**SAMPLE COMPREHENSIVE SCHOOL IMPROVEMENT PLAN**  
Any Town Elementary School      Year: __________

**District Goal 1:** We will increase student achievement and close the achievement gap in all areas using a variety of indicators to document improved learning on the part of our students.

**School Goal 1:** We will improve student performance in language arts as measured by local, district, state/provincial, and National indicators.

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<th>TEAM SMART GOALS</th>
<th>SPECIFIC ACTIVITIES/ACTION STEPS</th>
<th>WHO IS RESPONSIBLE</th>
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<th>BUDGET</th>
<th>EVIDENCE OF SUCCESS</th>
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<tbody>
<tr>
<td><strong>Grade K:</strong></td>
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| **Current Reality:** Last year, 81% of kindergarten students scored a 2 on the District Reading Rubric in May.  
**SMART Goal:** This year, at least 87% of kindergarten students will score a 2 or higher on the District Reading Rubric in May.  
**Curriculum:**  
1. Clarify & pace Essential Learnings (skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, and textbooks.  
2. Develop and implement local, common, formative grade level assessments to: 1) frequently monitor each student’s learning of essential outcomes 2) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.  
**Assessments:**  
2. Develop and implement local, common, formative grade level assessments to: 1) frequently monitor each student's learning of essential outcomes 2) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.  
**Instruction:**  
3. Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content.  
4. Initiate individual and small group programs to provide additional intervention and enrichment learning time for students.  
**WHO IS RESPONSIBLE**  
All Instructional Staff  
Grade-Level Teams, Principal  
Principal, Instructional Teams  
Principal, Instructional Teams, Volunteers  
**TARGET DATES**  
Reading: Oct. 15  
Writing: Nov. 15  
Listening & Speaking: Dec. 15  
September-May checkpoints at mid-point of each nine-weeks; (district benchmark assessments at end of each nine-weeks)  
August 20th  
Daily: September - May  
**BUDGET**  
**EVIDENCE OF SUCCESS**  
Lists of Each Team's Essential Learnings & Pacing Guides  
Increased results for all students on local, district, state/provincial, and national indicators  
Common Grade Level Schedules; Faculty Survey—January & June  
Intervention/Enrichment Schedule; Student Records; Volunteer Log

| **Grade 1:**     |                                  |                    |              |        |                     |
| **Current Reality:** Last year, 65% of first grade students scored a 3 or higher on the District Reading Rubric in May.  
**SMART Goal:** This year, at least 70% of first grade students will score a 3 or higher on the District Reading Rubric in May.  
**Curriculum:**  
1. Clarify & pace Essential Learnings (skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, and textbooks.  
2. Develop and implement local, common, formative grade level assessments to: 1) frequently monitor each student’s learning of essential outcomes 2) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.  
**Assessments:**  
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Grade-Level Teams, Principal  
Principal, Instructional Teams  
Principal, Instructional Teams, Volunteers  
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Reading: Oct. 15  
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Common Grade Level Schedules; Faculty Survey—January & June  
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| **Grade 2:**     |                                  |                    |              |        |                     |
| **Current Reality:** Last year, 91% of second grade students passed the District Second Grade Reading Test when first administered in May.  
**SMART Goal:** This year, at least 93% of second grade students will pass the District Second Grade Reading Test when first administered in May.  
**Curriculum:**  
1. Clarify & pace Essential Learnings (skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum Guides, assessment blueprints, and textbooks.  
2. Develop and implement local, common, formative grade level assessments to: 1) frequently monitor each student’s learning of essential outcomes 2) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets.  
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**WHO IS RESPONSIBLE**  
All Instructional Staff  
Grade-Level Teams, Principal  
Principal, Instructional Teams  
Principal, Instructional Teams, Volunteers  
**TARGET DATES**  
Reading: Oct. 15  
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Increased results for all students on local, district, state/provincial, and national indicators  
Common Grade Level Schedules; Faculty Survey—January & June  
Intervention/Enrichment Schedule; Student Records; Volunteer Log
### TEAM SMART GOALS (cont.)

**Grade 3:**
**Current Reality:** Last year, 85% of third graders met or exceeded standard on the state’s Writing Subtest in May.
**SMART Goal:** This year, at least 90% of third graders will meet or exceed standard on the state’s Writing Subtest in May.

**Grade 4:**
**Current Reality:** Last year, the national percentile for our fourth graders in vocabulary on the Stanford 9 was 62%.
**SMART Goal:** This year, the national percentile for our fourth graders in vocabulary will be at least 66%.

**Grade 5:**
**Current Reality:** Last year, 78% of fifth graders scored at or above proficiency on the state’s Reading/Literature and Research English Subtest in May.
**SMART Goal:** This year, at least 85% of fifth graders will score at or above proficiency on the state’s Reading/Literature and Research English Subtest in May.

### SPECIFIC ACTIVITIES/ACTION STEPS

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<tr>
<td>5.</td>
<td>Provide parents with resources and strategies to help their children succeed academically. Information will be provided through grade-level workshops, weekly folders/parent logs; newsletters, and parent/teacher conferences.</td>
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<td>6.</td>
<td>Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets.</td>
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**Staff Development:**

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<td>7.</td>
<td>Collaboratively study standards &amp; curriculum guides to generate grade level lists of essential skills.</td>
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<tr>
<td>8.</td>
<td>Create a variety of common, formative assessment instruments designed to monitor student learning of essential skills in reading and writing.</td>
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<td>9.</td>
<td>Develop, implement, and evaluate Team Action Research Projects to improve teaching &amp; learning. Use information from common assessments to identify staff development needs. Provide ongoing, job-embedded staff development.</td>
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### WHO IS RESPONSIBLE

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<tbody>
<tr>
<td>All Instructional Staff, Principal</td>
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<td>All Instructional Staff, Principal</td>
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<td>All Teams, Principal</td>
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### TARGET DATES

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<tr>
<td>September-May</td>
<td>Sept. – Dec. Faculty Meetings, Staff Dev. Days, &amp; Team meetings</td>
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<tr>
<td>Sept. - May Faculty Meetings, Staff Dev. Days, &amp; Team meetings</td>
<td>September–May Faculty Meetings; Staff Dev. Days; Team meetings; Additional Time by team request</td>
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### BUDGET

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<tr>
<td>$3,500.00 Staff Dev. Funds</td>
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### EVIDENCE OF SUCCESS

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<tr>
<td>Number of Parents in Attendance, Study Guides &amp; Newsletters</td>
<td>Results on all indicators; Lesson Plans</td>
</tr>
<tr>
<td>Grade Level Lists of Essential Skills</td>
<td>Grade Level Common Assessments</td>
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<tr>
<td>Quarterly Reviews; Mid Year Progress Reports; End-of-Year Team Evaluations; Assessment Results</td>
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