA MAP Reading Assessment)

|      | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 | 20-21 | 21-22 |
|------|-------|-------|-------|-------|-------|-------|-------|
| K    | 43    | 53    | 53    | 43    | 43    | 45    | 50    |
| 1st  | 58    | 53    | 17    | 60    | 45    | 46    | 50    |
| 2nd  | 92    | 85    | 41    | 56    | 63    | 48    | 53    |
| 3rd  | 31    | 36    | 13    | 63    | 59    | 66    | 53    |
| 4th  | 29    | 38    | 25    | 37    | 66    | 63    | 69    |
| 5th  | 44    | 47    | 18    | 16    | 40    | 69    | 66    |
| 6th  | 35    | 53    | 19    | 35    | 25    | 43    | 72    |
| 7th  | 50    | 53    | 11    | 62    | 38    | 35    | 46    |
| 8th  | 63    | 60    | 39    | 94    | 65    | 46    | 45    |
|      |       |       |       |       |       |       |       |
| Avg  | 49.44 | 53.11 | 26.22 | 51.77 | 49.33 | 51.22 | 56    |

**3.) Identify the correlation of the stated school improvement goal to the District strategic plan.**
*Check all that apply:*

X GOAL 1: Continuous Student Growth & Achievement
X GOAL 2: Supportive Learning Environment
☐ GOAL 3: High Quality Workforce
☐ GOAL 4: Family and Community Partnerships
X GOAL 5: Efficient and Effective Use of Resources

**4.) Summarize how this goal will be measured and what data will be monitored. What will be the evidence of goal attainment?**

The goal will be measured through the following modes:

1. NWEA MAP Math Assessment 2019-2020
2. FastBridge

**5.) Describe how continuous improvement through teamwork, collaboration and shared leadership will be evident in goal attainment?**

- BLT will meet monthly to analyze student assessment data
- Teachers will meet with the District Math Coach as needed
- Making data-based decisions
- Collaborating with colleagues in order to make instructional decisions
- Working toward cohesion of instruction between all members of the building staff
- Professional development on effective RtI instruction
- Implementation of skill groups/activities Intervention/Enrichment block
- Staff meetings on MAP (reports analysis, data disaggregation).
- Facilitating staff understanding of our goals
- Implement FastBridge Learning for Universal Screening and Progress Monitoring
- Celebrations as we go..!
- Teachers will analyze data monthly

## Action Plan:  Key Steps and Timelines

| SMART Goal #3: By Spring of 2020, 49.33% of students will meet/exceed their growth target on the NWEA Math assessment. | | | | |
|---|---|---|---|---|
| **Description of Proposed Action/Activity** (What is going to be done to address this goal?) | **Research/Rationale For Activity** (Explain how best practices and research justify this activity) | **Results** (What will be the evidence of completion of the activity?) | **Resources** (Funding Source & Cost) | **Timeline** (When will the activity occur?) |
| **Using Fall 2018 MAP data, identify key area of focus.** | | | | |
| Implement FastBridge Learning for Universal Screening and Progress Monitoring | District approved and district-wide implementation | All students will be screened using the FastBridge Assessments. Fastbridge progress monitoring will be used for students that are at-risk to monitor progress. | District has purchased resource | According to District Assessment calendar |
| During Intervention/Enrichment time, students will be grouped for additional instruction based on assessment data. | Flexible grouping of students based on student learning data is an efficient and effective use of class time | Students will engage and learn at higher levels of comprehension or appropriate ability level | Teachers may utilize the resources purchased with Title I funds to support at-risk students | During daily 30 minute Intervention/Enrichment time |
| Use of ILP's and GLP'sto focus classroom supports/interventions | Reflect on areas of need and growth so that instruction can be differentiated | Meet with the students in small groups based on need | NWEA MAP, ILP's/GLP's FastBridge, Informal observations, Curricular assessments | Benchmark periods |
| Meet with the students in small groups based on need | Use of data to support students need | Data from FB and NWEA MAP, and Progress Monitoring should show student growth. | NWEA MAP FastBridge Informal observations Curricular assessments | Benchmark periods |

**SMART Goal #4: 86% of students will demonstrate PBIS Expectations**

**1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).**

SMART Goal #4: By May, 2020, 85% of students will demonstrate positive school-wide expectations as measured by the Office Discipline Referral data.

**2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

Infinite Campus Data for 2018-2019

31 students (18%) received referrals

In the 2018-2019 school year, 82% of students did not receive an Office Discipline Referral.  We have written our goal to increase the number of students that are consistently following the PBIS expectations of Be Safe, Be Respectful, and Be Responsible.

**3.) Identify the correlation of the stated school improvement goal to the District strategic plan.**
*Check all that apply:*

☐ GOAL 1:  Continuous Student Growth & Achievement
**X** GOAL 2:  Supportive Learning Environment
☐ GOAL 3:  High Quality Workforce
☐ GOAL 4:  Family and Community Partnerships
☐ GOAL 5:  Efficient and Effective Use of Resources

**4.)  Summarize how this goal will be measured and what data will be monitored.  What will be the evidence of goal attainment?**

We will look at and analyze the Infinite Campus data and the discipline referrals that our school receives each month.  At the end of each month, we will analyze the data and problem-solve to address any specific issues or problem behaviors.  At the end of May, we will review our cumulative discipline referral data and determine whether or not we have met our goal.

**5.) Describe how continuous improvement through teamwork, collaboration and shared leadership will be evident in goal attainment?**

We will attain our goal by working collaboratively with our PBIS team, BLT, and staff to ensure that all of the action plan steps listed below are consistently and effectively implemented.

**These are also listed in the action plan below:**
- Ongoing social skills instruction (classroom based) targeting physical aggression and defiance
- Use of Reflection time (lunch detention) (reflection time assigned by classroom teacher-not administrator)
- Special lunch with your favorite teacher for identified students with significant behavioral needs
- GLS Fun Days (students with multiple discipline referrals will participate in a social skills group)

- Review of referral examples from teachers with input and analysis
- PBIS
- CICO training on using the system giving ongoing, positive, corrective feedback
- Think sheets done with positive conversations
- Review cool tools during Second Step
- Development of intervention plans for identified At-Risk students (multiple ODR's)
- Individual Problem Solving Teams will meet on an ongoing basis with stakeholders in order to continue to analyze data and continue to problem solve the individual needs of the students
- Positive behaviors are reinforced with specific praise in all areas of the school by all staff members

# Action Plan:  Key Steps and Timelines

| SMART Goal #4: By May, 2020, 86% of students will demonstrate positive school-wide expectations as measured by the Office Discipline Referral data. | | | | |
|---|---|---|---|---|
| **Description of Proposed Action/Activity** (What is going to be done to address this goal?) | **Research/Rationale For Activity** (Explain how best practices and research justify this activity) | **Results** (What will be the evidence of completion of the activity?) | **Resources** (Funding Source & Cost) | **Timeline** (When will the activity occur?) |
| **Using Infinite Campus Discipline data** | | | | |
| Bullying assembly | awareness and empowerment of bullying (being bullied or being the bully) | Assembly completion | Cost of the presenter (district) | October , 2019 |
| Hallway walks (energy break and rewards for good choices) | ability for students to de-escalate by providing a whole body approach to work off energy/frustration to return to classroom. reward for students for following expectations. | Course set up in the hallways | Cost of materials (School Funds) | August 21, 2019 Ongoing throughout the year |
| New Leveled Discipline Referral process | This will help teachers track minor incidents in a more efficient way and only send serious incidents to the principal | Office Discipline Referrals | None | August 21, 2019 Ongoing throughout the year |
| PBIS (CICO) | Students in CICO will be working 1:1 with a staff member (cert or non-cert). | On-going | Staff PD | August 21, 2019 Ongoing throughout the year |

| SMART Goal #5, 250 Academic Volunteer Hours |
|:---:|

**1.) State the SMART goal (Specific, Measurable, Achievable, Results-oriented, Target date).**

SMART Goal #5: By May 2020, Grass Lake School will have logged 250 school-wide academic volunteer hours by family and community members.

**2.) Describe data sources consulted and a summary analysis of the data that indicate the need for the goal.**

For the 2019-2020 school year, the volunteer hours measured will be those where the volunteer is engaged in activities that directly impact student learning, such as, but not limited to, reading and math tutoring or leading and facilitating small groups.

Many research studies support what teachers instinctively know: Students do better academically and socially when schools build positive relationships with their families.

**3.) Identify the correlation of the stated school improvement goal to the District strategic plan.**
*Check all that apply:*

☐ GOAL 1: Continuous Student Growth & Achievement
**x** GOAL 2: Supportive Learning Environment
☐ GOAL 3: High Quality Workforce
**x** GOAL 4: Family and Community Partnerships
☐ GOAL 5: Efficient and Effective Use of Resources

**4.) Summarize how this goal will be measured and what data will be monitored. What will be the evidence of goal attainment?**

"GLS Helper" sign-in sheet in office.

Office staff will be trained on how to record and track volunteers entering the building to provide academic support to students. The expectation is that we will utilize sign-in sheets. After data is collected, it will be calculated on a spreadsheet and displayed on the building data board through a volunteer gauge to be developed at a later date.

**5.) Describe how continuous improvement through teamwork, collaboration and shared leadership will be evident in goal attainment?**

Grass Lake Elementary views parents and the community as members of the educational team which is beneficial to the whole child. Parent involvement with their children strengthens the bonds between parent and child. When everyone works together for the child's benefit, it models and creates students becoming productive members of society, and leads to fulfillment of Grass Lake School District 36's Mission Statement of Championing Individual Potential by Awakening Drive and Passion for Learning.

# Action Plan:  Key Steps and Timelines

| SMART Goal #5:  By May 2020, Grass Lake School will have logged 250 school-wide academic volunteer hours by family and community members. | | | | |
|---|---|---|---|---|
| **Description of Proposed Action/Activity** (What is going to be done to address this goal?) | **Research/Rationale For Activity** (Explain how best practices and research justify this activity) | **Results** (What will be the evidence of completion of the activity?) | **Resources** (Funding Source & Cost) | **Timeline** (When will the activity occur?) |
| **Grass Lake School District #36** | | | | |
| Track volunteer hours | Many research studies support what teachers instinctively know: Students do better academically and socially when schools build positive relationships with their families.<br><br>Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school.<br><br>Bottom line: Parent involvement makes things better! | Sign-in records - office will track when parents come to building to provide academic support for students.<br><br>BLT will work with office staff to develop appropriate sign-in forms and procedures. | Existing materials/ minimal cost | Year-round |
| Display Volunteer Hours | Motivational tool for staff, family, and students to see the progress being made | Volunteer gauge will be placed in hallway to report results | School resources and teacher-made display | Ongoing throughout the school year |
| Celebrations! | Celebrations are an important part of making connections between people and the goal | Every 50 hours that are recorded, add a celebration note to the website and school newsletter | School newsletter and Staff meetings | Every 50 hours recorded |

| Parents will be recognized for their support of Grass Lake students and staff. This could occur before, during, or after school as determined by the administration and availability of staff (i.e., Volunteer Tea; coffee with administration, etc.). | Celebrations are an important part of making connections between people and recognizing their goals. | The activity will be ongoing. Evidence will be attendance figures. | Food and drink<br><br>Building funds | At the end of the year or once goal is reached |