Seneca
School Based Plan
2023-2024

Kindergarten

Seneca		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	40	100%	59.9	1	3%	2	5%	31	6	93%	54.0	0	0%	2	5%	25	13	95%
Gender	F	22	55%	56.8	1	5%	0	0%	19	2	95%	50.9	0	0%	2	9%	16	4	91%
	M	18	45%	63.7	0	0%	2	11%	12	4	89%	57.8	0	0%	0	0%	9	9	100%
Race	A	2	5%	49.5	0	0%	0	0%	2	0	100%	49.0	0	0%	1	50%	0	1	50%
	B	2	5%	66.0	0	0%	0	0%	1	1	100%	49.0	0	0%	0	0%	2	0	100%
	H	2	5%	57.5	0	0%	0	0%	2	0	100%	63.5	0	0%	0	0%	1	1	100%
	M	1	3%	51.0	0	0%	0	0%	1	0	100%	48.0	0	0%	0	0%	1	0	100%
	W	33	83%	60.5	1	3%	2	6%	25	5	91%	54.2	0	0%	1	3%	21	11	97%
	ELL	7	18%	57.0	0	0%	0	0%	7	0	100%	45.7	0	0%	2	29%	4	1	71%
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	12	30%	58.4	0	0%	1	8%	9	2	92%	49.2	0	0%	2	17%	6	4	83%

Seneca		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	40	100%	65.5	2	5%	0	0%	17	21	95%	58.5	2	5%	4	10%	26	8	85%
Gender	F	22	55%	64.0	2	9%	0	0%	9	11	91%	49.3	1	5%	2	9%	18	1	86%
	M	18	45%	67.4	0	0%	0	0%	8	10	100%	69.8	1	6%	2	11%	8	7	83%
Race	A	2	5%	49.5	1	50%	0	0%	0	1	50%	39.5	0	0%	1	50%	1	0	50%
	B	2	5%	52.0	0	0%	0	0%	2	0	100%	88.0	0	0%	1	50%	0	1	50%
	H	2	5%	77.5	0	0%	0	0%	0	2	100%	66.5	0	0%	0	0%	1	1	100%
	M	1	3%	57.0	0	0%	0	0%	1	0	100%	43.0	0	0%	0	0%	1	0	100%
	W	33	83%	66.8	1	3%	0	0%	14	18	97%	57.9	2	6%	2	6%	23	6	88%
	ELL	7	18%	47.9	2	29%	0	0%	4	1	71%	40.1	0	0%	3	43%	4	0	57%
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	12	30%	56.8	2	17%	0	0%	5	5	83%	45.7	1	8%	4	33%	6	1	58%

Seneca																						
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	40	100%	80.0	2	5	33	83%	55.4	1	2	37	93%	26.7	2	3	35	16.9	2	5	33	83%
Gender	F	22	55%	74.7	2	2	18	82%	55.6	0	2	20	91%	26.5	1	3	18	15.9	1	4	17	77%
	M	18	45%	86.4	0	3	15	83%	55.2	1	0	17	94%	26.8	1	0	17	18.1	1	1	16	89%
Race	A	2	5%	62.5	1	0	1	50%	55.0	0	1	1	50%	21.0	1	0	1	13.5	1	0	1	50%
	B	2	5%	83.0	0	1	1	50%	56.0	0	0	2	100%	19.0	1	0	1	12.0	1	0	1	50%
	H	2	5%	80.0	0	0	2	100%	56.0	0	0	2	100%	28.0	0	0	2	19.0	0	0	2	100%
	M	1	3%	71.0	0	0	1	100%	56.0	0	0	1	100%	27.0	0	0	1	13.0	0	0	1	100%
	W	33	83%	81.1	1	4	28	85%	55.4	1	1	31	94%	27.4	0	3	30	17.4	0	5	28	85%
	ELL	7	18%	64.4	2	2	3	43%	55.7	0	1	6	86%	23.0	2	0	5	12.0	2	1	4	57%
	SpEd	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	EcoDis	12	30%	74.3	2	3	7	58%	54.6	0	0	0		25.1	2	0	10	15.3	2	1	9	75%

First Grade

Seneca

		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	39	100%	62.9	2	5%	5	13%	29	3	82%	55.4	2	5%	1	3%	34	2	92%
Gender	F	20	51%	59.4	2	10%	5	25%	11	2	65%	55.3	2	10%	1	5%	15	2	85%
	M	19	49%	66.7	0	0%	0	0%	18	1	100%	55.6	0	0%	0	0%	19	0	100%
Race	A	3	8%	63.7	0	0%	0	0%	3	0	100%	60.3	0	0%	0	0%	2	1	100%
	B	2	5%	65.0	0	0%	0	0%	2	0	100%	62.5	0	0%	0	0%	2	0	100%
	H	6	15%	56.0	2	33%	1	17%	2	1	50%	44.8	2	33%	0	0%	4	0	67%
	M	1	3%	60.0	0	0%	0	0%	1	0	100%	70.0	0	0%	0	0%	1	0	100%
	W	27	69%	64.4	0	0%	4	15%	21	2	85%	56.1	0	0%	1	4%	25	1	96%
	ELL	5	13%	59.2	1	20%	0	0%	3	1	80%	48.6	1	20%	0	0%	4	0	80%
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	18	46%	61.1	2	11%	2	11%	12	2	78%	54.6	2	11%	1	6%	13	2	83%

Seneca

		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	39	100%	59.2	2	5%	2	5%	31	4	90%	73.8	9	23%	5	13%	20	5	64%
Gender	F	20	51%	56.4	2	10%	2	10%	14	2	80%	65.0	8	40%	3	15%	7	2	45%
	M	19	49%	62.2	0	0%	0	0%	17	2	100%	83.2	1	5%	2	11%	13	3	84%
Race	A	3	8%	60.7	0	0%	0	0%	3	0	100%	108.7	0	0%	1	33%	1	1	67%
	B	2	5%	55.5	0	0%	0	0%	2	0	100%	55.0	1	50%	0	0%	1	0	50%
	H	6	15%	46.0	2	33%	0	0%	4	0	67%	63.7	3	50%	0	0%	1	2	50%
	M	1	3%	50.0	0	0%	0	0%	1	0	100%	64.0	0	0%	0	0%	1	0	100%
	W	27	69%	62.6	0	0%	2	7%	21	4	93%	74.0	5	19%	4	15%	16	2	67%
	ELL	5	13%	48.4	1	20%	0	0%	4	0	80%	58.8	1	20%	1	20%	3	0	60%
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	18	46%	54.7	2	11%	1	6%	15	0	83%	69.3	4	22%	4	22%	7	3	56%

Seneca		Total	Percent of Total	Average Fluency	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	39	100%	63.5	8	21%	7	18%	21	3	62%
Gender	F	20	51%	52.5	7	35%	3	15%	9	1	50%
	M	19	49%	75.1	1	5%	4	21%	12	2	74%
Race	A	3	8%	80.7	1	33%	0	0%	1	1	67%
	B	2	5%	42.0	1	50%	0	0%	1	0	50%
	H	6	15%	49.7	3	50%	0	0%	2	1	50%
	M	1	3%	58.0	0	0%	0	0%	1	0	100%
	W	27	69%	66.4	3	11%	7	26%	16	1	63%
	ELL	5	13%	46.2	2	40%	0	0%	3	0	60%
	SpEd	0	0%		0		0		0	0	
	EcoDis	18	46%	56.4	5	28%	3	17%	8	2	56%

						Seneca							
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	38	100%	411	0	0%	15	39%	23	0	61%	63%	45%
Gender	F	19	50%	404	0	0%	10	53%	9	0	47%	63%	52%
	M	19	50%	419	0	0%	5	26%	14	0	74%	63%	38%
Race	A	3	8%	403	0	0%	1	33%	2	0	67%	50%	14%
	B	2	5%	388	0	0%	2	100%	0	0	0%	25%	50%
	H	6	16%	388	0	0%	5	83%	1	0	17%	25%	25%
	M	1	3%	408	0	0%	0	0%	1	0	100%	50%	33%
	W	26	68%	420	0	0%	7	27%	19	0	73%	74%	57%
	ELL	5	13%	387	0	0%	4	80%	1	0	20%	25%	31%
	SpEd	0	0%		0		0		0	0			
	EcoDis	17	45%	397	0	0%	11	65%	6	0	35%	25%	43%

Second Grade

Seneca 2nd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	40	100%	103.0	6	15%	7	18%	24	3	68%
Gender	F	20	50%	108.7	2	10%	2	10%	15	1	80%
	M	20	50%	97.4	4	20%	5	25%	9	2	55%
Race	A	1	3%	75.0	0	0%	1	100%	0	0	0%
	B	4	10%	65.3	2	50%	1	25%	1	0	25%
	H	2	5%	61.5	1	50%	0	0%	1	0	50%
	M	2	5%	115.0	0	0%	0	0%	2	0	100%
	W	31	78%	110.7	3	10%	5	16%	20	3	74%
	ELL	5	13%	43.4	3	60%	2	40%	0	0	0%
	SpEd	0	0%		0		0		0	0	
	EcoDis	10	25%	50.6	6	60%	4	40%	0	0	0%

Seneca 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	41	100%	427	1	2%	19	46%	21	0	51%	31%	61%
Gender	F	21	51%	426	0	0%	11	52%	10	0	48%	28%	70%
	M	20	49%	428	1	5%	8	40%	11	0	55%	35%	52%
Race	A	1	2%	434	0	0%	0	0%	1	0	100%	29%	0%
	B	4	10%	418	0	0%	3	75%	1	0	25%	0%	33%
	H	3	7%	383	1	33%	2	67%	0	0	0%	20%	33%
	M	2	5%	425	0	0%	1	50%	1	0	50%	0%	0%
	W	31	76%	432	0	0%	13	42%	18	0	58%	41%	71%
	ELL	5	12%	396	1	20%	3	60%	1	0	20%	19%	38%
	SpEd	0	0%		0		0		0	0			
	EcoDis	10	24%	406	1	10%	8	80%	1	0	10%	17%	44%

Third Grade

Seneca 3rd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	44	100%	119.3	10	23%	4	9%	27	3	68%
Gender	F	25	57%	115.4	7	28%	2	8%	13	3	64%
	M	19	43%	124.4	3	16%	2	11%	14	0	74%
Race	A	7	16%	72.7	4	57%	1	14%	2	0	29%
	B	4	9%	96.8	2	50%	0	0%	2	0	50%
	H	3	7%	90.3	1	33%	0	0%	2	0	67%
	M	2	5%	108.5	0	0%	1	50%	1	0	50%
	W	28	64%	138.0	3	11%	2	7%	20	3	82%
	ELL	14	32%	74.6	8	57%	3	21%	3	0	21%
	SpEd	2	5%	25.0	2	100%	0	0%	0	0	0%
	EcoDis	26	59%	107.4	8	31%	4	15%	13	1	54%

Seneca 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	44	100%	445	6	14%	14	32%	24	0	55%	61%	51%
Gender	F	25	57%	443	4	16%	9	36%	12	0	48%	58%	38%
	M	19	43%	449	2	11%	5	26%	12	0	63%	65%	57%
Race	A	8	18%	428	3	38%	3	38%	2	0	25%	50%	67%
	B	3	7%	443	0	0%	1	33%	2	0	67%	50%	0%
	H	3	7%	434	1	33%	1	33%	1	0	33%	50%	0%
	M	2	5%	448	0	0%	1	50%	1	0	50%	100%	50%
	W	28	64%	452	2	7%	8	29%	18	0	64%	63%	53%
	ELL	14	32%	427	4	29%	6	43%	4	0	29%	60%	44%
	SpEd	2	5%	420	0	0%	2	100%	0	0	0%	0%	
	EcoDis	25	57%	447	3	12%	9	36%	13	0	52%	53%	40%

Intervention

	Seneca, 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	41				0.00%	41	33	5	3	80.49%	N/A	42	36	5	1	85.71%	5.23%
1st grade	38	31	2	5	81.58%	40	33	3	4	82.50%	0.92%	40	34	2	4	85.00%	3.42%
2nd grade	44	32	4	8	72.73%	44	32	5	7	72.73%	0.00%	45	35	4	6	77.78%	5.05%
3rd grade	48	38	5	5	79.17%	48	40	3	5	83.33%	4.17%	49	41	3	5	83.67%	4.51%
			11	18	29			16	19	35				14	16	30	

	Seneca															
	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	41				0.00%	41	34	2	5	82.93%	N/A	42	36	4	2	85.71%	2.79%
1st grade	38	32	4	2	84.21%	40	34	4	2	85.00%	0.79%	40	35	4	1	87.50%	3.29%
2nd grade	44	41	1	2	93.18%	44	41	1	2	93.18%	0.00%	45	43	0	2	95.56%	2.37%
3rd grade	48	38	6	4	79.17%	48	37	7	4	77.08%	-2.08%	49	38	6	5	77.55%	-1.62%
			11	8	19			14	13	27				14	10	24	

Building Based Goals

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Kindergarten – Literacy Increase NWF for students in the ELL group Increase NWF for students in the Economically Disadvantaged (SES) group				

Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?		
Find culturally responsive, research-based resources to develop literacy skills Student centered instruction such as: • Targeted drills in NWF • Word building with manipulating letters and sounds • Small group instruction (Student centered learning experiences) • Explaining the purpose of NWF (Prepare students for learning) increase • Building familiarity and fluency with determining nonsense or real word • Other research-based methods	Progress Monitoring in Aimsweb +	Classroom teachers and intervention teachers	Goal: Students in ELL and SES groups will increase their NWF by 10% of their BOY benchmark score Updated Progress:	Goal: ELL and SES sub groups will increase their EOY NWF by 10% of their MOY score Updated Progress:

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

Goal(s): Kindergarten – Mathematics
- Increase the percentage of ELL and SES students who meet or exceed Oral Counting benchmarks.
- Increase the percentage of ELL students who meet or exceed the Missing Number benchmarks.

Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?		
- Find culturally responsive, research-based resources to develop mathematical skills. - Increase number sense and manipulation of numbers. - Small group instruction (Student Centered - Building familiarity and number fluency with determining nonsense or real word - Other research-based methods	Progress monitoring with Aimsweb Plus	Classroom teachers and intervention teachers	Oral Counting for ELL & SES will increase 10% of their BOY benchmark score Missing Number for ELL with increase by 10% of their BOY benchmark score Updated Progress:	Goal: Oral Counting for ELL & SES will increase by 10% of their MOY benchmark score Missing Number for ELL will increase by 5% of their MOY benchmark Updated Progress:

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

Goal(s): 1st Grade – Literacy

<u>Nonsense Word Fluency</u>

- Students will demonstrate proficiency in nonsense word fluency with 80% of students meeting benchmark at MOY and 90% of students meeting benchmark at EOY.
- ELL students will demonstrate proficiency in nonsense word fluency with 50% of students meeting benchmark at MOY and 65% of students meeting benchmark at EOY.
- EcoDis students will demonstrate proficiency in nonsense word fluency with 50% of students meeting benchmark at MOY and 65% of students meeting benchmark at EOY.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	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?		
- Intentionally incorporate nonsense word and CVC word practice into Heggerty routine each morning - Use AIMSWeb progress monitoring to drive instruction and continually assess student growth - Access the ARG in CKLA to provide additional word fluency practice in areas of need - Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction	- AIMSWeb - Heggerty - Progress Monitoring - Bursts - IST/PST	- Classroom Teacher - Intervention Teacher/TA - ENL Teacher/TA	Goal: Students will demonstrate proficiency in nonsense word fluency with 80% of students meeting benchmark at MOY. - ELL students will demonstrate proficiency in nonsense word fluency with 50% of students meeting benchmark at MOY. - EcoDis students will demonstrate proficiency in nonsense word fluency with 50% of students meeting benchmark at MOY.	Goal: Students will demonstrate proficiency in nonsense word fluency with 90% of students meeting benchmark at EOY. - ELL students will demonstrate proficiency in nonsense word fluency with 65% of students meeting benchmark at EOY. - EcoDis students will demonstrate proficiency in nonsense word fluency with 65% of students meeting benchmark at EOY.
			Updated Progress:	Updated Progress:

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

Goal(s): 1ˢᵗ Grade – Mathematics

Oral Counting:

- Students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at MOY and 90% of students meeting benchmark at EOY.
- ELL students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY and 80% of students meeting benchmark at EOY.
- EcoDis students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY and 80% of students meeting benchmark at EOY.

Missing Number:

- Students will demonstrate proficiency in missing number fluency with 80% of students meeting benchmark at MOY and 90% of students meeting benchmark at EOY.
- ELL students will demonstrate proficiency in missing number fluency with 60% of students meeting benchmark at MOY and 80% of students meeting benchmark at EOY.

Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?**		
Oral Counting: • Intentionally incorporate oral counting practice into morning meeting with the hundreds chart • Use AIMSWeb progress monitoring to drive instruction and continually assess student growth • Utilize IReady teacher toolbox differentiated learning activities to provide appropriate fluency practice • Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction Missing Number: • Intentionally incorporate missing number practice into math warmups before math mini lesson • Use AIMSWeb progress monitoring to drive instruction and continually assess student growth • Utilize IReady teacher toolbox differentiated learning activities to provide appropriate fluency practice • Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction	• AIMSWeb • IReady • Classroom observations • Bursts	• Classroom Teacher • Intervention Teacher/TA • ENL Teacher/TA	Goal: Students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at MOY. Students will demonstrate proficiency in missing number fluency with 80% of students meeting benchmark at MOY. Oral Counting: ELL students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY. EcoDis students will demonstrate proficiency in oral counting fluency with 60% of students meeting benchmark at MOY. Missing Number: ELL students will demonstrate proficiency in missing number fluency with 60% of students meeting benchmark at MOY.	Goal: Students will demonstrate proficiency in oral counting fluency with 90% of students meeting benchmark at EOY. Students will demonstrate proficiency in missing number fluency with 90% of students meeting benchmark at EOY. Oral Counting: ELL students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at EOY. EcoDis students will demonstrate proficiency in oral counting fluency with 80% of students meeting benchmark at EOY. Missing Number: ELL students will demonstrate proficiency in missing number fluency with 80% of students meeting benchmark at EOY.
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Literacy

Among all subgroups, students will increase their oral reading fluency with 90% meeting benchmark by EOY.

Action Plan Include targeted instructional practice to examine (Problem of Practice- include instructional implications)	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?		
• Examine best practices in NWF and early literacy instruction. • Collaborate with all stakeholders to implement best practices in the classroom. • Classroom teacher will provide NWF bursts. • Use AIMSweb progress monitoring to guide instruction. • Leverage IST/PST and intervention planning meetings to monitor specific student growth • Adjust instruction as needed.	AIMSweb progress monitoring probes	Classroom teacher/ intervention/ENL teacher	Goal: Each student will increase their oral reading fluency benchmark score by 20% by MOY until they reach the exceeding benchmark	Goal: Each student will increase their oral reading fluency benchmark score by 10% by EOY until they reach the exceeding benchmark
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Mathematics

Among all subgroups, students will increase their iReady Diagnostic level with 90% of students on or above level by EOY.

Action Plan Include targeted instructional practice to examine (Problem of Practice- include instructional implications)	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?		
• Examine best practices in mathematics instruction. • Collaborate with all stakeholders to implement best practices in the classroom. • Implement Ready Math program • Explicit math vocabulary instruction • Utilize math discourse to strengthen understanding. • Leverage IST/PST and intervention planning meetings to monitor specific student growth • Adjust instruction as needed.	iReady growth monitoring, fact fluency probes, Ready math unit assessments and lesson quizzes	Classroom teacher/ENL teacher, intervention teacher	Goal: 80% of students will meet or exceed their expected growth on I-ready by MOY	Goal: 80% of students will meet or exceed their expected growth on I-ready by EOY
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 3rd Grade – Literacy Oral Reading Fluency: Students in third grade will increase their reading fluency through systematic instruction and progress monitoring, paying close attention to the discrepancies between male and females as well as the ENL population, with 75% of students reading at grade level (119 wpm).				
Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?		
• Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement, and assess • Utilize current instructional model to guide planning and execute lessons • Utilize RTI model to implement interventions and targeted instruction by setting appropriate and measurable goals • Provide ample time and opportunities to explore their instructs through independent reading • Student lead fluency progress monitoring and goal setting • Small and whole group instruction will incorporate phonemic awareness and phonics instruction for all students • Implementation of Humanities Curriculum • Leverage IST/PST and RTI planning meetings to monitor specific student growth • Collaboration with all teachers and service providers (intervention, ELL, speech, etc.) • Implementation of new CKLA curriculum • Utilize ARG to provide differentiated instructional opportunities	AimsWeb Fluency Benchmark Assessment and Progress Monitoring Probes	Classroom Teachers Intervention Teacher (as applicable) ELL Teacher (as applicable)	Goal: Each student will increase their oral reading fluency benchmark score by 20% by MOY until they reach the exceeding benchmark	Goal: Each student will increase their oral reading fluency benchmark score by 20% by EOY until they reach the exceeding benchmark
			Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Mathematics
iReady:
Students in third grade will increase their diagnostic score with 80% of students scoring on grade level by EOY.

Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?		
• Utilize the RTI model for enhanced differentiation to close gaps for students. • Utilize current instructional model to guide planning and execute lessons. • Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess • Provide opportunities for math talk and productive struggle while maintaining high expectations for all. • Explicit vocabulary instruction in mathematics • Daily utilization of IReady during math workshop • Frequent utilization of Iready progress monitoring.	iReady Assessments and Progress Monitoring. Classroom Observations	Classroom Teacher Intervention Teacher	Goal: 75% of general education students will score on grade level for their iready MOY diagnostic. 40% of ENL students will score on grade level on their iready MOY diagnostic. Updated Progress:	Goal: Updated Progress:

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

Goal(s): SEL
Staff will help to build an environment and community that will promote student social and emotional learning and encourage restorative practices.

Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?		
• Principal/TOSA to review behavior referral document with faculty and staff. • Continued professional development tied to restorative practices and consistent implementation into the classroom. • Lunch/Recess monitors: ○ relationship building; classroom building activity (morning meeting, classroom circle); one circle time a month with lunch monitor prior to lunch or after lunch); teacher time with lunch monitor to review strategies that benefit the student • Building wide assemblies, or grade level bands; Friday Fun activities			Goal: Updated Progress:	Goal: Updated Progress:

• Caring Communities—implementation of curriculum—at least 4 lessons • o Provide resources and professional development tied to Caring Community resource • Create a schedule of meetings to support implementation across classrooms			

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)				
Goal(s): Using Panorama, students identified as high-risk due to absenteeism, behavior reports, and grades will be addressed through the IST and, if applicable, the PST process, to ensure we are meeting the wholistic needs of all students.				
Action Plan *Include targeted instructional practice to examine* *(Problem of Practice- include instructional implications)*	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?		
• Teachers will continue to identify students for IST meetings. • Members of Exec. PST will use Panorama to identify students by sub-groups and according to absenteeism, SEL concerns, behavior, and grades. • Members of Exec. PST will cross-reference students identified from Panorama with students identified for IST meetings to ensure all high-risk students are being addressed • Intervention Teachers are providing classroom teachers with intervention plans from Panorama to inform marking period grades, report card comments, and conversations with families	Exec. PST minutes IST Agendas	School Counselor Interventionist (Reading) Interventionist (Math) School Psychologist Social Worker Principal	Goal: • Intervention Teachers are creating intervention plans in Panorama. • Exec. PST members are reviewing Panorama with principal/intervention teacher support	Goal: • Teachers are using Panorama Intervention Plans to inform conversations with parents and record student progress • Exec. PST members are accessing Panorama to identify high-risk students and using this information during SES meetings