



Colebrook Elementary School
School Based Plan
2022-2023

Grade K AimsWeb Reading: Letter Name and Letter Sound

		Total	% of Total	Avg. LNF	Int.	Stra.	At/Abv.	Exc.	% Prof.	Avg. LSF	Int.	Stra.	At/Abv.	Exc.	% Prof.
	Total	24	100%	53.8	1	2	21	0	88%	47.9	1	0	17	6	96%
Gender	F	10	42%	48.4	1	2	7	0	70%	41.7	1	0	8	1	90%
	M	14	58%	57.6	0	0	14	0	100%	52.4	0	0	9	5	100%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	1	4%	61.0	0	0	1	0	100%	47.0	0	0	1	0	100%
	H	3	13%	49.3	0	1	2	0	67%	50.3	0	0	2	1	100%
	M	1	4%	56.0	0	0	1	0	100%	47.0	0	0	1	0	100%
	W	19	79%	53.9	1	1	17	0	89%	47.6	1	0	13	5	95%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	0	0%		0	0	0	0			0	0	0	0	
	EcoDis	7	29%	46.7	1	1	5	0	71%	38.9	1	0	6	0	86%

Grade K AimsWeb Reading: Phoneme Segmentation and Nonsense Word

		Total	% of Total	Avg. PSF	Int.	Stra.	At/Abv.	Exc.	% Prof.	Avg. NWF	Int.	Stra.	At/Abv.	Exc.	% Prof.
	Total	24	100%	51.9	1	1	20	2	92%	49.1	1	2	20	1	88%
Gender	F	10	42%	45.4	1	1	8	0	80%	43.8	1	1	8	0	80%
	M	14	58%	56.6	0	0	12	2	100%	52.9	0	1	12	1	93%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	1	4%	48.0	0	0	1	0	100%	76.0	0	0	17	1	100%
	H	3	13%	51.0	0	0	3	0	100%	43.3	0	1	2	0	67%
	M	1	4%	59.0	0	0	1	0	100%	53.0	0	0	0	0	
	W	19	79%	51.9	1	1	15	2	89%	48.4	1	1	17	0	89%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	0	0%		0	0	0	0			0	0	0	0	
	EcoDis	7	29%	43.9	1	0	6	0	86%	42.0	1	2	3	1	57%

Grade 1 AimsWeb Reading: Letter Name and Letter Sound

		Total	% of Total	Avg. LNF	Int.	Stra.	At/Abv.	Exc.	% Prof.	Avg. LSF	Int.	Stra.	At/Abv.	Exc.	% Prof.
	Total	35	100%	59.8	6	3	17	2	68%	50.4	6	3	18	1	68%
Gender	F	14	40%	63.5	2	2	7	1	67%	54.4	1	3	8	0	67%
	M	21	60%	57.1	4	1	10	1	69%	47.3	5	0	10	1	69%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	2	6%	43.5	1	1	0	0	0%	31.5	1	1	0	0	0%
	H	3	9%	50.0	1	0	1	0	50%	34.0	1	0	1	0	50%
	M	2	6%	52.5	1	0	1	0	50%	48.5	1	0	1	0	50%
	W	28	80%	62.9	3	2	15	2	77%	53.7	3	2	16	1	77%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	9	26%	46.1	4	1	1	1	29%	31.0	5	0	1	1	29%
	EcoDis	8	23%	57.9	3	1	3	1	50%	49.9	2	2	3	1	50%

Grade 1 AimsWeb Reading: Phoneme Segmentation and Nonsense Word

		Total	% of Total	Avg. PSF	Int.	Stra.	At/Abv.	Exc.	% Prof.	Avg. NWF	Int.	Stra.	At/ Abv.	Exc.	% Prof.
	Total	35	100%	57.4	4	2	24	2	81%	70.1	6	8	13	4	55%
Gender	F	14	40%	60.1	2	0	10	2	86%	77.3	1	4	7	1	62%
	M	21	60%	55.3	2	2	14	0	78%	64.9	5	4	6	3	50%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	2	6%	48.5	1	0	1	0	50%	72.0	1	0	1	0	50%
	H	3	9%	30.0	1	0	1	0	50%	60.5	1	0	1	0	50%
	M	2	6%	61.0	0	1	0	1	50%	36.5	1	1	0	0	0%
	W	28	80%	59.9	2	1	22	1	88%	73.4	3	7	11	4	60%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	9	26%	44.0	2	2	3	0	43%	61.6	4	0	2	1	43%
	EcoDis	8	23%	56.4	2	0	4	1	71%	59.6	2	3	1	1	29%

Grade 1, 2 & 3: AimsWeb Reading: Fluency

			Total	Percent of Total	Average Fluency	Intensive	Strategic	At or Above	Exceeding	% Proficient
Grade 1		Total	35	100%	52.8	10	7	14	1	47%
	Gender	F	14	40%	52.5	4	2	7	0	54%
		M	21	60%	53.1	6	5	7	1	42%
	Race	A	0	0%		0	0	0	0	
		B	2	6%	28.0	1	0	1	0	50%
		H	3	9%	67.0	1	0	2	0	67%
		M	2	6%	24.0	0	1	0	0	0%
		W	28	80%	54.2	8	6	11	1	46%
		ELL	0	0%		0	0	0	0	
		SpEd	9	26%	46.9	4	0	3	0	43%
	EcoDis	8	23%	29.7	3	3	1	0	14%	
Grade 2		Total	45	100%	91.6	0	8	26	0	76%
	Gender	F	24	53%	95.7	0	4	15	0	79%
		M	21	47%	86.8	0	4	11	0	73%
	Race	A	0	0%		0	0	0	0	
		B	2	4%	100.0	0	1	1	0	50%
		H	5	11%	71.0	0	1	2	0	67%
		M	3	7%	43.7	0	0	1	0	100%
		W	35	78%	98.1	0	6	22	0	79%
		ELL	0	0%		0	0	0	0	
		SpEd	12	27%	56.3	0	2	3	0	60%
		EcoDis	14	31%	75.9	0	4	5	0	56%

Grade 3	Total	37	100%	146.6	0	4	28	5	89%	
	Gender	F	20	54%	149.5	0	1	16	3	95%
		M	17	46%	143.4	0	3	12	2	82%
	Race	A	0	0%		0	0	0	0	
		B	2	5%	141.5	0	0	2	0	100%
		H	5	14%	138.0	0	0	5	0	100%
		M	2	5%	173.5	0	0	1	1	100%
		W	28	76%	146.6	0	4	20	4	86%
		ELL	0	0%		0	0	0	0	
		SpEd	0	0%		0	0	0	0	
		EcoDis	4	11%	132.5	0	0	4	0	100%

Grade K: AimsWeb Math

		Total	% of Total	Avg. OC	T 3	T 2	T 1	% T 1	Avg. NI	T 3	T 2	T 1	% Tier 1	Avg. QD	T 3	T 2	T 1	Avg. MN	T 3	T 2	Ti1	% Tier 1
	Total	24	100%	83.8	1	1	22	92%	54.3	1	1	22	92%	27.6	0	1	23	16.9	0	3	21	88%
Gender	F	10	42%	78.5	1	1	8	80%	51.9	1	1	8	80%	27.2	0	1	9	15.3	0	3	7	70%
	M	14	58%	87.6	0	0	14	100%	55.9	0	0	14	100%	27.9	0	0	14	18.1	0	0	14	100%
	Race	A	0	0%		0	0	0			0	0	0			0	0	0		0	0	0
B		1	4%	82.0	0	0	1	100%	56.0	0	0	1	100%	28.0	0	0	1	21.0	0	0	1	100%
H		3	13%	76.3	0	0	3	100%	56.0	0	0	3	100%	28.0	0	0	3	16.7	0	1	2	67%
M		1	4%	100.0	0	0	1	100%	56.0	0	0	1	100%	28.0	0	0	1	19.0	0	0	1	100%
W		19	79%	84.3	1	1	17	89%	53.8	1	1	17	89%	27.5	0	1	18	16.6	0	2	17	89%
	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	7	29%	81.7	1	0	6	86%	51.1	0	0	0		27.0	0	1	6	17.0	0	1	6	86%

Grade 1: iReady Math

		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 %	20-21 EOY On or Above Level %
	Total	35	100%	408	1	3%	13	37%	21	0	60%	56%
Gender	F	14	40%	400	0	0%	8	57%	6	0	43%	61%
	M	21	60%	413	1	5%	5	24%	15	0	71%	50%
Race	A	0	0%		0		0		0	0		
	B	2	6%	371	0	0%	2	100%	0	0	0%	50%
	H	3	9%	367	1	33%	1	33%	1	0	33%	33%
	M	2	6%	399	0	0%	1	50%	1	0	50%	33%
	W	28	80%	415	0	0%	9	32%	19	0	68%	59%
	ELL	0	0%		0		0		0	0		
	SpEd	9	26%	385	1	11%	4	44%	4	0	44%	11%
	EcoDis	8	23%	392	0	0%	6	75%	2	0	25%	44%

Grade 2: iReady Math

		Total	% 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/Above Level %	20-21 EOY On/Above Level
	Total	46	100%	418	7	15%	19	41%	20	0	43%	63%
Gender	F	25	54%	423	3	12%	10	40%	12	0	48%	57%
	M	21	46%	412	4	19%	9	43%	8	0	38%	71%
Race	A	0	0%		0		0		0	0		
	B	2	4%	419	0	0%	2	100%	0	0	0%	25%
	H	5	11%	410	2	40%	1	20%	2	0	40%	20%
	M	3	7%	395	2	67%	0	0%	1	0	33%	100%
	W	36	78%	421	3	8%	16	44%	17	0	47%	73%
	ELL	0	0%		0		0		0	0		
	SpEd	12	26%	395	6	50%	3	25%	3	0	25%	
	EcoDis	14	30%	412	3	21%	6	43%	5	0	36%	29%

Grade 3: iReady Math

		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 %	20-21 EOY On or Above Level %
	Total	37	100%	463	0	0%	10	27%	27	0	73%	56%
Gender	F	20	54%	461	0	0%	7	35%	13	0	65%	60%
	M	17	46%	465	0	0%	3	18%	14	0	82%	55%
Race	A	0	0%		0		0		0	0		
	B	2	5%	447	0	0%	1	50%	1	0	50%	0%
	H	5	14%	448	0	0%	3	60%	2	0	40%	0%
	M	2	5%	475	0	0%	1	50%	1	0	50%	67%
	W	28	76%	466	0	0%	5	18%	23	0	82%	63%
	ELL	0	0%		0		0		0	0		
	SpEd	0	0%		0		0		0	0		17%
	EcoDis	4	11%	448	0	0%	2	50%	2	0	50%	47%

Reading Intervention											
	Fall/Winter for Kinder					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
Kindergarten	25	22	2	1	88.00%	24	23	0	1	95.83%	7.83%
1st grade	37	26	3	8	70.27%	35	23	6	6	65.71%	-4.56%
2nd grade	46	27	5	14	58.70%	45	29	6	10	64.44%	5.75%
3rd grade	37	36	1	0	97.30%	37	36	1	0	97.30%	0.00%

Mathematics Intervention											
	Fall/Winter for Kinder					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
Kindergarten	25	20	3	2	80.00%	24	23	1	0	95.83%	15.83%
1st grade	37	28	2	7	75.68%	35	29	3	3	82.86%	7.18%
2nd grade	46	29	7	10	63.04%	45	36	6	3	80.00%	16.96%
3rd grade	37	35	0	2	94.59%	37	34	3	0	91.89%	-2.70%

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.

Action Plan <i>Include targeted instructional practice to examine</i> (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?		
-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/Kinder TA 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.	-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 50% accuracy. Students will be able to orally blend 2-3 sounds with teacher support.	Goal: Students will be able to identify 26 letter names and sounds with 100% accuracy Students will be able to fluently decode CVC words independently (80% accuracy on NWF OR CKLA assessment)
			Updated Progress:	Updated Progress:

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

Goal(s): Kindergarten – Mathematics

- Kindergarten students will be able to identify and represent (ex: 1:1 correspondence) numbers 0-20 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	Teacher created probes and assessments	Classroom teacher Interventionist	Goal: Students will be able to identify and represent numbers 0-10 with 50% accuracy	Goal: Students will be able to identify and represent numbers 0-20 with 100%
		-Kindergarten TA	Updated Progress:	Updated Progress:

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

Goal(s): 1st Grade – Literacy

Phonemic Awareness:

- Students will demonstrate phonemic awareness proficiency with the following skills: Segment and blend four phonemes (phonemic awareness)

Nonsense word Fluency:

- Students will demonstrate proficiency in nonsense word fluency by demonstrating the following skills: Segment and blend 3 letter words (Midyear) Segment and blend 4 letter words (EOY)

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?		
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 	AIMSweb Heggerty Progress monitoring Bursts IST PST	Classroom Teacher Reading Interventionist TA	Goal: Students will segment and blend three phonemes with tapping	Goal: Students will segment and blend four phonemes with tapping
	Ex: QPS/Wilson- use of real & nonsense word lists to assess blending untimed as a resource		Goal: Students will segment and blend 3 letter nonsense words	Goal: Students will blend 3 letter nonsense words without segmenting (score of 57 on NWF)
			Updated Progress:	Updated Progress:

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

Goal(s): 1st Grade – Mathematics

- Students in 1st grade will increase their math proficiency on iReady, with special attention to Number Sense, through targeted small group instruction and frequent progress monitoring.
- Students in 1st grade will increase their math fact fluency proficiency through targeted multi-sensory instruction.

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 	iReady Math Fact Fluency Assess. Xtra Math Math Talk MEX Classroom Observations	Classroom teacher Math Interventionist TA	Goal: 50% of students are on or above grade level 80% of students on level (80%+), untimed	Goal: 60% of students are on or above grade level 100% of students on level (80%+), untimed
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 2nd Grade – Literacy				
<ul style="list-style-type: none"> 80% or more of students will increase their reading fluency to meet or exceed proficiency. 				
Action Plan <i>Include targeted instructional practice to examine</i> <i>(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 phonics instruction through CKLA Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess Implementation of the K-12 instructional model Utilize Heggerty instruction and assessments to drive instruction (Phonemic awareness) Implementation of independent reading time 	-Weekly or bi-weekly progress monitoring. -IST/PST -PAST as needed -common assessment -AimsWeb progress monitoring	Classroom and intervention teachers when appropriate.	Goal: 80% of students will read at least 80 wpm on a grade level text.	Goal: 80% of students will read at least 92 wpm on a grade level text.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 2nd Grade – Mathematics				
<ul style="list-style-type: none"> Students will increase their math proficiency in math fluency and place value and apply their understanding to multi-digit addition and subtraction. 				
Action Plan <i>Include targeted instructional practice to examine</i> <i>(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 of instruction, implement and assess. Implementation of the K-12 instructional model. Utilize number talks to strengthen number sense Utilize the RTI model for enhanced differentiation to close gaps for students. Explicit vocabulary instruction 	-Progress monitoring. -IST/PST -Fact Fluency Assessment -MEX unit assessments -Classroom Observations	Classroom and intervention teachers when appropriate.	Goal: 80% of students will attain a score of 80% or more on their accuracy with math fact fluency with +/- within 20. -80% of students will score 80% or higher on MEX unit 2 test.	Goal: 80% of students will score 80% or higher on the end of year math common assessment. -80% of students will score 80% or higher on MEX unit 6 test.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 3rd Grade – Literacy				
<ul style="list-style-type: none"> Students in Grade 3 will increase their reading fluency through systematic instruction and progress monitoring. 				
Action Plan <i>Include targeted instructional practice to examine</i> <i>(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"> Student lead fluency progress monitoring and goal setting 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 the RTI model to implement interventions and targeted instruction by setting appropriate and measurable goals. (ex: fluency bursts) Small and whole group instruction will incorporate phonemic awareness and phonics instruction for all students. Provide explicit fluency instruction during tier 1 instruction. Provide ample time and opportunities to explore their interests through independent reading. 	AimsWeb Fluency Assessment and Probes	Classroom Teachers, Intervention Teacher, Classroom Team	Goal: 70 % of students will read 105 wpm with 3 or fewer errors.	Goal: 75% of students will read 119 wpm with 3 or fewer errors.
	PAST if needed Student lead fluency PM			Updated Progress:

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

Goal(s): 3rd Grade – Mathematics

- Students in Grade 3 will increase their proficiency in the area of numbers and operations through systematic instruction.

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?		
<ol style="list-style-type: none"> 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 Administer Fact Fluency assessments to gather information of strengths and to inform planning. Daily math fluency sprints with student goal setting and tracking 	Fact Fluency Assessment	Classroom Teacher	Goal: 90% of students will achieve 50% of their annual typical growth goal within iReady.	Goal: 90% of students will achieve 100% of their annual typical growth goal within iReady.
	MEX Unit Assessment Classroom Observations	Intervention Teacher Classroom Team		

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

Goal(s): SEL

Staff in K-3 will pilot Caring Communities into multiple classrooms/settings to provide access to tier 1 SEL instruction in grades K-3.

Staff will gain 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</i> (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 ?		
<ul style="list-style-type: none"> ▪ Principals to introduce behavioral referral document to staff. Implementation to begin at the start of school year. <ul style="list-style-type: none"> ○ TOSA’s turnkey document training to all lunch/recess monitors ▪ Continued professional development tied to restorative practices and consistent implementation into the classroom and during more unstructured times (lunch/recess). ▪ Create a community of teachers interested in piloting Caring Communities across a tier 1 setting. <ul style="list-style-type: none"> ○ Provide resources and professional development tied to Caring Community resource. ○ Create a schedule of meetings to support implementation across classrooms 	Classroom observations	Principals	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 Use of behavior referral document	TOSA (Lead Teacher) Supervisor of Counseling, Student Equity and Wellness		

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)

Goal(s):

- Staff will understand the West Irondequoit Instructional Model and use the model to impact classroom instruction.
- Staff will use the data-wise process to inform grade level instruction.

Action Plan <i>Include targeted instructional practice to examine</i> <i>(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?		
1. SBPT and faculty meetings will focus on the Instructional Model <ul style="list-style-type: none"> a. Break down components of the instructional model. b. Provide strategies and support to meet the different components within the instructional model 	Classroom observations/ Walkthroughs Reflection during post observations that apply to the instructional model.	Principals	Goal: Staff will immerse themselves in research regarding the Instructional Model components through faculty meetings.	Goal: Classroom visits and observations will reflect all aspects of the Instructional Model.
			Updated Progress:	Updated Progress: