



Southlawn
School Based Plan
2023-2024

Southlawn		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	55	100%	55.6	2	4%	5	9%	47	1	87%	47.3	2	4%	5	9%	40	8	87%
Gender	F	33	60%	55.9	1	3%	3	9%	29	0	88%	48.0	2	6%	1	3%	26	4	91%
	M	22	40%	55.2	1	5%	2	9%	18	1	86%	46.2	0	0%	4	18%	14	4	82%
Race	A	1	2%	55.0	0	0%	0	0%	1	0	100%	57.0	0	0%	0	0%	1	0	100%
	B	9	16%	53.1	1	11%	0	0%	8	0	89%	40.9	1	11%	1	11%	6	1	78%
	H	7	13%	56.0	0	0%	1	14%	6	0	86%	42.4	1	14%	0	0%	6	0	86%
	M	0	0%		0		0		0	0			0		0		0	0	
	W	38	69%	56.2	1	3%	4	11%	32	1	87%	49.4	0	0%	4	11%	27	7	89%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	2	4%	51.0	0	0%	1	50%	1	0	50%	32.0	0	0%	1	50%	1	0	50%
EcoDis	17	31%	53.9	1	6%	1	6%	15	0	88%	44.1	2	12%	1	6%	13	1	82%	

Southlawn		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	55	100%	58.7	0	0%	4	7%	39	12	93%	49.0	1	2%	10	18%	40	4	80%
Gender	F	33	60%	59.3	0	0%	3	9%	21	9	91%	47.6	1	3%	7	21%	22	3	76%
	M	22	40%	57.9	0	0%	1	5%	18	3	95%	51.2	0	0%	3	14%	18	1	86%
Race	A	1	2%	70.0	0	0%	0	0%	0	1	100%	65.0	0	0%	0	0%	1	0	100%
	B	9	16%	53.8	0	0%	2	22%	6	1	78%	44.8	1	11%	3	33%	4	1	56%
	H	7	13%	55.9	0	0%	1	14%	4	2	86%	48.6	0	0%	1	14%	6	0	86%
	M	0	0%		0		0		0	0			0		0		0	0	
	W	38	69%	60.2	0	0%	1	3%	29	8	97%	49.7	0	0%	6	16%	29	3	84%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	2	4%	45.0	0	0%	1	50%	1	0	50%	35.5	0	0%	2	100%	0	0	0%
EcoDis	17	31%	57.5	0	0%	3	18%	9	5	82%	46.1	1	6%	3	18%	13	0	76%	

Southlawn		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	55	100%	82.9	3	3	48	89%	54.5	2	8	43	81%	26.5	0	10	45	15.4	6	10	39	71%
Gender	F	33	60%	82.2	2	1	29	91%	54.0	2	5	24	77%	26.3	0	6	27	14.9	4	7	22	67%
	M	22	40%	83.9	1	2	19	86%	55.3	0	3	19	86%	26.7	0	4	18	16.1	2	3	17	77%
Race	A	1	2%	100.0	0	0	1	100%	56.0	0	0	1	100%	28.0	0	0	1	21.0	0	0	1	100%
	B	9	16%	75.4	1	1	7	78%	53.7	1	2	6	67%	25.0	0	4	5	10.7	3	3	3	33%
	H	7	13%	84.1	1	0	6	86%	53.4	1	1	5	71%	26.7	0	1	6	17.1	1	0	6	86%
	M	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	W	38	69%	84.0	1	2	34	92%	54.9	0	5	31	86%	26.8	0	5	33	16.1	2	7	29	76%
	ELL	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	SpEd	2	4%	70.5	1	0	1	50%	54.5	0	1	1	50%	25.5	0	1	1	12.5	1	0	1	50%
EcoDis	17	31%	78.8	3	1	13	76%	54.4	0	0	0		26.1	0	4	13	13.8	5	3	9	53%	

First Grade

Southlawn																			
		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	41	100%	71.5	0	0%	5	12%	29	7	88%	66.9	0	0%	2	5%	30	9	95%
Gender	F	18	44%	75.3	0	0%	1	6%	13	4	94%	70.8	0	0%	0	0%	13	5	100%
	M	23	56%	68.6	0	0%	4	17%	16	3	83%	63.9	0	0%	2	9%	17	4	91%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	2%	87.0	0	0%	0	0%	0	1	100%	57.0	0	0%	0	0%	1	0	100%
	H	11	27%	68.7	0	0%	2	18%	7	2	82%	64.0	0	0%	1	9%	7	3	91%
	M	2	5%	88.5	0	0%	0	0%	1	1	100%	67.0	0	0%	0	0%	2	0	100%
	W	27	66%	70.8	0	0%	3	11%	21	3	89%	68.4	0	0%	1	4%	20	6	96%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	1	2%	70.0	0	0%	0	0%	1	0	100%	73.0	0	0%	0	0%	1	0	100%
	EcoDis	16	39%	73.1	0	0%	3	19%	8	5	81%	65.7	0	0%	0	0%	12	4	100%

Southlawn																			
		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	41	100%	65.2	0	0%	5	12%	27	9	88%	77.4	3	7%	4	10%	31	3	83%
Gender	F	18	44%	66.8	0	0%	1	6%	12	5	94%	83.4	0	0%	0	0%	17	1	100%
	M	23	56%	63.9	0	0%	4	17%	15	4	83%	72.7	3	13%	4	17%	14	2	70%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	2%	63.0	0	0%	0	0%	1	0	100%	83.0	0	0%	0	0%	1	0	100%
	H	11	27%	58.3	0	0%	3	27%	6	2	73%	63.2	1	9%	2	18%	8	0	73%
	M	2	5%	92.0	0	0%	0	0%	0	2	100%	141.5	0	0%	0	0%	1	1	100%
	W	27	66%	66.1	0	0%	2	7%	20	5	93%	78.3	2	7%	2	7%	21	2	85%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	1	2%	51.0	0	0%	0	0%	1	0	100%	36.0	1	100%	0	0%	0	0	0%
	EcoDis	16	39%	66.5	0	0%	1	6%	11	4	94%	84.2	1	6%	2	13%	11	2	81%

		Total	Percent of Total	Average Fluency	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	41	100%	64.2	6	15%	7	17%	25	3	68%
Gender	F	18	44%	75.3	1	6%	3	17%	12	2	78%
	M	23	56%	55.6	5	22%	4	17%	13	1	61%
Race	A	0	0%		0		0		0	0	
	B	1	2%	105.0	0	0%	0	0%	1	0	100%
	H	11	27%	50.2	3	27%	2	18%	6	0	55%
	M	2	5%	120.5	0	0%	0	0%	1	1	100%
	W	27	66%	64.3	3	11%	5	19%	17	2	70%
	ELL	0	0%		0		0		0	0	
	SpEd	1	2%	22.0	1	100%	0	0%	0	0	0%
	EcoDis	16	39%	64.2	3	19%	2	13%	10	1	69%

Southlawn													
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	50	100%	393	5	10%	23	46%	22	0	44%	52%	83%
Gender	F	19	38%	396	1	5%	12	63%	6	0	32%	48%	81%
	M	31	62%	392	4	13%	11	35%	16	0	52%	55%	84%
Race	A	0	0%		0		0		0	0		100%	
	B	1	2%	406	0	0%	0	0%	1	0	100%	0%	50%
	H	14	28%	388	2	14%	8	57%	4	0	29%	44%	100%
	M	3	6%	380	1	33%	2	67%	0	0	0%	0%	75%
	W	32	64%	397	2	6%	13	41%	17	0	53%	62%	88%
	ELL	1	2%	325	1	100%	0	0%	0	0	0%		
	SpEd	9	18%	351	4	44%	3	33%	2	0	22%	20%	100%
	EcoDis	22	44%	390	3	14%	12	55%	7	0	32%	23%	90%

Southlawn		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	56	100%	105.2	8	14%	8	14%	35	5	71%
Gender	F	27	48%	101.3	4	15%	6	22%	15	2	63%
	M	29	52%	108.8	4	14%	2	7%	20	3	79%
Race	A	2	4%	116.5	0	0%	0	0%	2	0	100%
	B	5	9%	73.8	2	40%	1	20%	2	0	40%
	H	9	16%	110.7	0	0%	2	22%	6	1	78%
	M	4	7%	113.5	0	0%	0	0%	4	0	100%
	W	36	64%	106.7	6	17%	5	14%	21	4	69%
	ELL	0	0%		0		0		0	0	
	SpEd	7	13%	78.9	3	43%	0	0%	4	0	57%
EcoDis	18	32%	93.7	4	22%	2	11%	11	1	67%	

Southlawn													
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	58	100%	429	4	7%	22	38%	32	0	55%	51%	45%
Gender	F	25	43%	425	1	4%	11	44%	13	0	52%	50%	31%
	M	33	57%	433	3	9%	11	33%	19	0	58%	52%	63%
Race	A	2	3%	452	0	0%	0	0%	2	0	100%		100%
	B	5	9%	408	0	0%	5	100%	0	0	0%	20%	22%
	H	8	14%	426	1	13%	3	38%	4	0	50%	50%	0%
	M	4	7%	423	0	0%	2	50%	2	0	50%	25%	33%
	W	39	67%	432	3	8%	12	31%	24	0	62%	59%	54%
	ELL	0	0%		0		0		0	0			
SpEd	12	21%	408	4	33%	4	33%	4	0	33%	0%	0%	
EcoDis	19	33%	415	3	16%	9	47%	7	0	37%	9%	21%	

Third Grade

Southlawn		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	41	100%	142.2	0	0%	8	20%	28	5	80%
Gender	F	17	41%	145.9	0	0%	2	12%	12	3	88%
	M	24	59%	139.6	0	0%	6	25%	16	2	75%
Race	A	0	0%		0		0		0	0	
	B	4	10%	132.8	0	0%	1	25%	3	0	75%
	H	2	5%	135.0	0	0%	1	50%	0	1	50%
	M	5	12%	136.0	0	0%	1	20%	4	0	80%
	W	30	73%	145.0	0	0%	5	17%	21	4	83%
	ELL	1	2%	188.0	0	0%	0	0%	0	1	100%
	SpEd	6	15%	124.5	0	0%	3	50%	3	0	50%
EcoDis	13	32%	135.2	0	0%	3	23%	9	1	77%	

Southlawn													
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	43	100%	456	2	5%	11	26%	30	0	70%	53%	56%	
Gender	F	18	42%	450	2	11%	5	28%	11	0	61%	40%	50%
	M	25	58%	461	0	0%	6	24%	19	0	76%	70%	65%
Race	A	0	0%		0		0		0		100%		
	B	5	12%	422	1	20%	2	40%	2	0	40%	38%	57%
	H	2	5%	458	0	0%	0	0%	2	0	100%	40%	45%
	M	5	12%	456	0	0%	1	20%	4	0	80%	25%	40%
	W	31	72%	462	1	3%	8	26%	22	0	71%	62%	62%
ELL	1	2%	437	0	0%	1	100%	0	0	0%			
SpEd	8	19%	433	2	25%	2	25%	4	0	50%	27%	0%	
EcoDis	15	35%	443	1	7%	5	33%	9	0	60%	35%	43%	

Intervention

Southlawn, 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	56				0.00%	54	42	6	6	77.78%	77.78%	55	52	1	2	94.55%	16.77%
1st grade	45	25	9	11	55.56%	42	23	7	12	54.76%	-0.79%	41	28	5	8	68.29%	13.53%
2nd grade	55	32	7	16	58.18%	54	32	10	12	59.26%	1.08%	56	42	5	9	75.00%	15.74%
3rd grade	44	31	13	0	70.45%	43	40	3	0	93.02%	22.57%	41	39	2	0	95.12%	2.10%
		29	27		56			26	30	56			13	19		32	

Southlawn, 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	56				0.00%	54	48	5	1	88.89%	N/A	55	53	1	1	96.36%	7.47%
1st grade	45	39	2	4	86.67%	42	33	8	1	78.57%	-8.10%	41	37	0	4	90.24%	3.58%
2nd grade	55	47	4	4	85.45%	54	46	3	5	85.19%	-0.27%	56	49	4	3	87.50%	2.05%
3rd grade	44	42	1	1	95.45%	43	38	4	1	88.37%	-7.08%	41	37	3	1	90.24%	-5.21%
		7	9		16			20	8	28			8	9		17	

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

Kindergarten students will be able to fluently decode CVC words.

Kindergarten students will increase their capacity to automatically blend three or more sounds.

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"> ▪ Focus on school readiness skills to better implement instruction effectively. ▪ 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. ▪ Utilize read alouds to model what it is like to be a reader who is a thinker. 	Letter Name/Sound Inventory CKLA	Classroom Teacher Interventionist Intervention TA Kindergarten TA	Goal: Students will be able to identify 26 letter names and sounds with varying degrees of accuracy.	Goal: Students will be able to identify 26 letter names and sounds with 100% accuracy
			Students will be able to orally blend 2-3 sounds with teacher support.	Students will be able to independently orally blend 3-4 sounds.
			Updated Progress:	Updated Progress:

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

Goal(s): Kindergarten – Mathematics

Kindergarten students will fluently use number sense by the end of the school year.

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"> ▪ 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 ▪ utilizing i-Ready math curriculum, along with using math vocabulary within daily instruction. ▪ Fluently add/subtract within 5 using strategies ▪ Being able to compare numbers up to 10 ▪ Complete number patterns 	I-Ready assessments, Early Numeracy assessments	Classroom teacher		Goal:
		Interventionist Kindergarten TA	Updated Progress:	Updated Progress:

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

Goal(s): 1st Grade – Literacy

Students in 1st grade will increase proficiency in nonsense word fluency to 90% (at or above grade level) to increase 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 phonic instruction ▪ Reading intervention that meets the gaps of students within the groupings ▪ Utilize read alouds to model what it is like to be a reader who is a thinker. ▪ Look at instruction on blending ▪ Increase independent work 	AIMSweb	Classroom Teacher Reading Interventionist TA	Goal: 85% of students will be at or above grade level.	Goal: 90% of students will be at or above grade level.
	Heggerty Progress monitoring Bursts IST PST			Goal: Updated Progress:

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

Goal(s): 1st Grade – Mathematics

80% of students in 1st grade will be at or above grade level in missing number assessment.

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"> ▪ 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 ▪ Positional knowledge (before/ after/ next) 	i-Ready Math Fact Fluency Assess.	Classroom teacher Math Interventionist TA	Goal: 75% of students are at or above grade level.	Goal: 80% of students will be at or above grade level.
	Xtra Math Math Talk MEX Classroom Observations			Updated Progress:

<ul style="list-style-type: none"> Counting on from numbers (not starting at 1) Counting backwards from a number not 10 				
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Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 2nd Grade – Literacy

We will increase the number of students at or above standard in oral reading fluency from 68% to 85%.

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"> Using CKLA to implement science of reading practices. Utilize Aimsweb and CKLA assessments to drive instruction. Use targeted instruction to improve and increase phonemic awareness skills. Providing daily opportunities for independent reading. Direct instruction of phonics from CKLA. Implementation of the K-12 instructional model. Providing opportunities of reading & rereading through guided reading group time. Utilize the RTI model to differentiate student needs to help close gaps. 	Bi-weekly progress monitoring with Aimsweb probes. IST/PST CKLA unit assessment	Classroom and intervention teachers.	Goal:	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Mathematics

We will increase the number of students at or above standard in math proficiency on I-ready from 44% to 70%.

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"> Implementation with fidelity of the new math resource: I-ready math. Explicit instruction on using the I-ready components with their computer and allowing at least 45 minutes of weekly practice. Allow daily opportunities for discourse to increase student engagement and use of math vocabulary. Using data from assessments to drive instruction and help close gaps. Implementation of the K-12 instructional model. Explicit instruction on using the I-ready components with their computer and allowing at least 45 minutes of weekly practice. 	I-ready progress monitoring and diagnostic assessments. Fact fluency, lesson, and unit assessments. IST/PST	Classroom and intervention teachers.	Goal:	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Literacy Increase oral reading fluency to meet or exceed district level in all cohorts

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"> ▪ Targeted instruction in PA, phonics, and fluency using CKLA ▪ Multiple learning experiences and on-line programs ▪ Immersion in authentic and decodable texts ▪ Use targeted instruction to improve and increase phonemic awareness skills. ▪ Providing daily opportunities for independent reading. ▪ Using CKLA to implement science of reading practices. ▪ Utilize AimsWeb and CKLA assessments to drive instruction. 	<ul style="list-style-type: none"> ▪ AIMSWeb ▪ CKLA assessments ▪ Teacher observations ▪ IST/PST 	Classroom teacher Intervention spec.	Goal:	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Mathematics

Increase all cohort levels to at or exceeding district level with emphasis and focus on increasing Black students' percentage.

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"> ▪ Targeted instruction in area of mathematical need (strand) that stands out on IReady. ▪ Opportunities for repeated practice, manipulatives, and repeated experiences ▪ Technology support around IReady testing. ▪ Implementation with fidelity of the new math resource; Ready Math ▪ Explicit instruction on using the I-ready components with their computer and allowing at least 45 minutes of weekly practice. ▪ Allow daily opportunities for discourse to increase student engagement and use of math vocabulary. ▪ Using data from assessments to drive instruction and help close gaps. ▪ Implementation of the K-12 instructional model. 	<ul style="list-style-type: none"> ▪ -Progress Monitoring ▪ -IReady quick quizzes ▪ -Fact Fluency progress monitoring ▪ IST/PST 	Classroom Teacher Interventionist	Goal:	Goal:
			Updated Progress:	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; 100% of our teachers will complete 4 lessons in their homerooms. Staff will continue to grow knowledge of restorative practices to implement within their classroom settings. Staff in grades K-3 will use a behavior form 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 (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"> ▪ 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. ▪ 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 	Classroom observations	Principals Lead Teacher	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	Supervisor of Counseling, Student Equity and Wellness District TCI trainers SES Team	Updated Progress:	Updated Progress:

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.

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"> ▪ 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 	Review intervention data on an on-going basis to see what		Goal:	Goal:

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.

students are in tier 2/3 and see if they are on the schedule for IST/PST.

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.	students are in tier 2/3 and see if they are on the schedule for IST/PST.			
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