

## Momot Elementary SIP Goals 2019-2020

<b>Long Term Goal 1:</b> To continue to implement PCSD's curriculum expectations for all students in conjunction with the ELA Common Core learning standards.	<b>Objective #1:</b> -Continue implementation of the district writers' workshop/writing practices for ELA.				
	<b>Objective #2:</b> -Continue integration of a balanced literacy approach, utilizing the literacy survival guide in conjunction with McGraw Hill				
<b>Objective #1:</b> Continue implementation of the district writers' workshop/writing practices for ELA.					
<b>Planned Work, Activities, and Tasks</b> <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, etc.)</i>	<b>Resources Needed:</b> <i>(budget, materials, time, partnerships, and so on)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>	<b>Progress Toward Goal</b>
Provide feedback and facilitate discussions on writing strategies through classroom visits, grade level meetings and community meetings.	- Grade level Meetings - Faculty Meetings (e.g. Gallery Walk)	Monthly	- Building Administrator - Classroom teachers	- Evidence of writers workshop in walkthroughs, student work - Faculty meeting/grade level minutes	
<b>Objective #2:</b> -Continue integration of a balanced literacy approach, utilizing the literacy survival guide in conjunction with McGraw Hill					
Provide feedback and facilitate discussions (at grade level meetings or faculty meetings) on incorporation of balanced literacy utilizing the literacy survival guide.	- PCSD Literacy Survival Kit - Instructional guidelines	Ongoing	- Classroom teachers - Administrators	- Evidence of incorporation in walkthroughs, student work - Faculty meeting/grade level minutes	
Collect and review data on McGraw Hill Accountability Measures	-McGraw Hill Accountability measures - Assessment cards	Ongoing	- Classroom teachers - Administrators	- Assessment Cards	

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<b>Long Term Goal 2:</b> Implement Ci3T approach to academic and behavioral/social-emotional needs.	<b>Objective #1:</b> -Continue implementation of the Ci3T pathway to provide intensive and strategic ELA interventions for qualifying students.				
	<b>Objective #2:</b> -Implement a revised PBIS tiered behavior framework with defined universal expectations for students.				
<b>Objective #1:</b> -Implement the Ci3T pathway to provide intensive and strategic interventions for qualifying students.					
<b>Planned Work, Activities, and Tasks</b> <i>(practices and policies, infrastructure, technology, staff buy-in, marketing, role of teachers, professional development, and so on)</i>	<b>Resources Needed</b> <i>(budget, materials, time, partnerships, and so on)</i>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>	<b>Progress Toward Goal</b>
Continue to use AIMSWeb and classroom data along with diagnostic assessments and to identify appropriate academic interventions.	- Ci3T Pathway - AIS Interventions and Materials - CST Meetings -Data Team Meetings	Ongoing	- AIS Providers - School Psychologists - Building administrators - Data Team	- Student growth demonstrated in progress monitoring data - Adherence to the filtration system	
Review intervention data (pacing, student progress, anonymous look for results) from all Ci3T providers.	- Data Team Meetings - Ci3T Program Data Tracking sheets	Monthly	- Data team	- Staff Pacing and Student Growth shown through in-program progress monitoring	
<b>Objective #2:</b> -Implement a revised PBIS tiered behavior framework with defined universal expectations for students, incentives for positive behavior and clear responses to problem behavior.					
<b>Planned Work, Activities, and Tasks</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>	<b>Progress Toward Goal</b>
Teach school-wide rules and behavioral expectations to students across all settings in school during the first week of school and during pre-determined booster sessions (January)	- SWIS Data - Universal Team - PBIS Framework	September January  (Review as needed)	-Universal Team - Staff - Administrators	-Documentation of dates and procedures for teaching and re-teaching of expectations -Decreased ODR trends	
Establish classroom management plans that teach expectations, provide positive reinforcement and address behaviors through: non-verbal cues, restating expectations, providing reflection and re-teaching opportunities.	- Effective Classroom Plan - Universal Team	Ongoing	- PBIS Team - Staff - Administrators	- Effective classroom management plans for all areas (posted) - ODR/CDR Data Review	

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<b>Long Term Goal 3:</b> Develop and share a vision centered on the learning of all students, aligned to PCSD strategy and goals.	<b>Objective #1:</b> - Engage in collaborative problem solving and decision making to determine next steps				
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Planned Work, Activities, and Tasks	Resources Needed	Timeline	Person(s) Responsible	Evidence of Success	Progress Toward Goal
Provide opportunities for reflection, feedback and growth centered around the needs of students and staff.	- Staff - Faculty Meetings	Ongoing	- Staff - Administration	- Development of a greater sense of community centered on staff and student needs	
Obtain and allocate inquiry, innovation and exploration resources to support teaching and learning.	- SIP Committee - Stakeholder groups		- SIP - Stakeholder groups	- Additional resources available for students	

The above SIP goals were developed while considering the district comprehensive improvement plan's areas of focus, which include:

Data driven decision-making

Ci3T Tier approach to academic needs and behavior/social-emotional

Strategic, timely instructional feedback

Professional accountability

Writing Initiative