



Listwood
School Based Plan
2023-2024

K, Math		Total	Percent of Total	Average OC	Tier 3	Tier 2	Tier 1	% Tier 1	Average NI	Tier 3	Tier 2	Tier 1	% Tier 1	Average QD	Tier 3	Tier 2	Tier 1	Average MN	Tier 3	Tier 2	Tier 1	% Tier 1
	Total	28	100%	81.6	2	0	26	93%	54.9	0	4	24	86%	27.3	0	3	25	18.6	0	1	27	96%
Gender	F	11	39%	80.3	1	0	10	91%	54.8	0	2	9	82%	26.9	0	1	10	18.5	0	1	10	91%
	M	17	61%	82.5	1	0	16	94%	54.9	0	2	15	88%	27.5	0	2	15	18.6	0	0	17	100%
Race	A	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	B	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	H	3	11%	83.3	0	0	3	100%	56.0	0	0	3	100%	28.0	0	0	3	19.7	0	0	3	100%
	M	1	4%	80.0	0	0	1	100%	49.0	0	1	0	0%	28.0	0	0	1	15.0	0	0	1	100%
	W	24	86%	81.5	2	0	22	92%	55.0	0	3	21	88%	27.1	0	3	21	18.6	0	1	23	96%
	ELL	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	SpEd	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	EcoDis	3	11%	75.0	1	0	2	67%	52.3	0	0	0		22.3	0	2	1	14.7	0	1	2	67%

First Grade

		Total	Percent of Total	Average LNF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %	Average LSF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	43	100%	63.9	0	0%	0	0%	41	2	100%	55.4	0	0%	1	2%	37	1	88%
Gender	F	19	44%	62.6	0	0%	0	0%	19	0	100%	55.6	0	0%	1	5%	17	1	95%
	M	24	56%	64.9	0	0%	0	0%	22	2	100%	55.2	0	0%	0	0%	20	0	83%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	2%	58.0	0	0%	0	0%	1	0	100%	49.0	0	0%	0	0%	1	0	100%
	H	2	5%	60.0	0	0%	0	0%	2	0	100%	56.0	0	0%	0	0%	2	0	100%
	M	3	7%	63.3	0	0%	0	0%	3	0	100%	57.3	0	0%	0	0%	3	0	100%
	W	37	86%	64.3	0	0%	0	0%	35	2	100%	55.4	0	0%	1	3%	31	1	86%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	5	12%	72.0	0	0%	0	0%	3	2	100%	53.6	0	0%	0	0%	5	0	100%

		Total	Percent of Total	Average PSF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %	Average NWF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	43	100%	65.5	0	0%	0	0%	37	6	100%	79.4	0	0%	4	9%	38	1	91%
Gender	F	19	44%	64.8	0	0%	0	0%	17	2	100%	79.3	0	0%	2	11%	16	1	89%
	M	24	56%	66.0	0	0%	0	0%	20	4	100%	79.5	0	0%	2	8%	22	0	92%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	2%	69.0	0	0%	0	0%	1	0	100%	59.0	0	0%	0	0%	1	0	100%
	H	2	5%	64.0	0	0%	0	0%	2	0	100%	67.0	0	0%	0	0%	2	0	100%
	M	3	7%	71.3	0	0%	0	0%	2	1	100%	94.0	0	0%	0	0%	3	0	100%
	W	37	86%	65.0	0	0%	0	0%	32	5	100%	79.4	0	0%	4	11%	32	1	89%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	5	12%	64.0	0	0%	0	0%	5	0	100%	95.6	0	0%	0	0%	5	0	100%

Listwood											
		Total	Percent of Total	Average Fluency	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	43	100%	80.9	2	5%	9	21%	25	7	74%
Gender	F	19	44%	86.0	1	5%	3	16%	10	5	79%
	M	24	56%	76.9	1	4%	6	25%	15	2	71%
Race	A	0	0%		0		0		0	0	
	B	1	2%	44.0	0	0%	1	100%	0	0	0%
	H	2	5%	44.5	1	50%	0	0%	1	0	50%
	M	3	7%	82.7	0	0%	0	0%	3	0	100%
	W	37	86%	83.8	1	3%	8	22%	21	7	76%
	ELL	0	0%		0		0		0	0	
	SpEd	0	0%		0		0		0	0	
	EcoDis	5	12%	103.6	0	0%	1	20%	2	2	80%

iReady, Math, Grade 1		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	21-22 EOY On or Above Level %	20-21 EOY On or Above Level %
	Total	43	100%	415	0	0%	6	14%	36	1	86%	67%	68%
Gender	F	19	44%	413	0	0%	2	11%	17	0	89%	58%	65%
	M	24	56%	417	0	0%	4	17%	19	1	83%	79%	71%
Race	A	0	0%		0		0		0	0			
	B	1	2%	416	0	0%	0	0%	1	0	100%	33%	100%
	H	2	5%	393	0	0%	2	100%	0	0	0%	50%	67%
	M	3	7%	431	0	0%	0	0%	2	1	100%	67%	75%
	W	37	86%	415	0	0%	4	11%	33	0	89%	74%	66%
	ELL	0	0%		0		0		0	0			
	SpEd	0	0%		0		0		0	0		0%	0%
	EcoDis	5	12%	409	0	0%	1	20%	4	0	80%	60%	57%

Second Grade

Listwood		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	46	100%	127.0	3	7%	3	7%	33	7	87%
Gender	F	25	54%	130.1	1	4%	1	4%	22	1	92%
	M	21	46%	123.3	2	10%	2	10%	11	6	81%
Race	A	0	0%		0		0		0	0	
	B	2	4%	102.0	0	0%	0	0%	2	0	100%
	H	6	13%	136.3	1	17%	0	0%	2	3	83%
	M	2	4%	139.5	0	0%	0	0%	2	0	100%
	W	35	76%	125.6	2	6%	3	9%	26	4	86%
	ELL	0	0%		0		0		0	0	
	SpEd	1	2%	143.0	0	0%	0	0%	1	0	100%
	EcoDis	9	20%	132.1	1	11%	0	0%	6	2	89%

Listwood													
iReady, Math, Grade 2		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	21-22 EOY On or Above Level %	20-21 EOY On or Above Level %
	Total	46	100%	435	0	0%	15	33%	31	0	67%	64%	64%
Gender	F	25	54%	431	0	0%	9	36%	16	0	64%	52%	76%
	M	21	46%	439	0	0%	6	29%	15	0	71%	79%	54%
Race	A	0	0%		0		0		0	0			50%
	B	2	4%	427	0	0%	1	50%	1	0	50%	0%	100%
	H	6	13%	431	0	0%	3	50%	3	0	50%	40%	25%
	M	2	4%	463	0	0%	0	0%	2	0	100%	75%	0%
	W	35	76%	434	0	0%	11	31%	24	0	69%	69%	72%
	ELL	0	0%		0		0		0	0			
	SpEd	1	2%	441	0	0%	0	0%	1	0	100%	0%	
	EcoDis	9	20%	433	0	0%	3	33%	6	0	67%	67%	44%

Third Grade

Listwood 3rd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	40	100%	132.4	0	0%	13	33%	26	1	68%
Gender	F	22	55%	138.7	0	0%	7	32%	14	1	68%
	M	17	43%	123.9	0	0%	6	35%	11	0	65%
Race	A	0	0%		0		0		0	0	
	B	1	3%	156.0	0	0%	0	0%	1	0	100%
	H	5	13%	136.4	0	0%	2	40%	2	1	60%
	M	4	10%	119.8	0	0%	2	50%	2	0	50%
	W	30	75%	132.7	0	0%	9	30%	21	0	70%
	ELL	0	0%		0		0		0	0	
	SpEd	4	10%	114.3	0	0%	2	50%	2	0	50%
	EcoDis	10	25%	124.2	0	0%	4	40%	6	0	60%

Listwood													
iReady, Math, 3rd Grade		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	21-22 EOY On or Above Level %	20-21 EOY On or Above Level %
	Total	40	100%	458	1	3%	12	30%	27	0	68%	63%	75%
Gender	F	22	55%	453	1	5%	9	41%	12	0	55%	62%	67%
	M	17	43%	465	0	0%	2	12%	15	0	88%	64%	79%
Race	A	0	0%		0		0		0	0		50%	
	B	1	3%	453	0	0%	0	0%	1	0	100%	100%	0%
	H	5	13%	451	0	0%	2	40%	3	0	60%	20%	33%
	M	4	10%	460	0	0%	1	25%	3	0	75%	0%	
	W	30	75%	459	1	3%	9	30%	20	0	67%	72%	81%
	ELL	0	0%		0		0		0	0			
	SpEd	4	10%	452	0	0%	1	25%	3	0	75%	50%	
	EcoDis	10	25%	452	0	0%	3	30%	7	0	70%	44%	17%

Listwood, Reading Intervention																	
	Fall					Winter						Spring					
	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1
Kindergarten	29				0.00%	29	25	3	1	86.21%	N/A	29	26	3	0	89.66%	3.45%
1st grade	44	34	9	1	77.27%	44	37	5	2	84.09%	6.82%	44	39	3	2	88.64%	11.36%
2nd grade	47	38	5	4	80.85%	47	39	4	4	82.98%	2.13%	48	42	2	4	87.50%	6.65%
3rd grade	40	33	6	1	82.50%	40	29	10	1	72.50%	-10.00%	40	30	10	0	75.00%	-7.50%
			20	6	26				22	8	30				18	6	24

Listwood, Math Intervention																	
	Fall					Winter						Spring					
	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1
Kindergarten	29				0.00%	29	27	2	0	93.10%	N/A	29	28	1	0	96.55%	3.45%
1st grade	44	44	0	0	100.00%	44	42	2	0	95.45%	-4.55%	44	43	1	0	97.73%	-2.27%
2nd grade	47	45	2	0	95.74%	47	42	5	0	89.36%	-6.38%	48	43	5	0	89.58%	-6.16%
3rd grade	40	38	2	0	95.00%	40	39	1	0	97.50%	2.50%	40	39	1	0	97.50%	2.50%
			4	0	4				10	0	10				8	0	8

Building Based Goals

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): Kindergarten – Literacy

Kindergarten students will be able to identify all 26 uppercase and lowercase letters by the end of the school year.

- EOY Letter name fluency will increase to 90% of students at or above grade level.

Kindergarten students will be able to fluently decode CVC words.

- EOY nonsense word fluency will increase to 90% of students at or above grade level.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> ▪ Focus on school readiness skills to better implement instruction effectively (use some of new Caring Communities) ▪ Integration of early school readiness skill with a letter a day. ▪ Multi-sensory play-based experiences to letters and letter sounds. ▪ Utilize RTI teacher/TOSA/TA/KinderTA to collaboratively plan intervention instruction. ▪ Utilize LN and LS inventories to target instruction. ▪ Utilize Heggerty instruction and assessments to drive instruction. ▪ Use small groups to target specific LN and LS ▪ Create an updated assessment(s) to formally assess blending/decoding (ex: QPS list #3) ▪ Consistency in assessment administration/scoring ▪ Implementation of CKLA phonics program ▪ Utilize Data Wise protocol to analyze data and plan for next steps. 	Probes and assessments Letter Name/Sound Inventory CKLA	Classroom teachers and Intervention Teacher	Goal: Kindergarten students will recognize all 26 letters and sounds with varying degrees of fluency.	Goal: EOY Letter name fluency will increase to 90% of students at or above grade level. EOY nonsense word fluency will increase to 90% of students at or above grade level.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): Kindergarten – Mathematics

80% of Kindergarten students will build a strong number sense to recognize, count and manipulate 1-20.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> ▪ Focus on number identification 0-5. Once mastered, introduce numbers 6-10 with five groups ▪ Solidifying numbers 0-10 through representation and 1:1 correspondence ▪ Introduce numbers 11-20, looking for the base 10 and extra ones (1:1 correspondence) ▪ Integration of early school readiness skills with numbers. ▪ Multi-sensory play-based experiences with numbers ▪ Workshop model to create small group instruction ▪ Use of inventories to target instruction ▪ Utilize RTI teacher and TA/TOSA/Kinder TA to collaborative plan intervention instruction. ▪ Create/adopt assessments to accurately assess early numeracy skills ▪ Utilize Data Wise protocol to analyze data and plan for next steps 			Kindergarten students will be able to identify and represent numbers 1-5 with 100% accuracy.	Goal: Kindergarten students will be able to identify and represent numbers 1-20 with 100% accuracy.
			Kindergarten students will be able to count to 40 with 100% accuracy.	Kindergarten students will be able to count to 70 with 100% accuracy.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 1st Grade – Literacy

Nonsense Word Fluency:

Students in first grade will increase accuracy in reading fluency to 80% to support overall reading.

Students in first grade will increase proficiency in nonsense words fluency to 95% to support overall reading fluency.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
Action Steps: <ul style="list-style-type: none"> ▪ Consistency of administration and scoring ▪ Utilize Heggerty instruction and AIMS progress monitoring and assessments to drive instruction. ▪ Systematic and explicit phonics instruction ▪ Reading intervention ▪ Look at instruction on blending sounds ▪ Continue CKLA 	AIMSweb Heggerty Progress monitoring Bursts JST PST CKLA	Classroom Teacher Reading Interventionist TA	Goal: Students in first grade will increase proficiency in nonsense word fluency to 90% to support overall reading fluency.	Goal: Students in first grade will increase proficiency in nonsense word fluency to 95% to support overall reading fluency.
			Updated Progress:	Updated Progress:

<ul style="list-style-type: none"> Increase independent 		
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Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 1st Grade – Mathematics

Students will add and subtract fluently within 10 with 90% accuracy to support number sense and computation.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Utilize Data Wise protocol to analyze data and plan next steps with instruction. (Iready/ Fact Fluency, MEX) Support Number Sense growth by utilizing resources from the i-Ready program in addition to other resources (ex.: Math Expressions, Xtra Math) Frontloading mathematical vocabulary Utilize number talks to strengthen number sense (i.e. subitizing) Continue to strengthen fact fluency through multi-sensory instruction Increase fact fluency through student goal setting (accuracy or time based on student need) Utilize math intervention as appropriate Counting backwards, not always beginning at 1 Utilize manipulatives and more exposure throughout the day 	Iready Math	Classroom teacher	Goal: Students in first grade will increase their number identification score to 90% to support number sense and computation.	Goal: Students in first grade will increase their number identification score to 95% to support number sense and computation.
	Fact Fluency Assessments	Math Interventionist TA		
	Xtra Math		Updated Progress:	Updated Progress:
	Math Talk			
	MEX			
	Classroom			
	Observations			

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 2nd Grade – Literacy

The number of students meeting or exceeding standard in oral fluency will increase from 74% to 90%.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Use of systematic and explicit phonic instruction Continue to use CKLA to implement science of reading practices Implementation of the K-12 instructional model Utilize Heggerty instruction and assessments to drive instruction (Phonemic awareness) Implementation of independent reading time 	Aimsweb progress monitoring		Goal:	Goal:
	IST/PST		Updated Progress:	Updated Progress:

<ul style="list-style-type: none"> Group remedial/intervention groups based on ORF miscues. 		
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Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings – Supervision)

Goal(s): 2nd Grade – Mathematics

The number of students at or above grade level will increase from 86% to 95%.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)	
	How will it be monitored?	Who is responsible?			
<ul style="list-style-type: none"> Support Number Sense growth by utilizing resources from the i-Ready program in addition to other resources (ex.: Math Expressions, Xtra Math) Explicitly teaching mathematical vocabulary Utilize number talks to strengthen number sense (i.e. subitizing) Continue to strengthen fact fluency through multi-sensory instruction Utilize math intervention as appropriate 	Quick Quizzes	Classroom teacher and intervention teacher when appropriate	Goal:	Goal:	
	I-Ready				
	Observations			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 3rd Grade – Literacy Increase percentage of male students reading at/above to 90% in ORF.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Increase independent practice opportunities Employ strategies for oral reading fluency (independent practice) Use IST/PST framework for problem solving Leverage intervention services to additional instruction and application practice. 	3x year benchmark and 2x month progress monitoring	Classroom and intervention teacher. Possible consult with district literacy specialist	Goal: 85%	Goal: 90%
				Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 3rd Grade – Mathematics Increase percentage of on/above to 75% (total students).

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Build Computer Based Testing skills Data dive into breakdown of skills then plan direct instruction and independent practice/application Utilize math intervention services as needed 	3x yr benchmarks	Classroom and Intervention Teachers	Goal: 70%	Goal: 75%
	Monitor student iReady lesson accuracy			Updated Progress:

Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/Department - Supervision)

Goal(s): SEL
 Staff in K-3 will implement Caring Communities into multiple classrooms/settings to provide access to tier 1 SEL instruction in grades K-3.
 Staff will continue to grow knowledge of restorative practices to implement within their classroom settings.
 Staff in grades K-3 will use a behavior referral to support data collection of behavioral needs and support students with restorative practices.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> Continued implementation of the behavioral referral document and restorative practices. Lead teacher provide continued PD on behavioral referral forms and processes Continued professional development tied to restorative practices and consistent implementation into the classroom and during more unstructured times (lunch/recess). Implementation of the K-3 Discipline Data Action Plan Teachers implement Caring Communities across a tier 1 setting. Provide resources and professional development tied to Caring Community resource. 	Classroom observations	Principals Lead Teacher Supervisor of Counseling, Student Equity and Wellness District TCI trainers SES Team	Goal: Faculty, Staff and Support Staff receive training and resources in a restorative approach to help support behavioral needs.	Goal: Faculty, Staff and Support Staff accessing and using elements of restorative practices to support student behavior and reflection.
	Scheduled meetings/minutes to elicit feedback from committee members			Updated Progress:

<ul style="list-style-type: none"> ▪ Create a schedule of meetings to support implementation across classrooms ▪ Use of OneNote to document supports, strategies and students social/emotional needs. ▪ Use SES Squad as a Tier 1 intervention to support classroom teachers in implementing Tier 1 plans 	<p style="text-align: center;">Use of OneNote</p>		
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Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)

Goal(s): All students who are in Tier 3 from assessments used in the district will be met on using the IST/PST process, ensuring that all students, including students in sub-groups are addressed during the IST/PST process.

IST/PST meetings will focus on the whole child.

<i>Action Plan</i> Include targeted instructional practice to examine (Problem of Practice- include instructional implications)	<i>Plan to Assess (Who/When)</i>		<i>Mid-Year Goal & Progress (Short Term)</i>	<i>End of the Year Goal & Progress (Long Term)</i>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> ▪ Using district assessments staff will identify students needing to be on an IST meeting, homeroom teachers and interventionists will check to ensure that any students receiving tier 2/tier 3 supports are on the IST agenda (For K students, this will start after January??) ▪ Start using panorama to identify students who need additional support academically and socially emotionally. 	Review intervention data on an on-going basis to see what students are in tier 2/3 and see if they are on the schedule for IST/PST.		Goal:	Goal: