

Sample: [SIP Template](#)

SMART GOAL #_____ (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Enter goal here: Weighted percent of students scoring at Developing Learner or above on the Georgia Milestones Reading EOG will increase from 65.77 to 80%

One might argue that to sustain and continue this growth our action steps will incorporate strategies to strengthen Tier I instruction in grades K-2. By making this a focus, we are more likely to inspire a passion for reading while ensuring students enter grade 3 reading on or above grade level. Additionally, this will put students on the trajectory to transition from learning to read to reading to learn across the curriculum in grades 4-8.

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
		Artifacts	Evidence		
Leadership Standard 2: Initiates and manages change to improve staff	Make clear what is meant by high expectations for all students and teachers		School Leaders Demonstrate:		Funding for instructional training in the area of research based strategies

<p>performance and student learning</p> <p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction (C1)</p> <p>Leadership Standard 8: Provides ongoing support to teachers and other staff</p>	<ul style="list-style-type: none"> Proactively utilize collaborative planning rubrics and agendas to create norms, protocols, and expected outcomes to maximize instructional planning focused on the goal. and on peer feedback (L.2, C1) Use formative assessment data, performance tasks, and the instructional frameworks, to revise and inform instruction (C1) Collaborate using weekly fluency data to assess students' progress and make adjustments as necessary to the instruction (C1) Collaboratively analyze student work each week for progress with literacy proficiency (C1) Teachers will meet 3-5 times per week with guided reading groups (C1) Two faculty meetings dates each month will be designated PLC content meeting days. <p>Teachers will participate in peer-led professional development that will result in a shared</p>	<p>agendas, sign-in sheets, lesson plans, analysis of student work, individualized growth charts (teachers folders in classroom or digital copies, and) data for increased evidence of fluency, comprehension, and vocabulary acquisition across content areas.</p> <p>Teacher reflections that drive revisions and instruction (C1)</p> <p>Meeting notes from weekly RTI meetings (C1)</p> <p>Grade Level chair will maintain and copy Ms. Hamilton (C1)</p>	<p>Observable efforts to guide a more cohesive instructional team; ensure protected time for collaborative planning that supports a structural framework consistent with the rubric and the continuous improvement process; gradual release of planning agenda; shared understandings that are observable in the instructional practices; foster higher level of consensus and urgency in attaining instructional goals. (L.2, C1)</p> <p>Utilize tools that document and evaluate the impact of common observable practices</p> <p>Ongoing professional learning prioritized L8)</p> <p>Teachers Demonstrate: Teachers make adjustments as needed and evaluate interventions based on continuous and weekly assessment of learning and data analysis (C1)</p>	<p>Frequent informal peer observations and focus walks that target what teachers and students are doing differently as a result of the collaborative planning and school-wide strategies (L.2, C1)</p> <p>Review of artifacts generated during collaborative planning for reflections on continuous growth (C1)</p> <p>Feedback on progress and impact of collaborative planning and SIP on literacy schoolwide (C1, PO3))</p> <p>Monthly meetings with RTI Coordinator</p>	<p>Professional learning around effective collaborative planning</p> <p>Media center</p>
---	--	---	---	---	--

<p>Assessment Standard 5: Implements assessment practices that provide an accurate indication of student progress on the required standard</p> <p>Planning and Organization Standard 3: Monitors implementation of the school improvement plan and makes adjustments as needed</p> <p>Instruction Standard 4:</p>	<p>understanding of the implementation of data-focused collaborative planning and researched based instructional strategies (C1)</p> <p>Teachers will participate in professional development on AIMSweb and EasyCBM to acquire and provide clearer understanding of the use of the programs and how to better utilize data. (C1, A5)</p> <p>The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance (PO3).</p> <p>Teachers will utilize a guided reading lesson plan. (IS4)</p> <p>Teachers will implement daily guided reading instruction based on STAR reading grade level (K-1) and/or student Lexile levels. (IS4)</p> <p>Teachers will implement grade level Accelerated Reader plans (K-4) (IS4)</p>	<p>Student individualized growth chart (teachers folders in classroom) (IS4)</p> <p>Electronic AIMSweb data points</p> <p>AR/STAR Reports</p> <p>SRI/Dibels Reports</p> <p>Guided reading lesson plan template</p> <p>Parent letters sent home emphasizing proficient level</p>	<p>Meaningful and observable integration of research based strategies in the instructional cycle.(IS4)</p> <p>School designee will create posters/charts and post in halls/classrooms to celebrate increases in numbers of students showing SRI progress (AS5)</p> <p>Teachers are able to discuss the rationale for common instructional strategies evident during formal and informal classroom observations; provide literacy instruction that is more student focused and engaging with real world connection (IS4))</p> <p>Students Demonstrate: Increase progress in reading fluency, comprehension, based on weekly assessments</p> <p>Increase progress in reading as measured by SRI/Dibels</p>		
--	---	---	---	--	--

<p>Uses research-based instructional practices that positively impact student learning</p> <p>Assessment Standard 5: Implements assessment</p>	<p>Teachers increases the effectiveness of standards-based Tier I instruction by incorporating research-based literacy strategies in all content areas to support access to complex text and academic vocabulary.</p> <ul style="list-style-type: none"> ● Anchor charts ● Close reading ● Annotating text ● higher-order questions ● Summarization ● Comparison and contrast ● Reciprocal teaching ● Peer Assisted Learning (PALS) ● Magnet summaries ● Cornell notes (IS4) <p>Teachers will implement interventions with fidelity and monitor data for Tier 2 students to augment strategies as needed.</p> <p>Teachers will utilize FLEX groups to accommodate the needs of all learners. (IS4)</p> <ul style="list-style-type: none"> ● Teachers will utilize research based strategies to include SRA, Moby Max, Read Theory, Read Works, Guided Reading, etc. (IS4) <p>Teachers will be more proactive in learning about assistive technologies to enhance</p>		<p>Students able to discuss their reading goals and progress. Students using reading strategies across content areas</p> <p>Advance readers participate in literacy event across the district and the nation that pron</p>		
---	---	--	--	--	--

<p>practices that provide an accurate indication of student progress on the required standards</p> <p>:</p> <p>Family and Community Engagement Standard 5:</p> <p>Develops the capacity of families to use support strategies at home that will enhance academic</p>	<p>learning outcomes, support literacy proficiency, and provide personalized assessments.</p> <ul style="list-style-type: none"> ● Google Read Write <p>Teachers will personalized the curriculum to meet the needs of advance readers.</p> <ul style="list-style-type: none"> ● Teachers will collaborate to make advanced content accessible ● Incorporate student choice in selection of text. ● Provide opportunities for students to collaborate in meaningful responses to text. ● Give students global access to other readers ● collaborate with the media specialist to be informed about events that celebrate and promote literacy ● <p>Teachers and media specialist will collaborate to make “book talk” a part of our school culture.</p> <ul style="list-style-type: none"> ● teachers display their current reads ● school-wide book themes ● author spotlights and digital classroom visits ● caught with a book incentives ● Read Across America ● Banned Books Week ● Featured reader of the month 				
---	--	--	--	--	--

achievement	Parents will be well-informed of SRI proficient and distinguished achievement level descriptors and enlisted as partners to improve literacy (FCE5)				
-------------	---	--	--	--	--

SMART GOAL #_____ (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Enter goal here: The percent of students in grades 3-8 scoring a student growth percent rating of typical to high growth in math as indicated by the 2015-2016 GMAS will increase from 68 to 77% on the 2016-2017 assessment.

OR

The percent of students in Georgetown grades 3-8 scoring proficient or distinguished on the GMAS Mathematics will increase from 42% (Spring 2016) to 67 % (Spring 2017) as measured by response the 2016-17 GMAS.

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
		Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p> <p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Assessment Standard 5:</p>	<p>Make clear what is meant by high expectations for all students and teachers</p> <ul style="list-style-type: none"> Use formative assessment data, performance tasks, and the instructional frameworks, to revise and inform instruction Collaborate using weekly fluency data to assess students' progress and make adjustments as necessary to the instruction Create grade level norms to practice math fluency and assess weekly with probes <p>Use effective assessment strategies to teach students how to improve math fluency</p>	<p>Common Assessments</p> <p>MAP/Mclass Assessment Data</p> <p>Performance Tasks</p> <p>Lesson Plans</p> <p>Sign-in sheet with meeting minutes (Grade Level chair will maintain and copy Ms. Hamilton)</p> <p>Math Journals</p>	<p>School Leaders Demonstrate:</p> <p>Formal and informal classroom observations showing evidence of lessons utilizing the action strategies</p> <p>Teachers Demonstrate:</p> <p>Understanding of the results of data findings and changes needed to impact student learning</p> <p>Lesson plans consistent among grade level</p> <p>Teachers make adjustments as needed based on weekly assessment</p> <p>Students Demonstrate:</p>	<p>Frequent informal peer observations and focus walks</p> <p>Review of artifacts</p> <p>Feedback based on collaborative planning</p> <p>Feedback on progress and impact of collaborative planning and SIP on literacy schoolwide (C1, PO3))</p> <p>Monthly meetings with RTI Coordinator</p>	<p>Funding for instructional training in the area of mathematics (Number Talks) and purchasing of test question banks online for common assessments</p> <p>Funding for instructional training in the area of research based strategies</p> <p>Professional learning around effective collaborative planning</p>

<p>Implements assessment practices that provide an accurate indication of student progress on the required standards</p>	<ul style="list-style-type: none"> Teachers will utilize various assessments to include timed math tests, research based websites (i.e. Number Talks, Moby Max, Reflex, Sumdog, etc.) <p>Teachers will utilize FLEX groups to accommodate the needs of all learners</p> <ul style="list-style-type: none"> Teachers will utilize research based practices to include Number Talks, Saxon Math, Moby Max, Reflex, Frameworks, etc. Students will be guided on using other online resources, such as Khan Academy, to have augment their personalized interactions with math contents. <p>Teachers will Identify opportunities and provide support for students to participate in math competitions (SumDog, Math Counts) as well as the science and engineering fair.</p> <p>CTAE will spotlight careers that incorporate math.</p>		<p>Participation in Number Talks to justify and explain their answers as a method to develop math fluency and problem solving skills</p> <p>Increase progress in math fluency based on weekly assessments</p> <p>Increase scores as exhibited on the MAP/Mclass assessments</p> <p>Students will be able to use math terminology to explain concepts and content.</p> <p>Students will be able to make connections to real-world job embedded applications in grades 5-8 and discuss potential career goals that incorporate math</p>		
--	---	--	---	--	--

SMART GOAL #_____ (Specific, Measurable, Attainable, Results-Based, and Time-Bound)

Enter goal here: The percent of students in Georgetown grades 3-8 scoring proficient or distinguished on the GMAS ELA will increase from 36% (Spring 2016) to 50% (Spring 2017) as measured by the constructed response and extended constructed response items on the 2016-17 GMAS.

Georgia School Performance Standard	Action /Strategies	Evaluation of Implementation and Impact on Student Learning		Monitoring Actions of Implementation	Estimated Cost, Funding Source, and/or Resources
		Artifacts	Evidence		
<p>Curriculum Standard 1: Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment and instruction</p>	<p>Develop a Writing Committee to include a representative from each grade level</p> <ul style="list-style-type: none"> Adopt a school-wide writing process to be utilized K-8 and across the curriculum Process should focus on constructed and extended response, citing textual evidence from multiple text, components of argumentative writing, and clear and compelling sentences. Ensure that students are providing daily opportunities to write authentically 	<p>Sign-in sheet with meeting minutes (Grade Level chair will maintain and copy Ms. Hamilton)</p> <p>Lesson Plans</p> <p>Writing/Reading Journals, blogs, tasks in the</p>	<p>School Leaders Demonstrate:</p> <p>Formal and informal classroom observations showing evidence of lessons utilizing the action strategies</p> <p>Teachers Demonstrate:</p> <p>Lesson plans consistent among grade level</p>	<p>Frequent informal peer observations and periodic focus walks</p> <p>Review of artifacts</p> <p>Feedback based on collaborative planning</p>	<p>Funding for instructional training in the area of research based strategies</p> <p>Funding for a school-wide keyboarding program</p> <p>Professional learning around school-wide writing plan</p>

<p>Instruction Standard 4: Uses research-based instructional practices that positively impact student learning</p> <p>Assessment Standard 5: Implements assessment practices that provide an accurate indication of student progress on the required sta</p>	<p>(journaling, note-taking, correspondences, blogs, backchannels, publications, newsletters, acceptable social media, writing competitions, and national events)</p> <ul style="list-style-type: none"> • Teachers will create or provide rubrics and exemplars for students that guide their work. • Ensure timely teacher feedback and commentary that prompts reflection and revision. • Provide opportunities for peer collaboration and feedback • Provide opportunities for students to write in on-line applications and sites such as PARCC that simulate the GMAS platform. • Teachers will incorporate opportunities for student choice in writing tasks. • Committee to provide/coordinate Professional Learning on school-wide writing plan <p>Adopt a school-wide keyboarding program (K-8)</p> <ul style="list-style-type: none"> • Keyboarding “class” prioritized during connections • students familiarized with basic digital navigation tools typical of onlines assessments 	<p>curriculum frameworks, research, entries for writing competitions)</p>	<p>Teachers will utilize writing in all subject areas</p> <p>Teachers make adjustments as needed based on periodic assessment</p> <p>Students Demonstrate:</p> <p>Students will utilize the school-wide writing program to become proficient writers</p> <p>Students will become proficient in keyboarding skills</p> <p>Students will be able to follow electronic prompts to complete tasks, design products, and publish work.</p> <p>Students will be able to discuss their writing tasks, the process, the products they generate, the intended audience, and their goals.</p> <p>Students will be able to locate and use sites to publish their work.</p>		
--	---	---	--	--	--