



**Listwood**  
*School Based Plan*  
*2022-2023*

Listwood K	Listwood AIMS Web LNF									Listwood AIMS Web LSF					
	LNF	Total	Percent of Total	Average LNF	Intensive	Strategic	At or Above	Exceeding	% Proficient	Average LSF	Intensive	Strategic	At or Above	Exceeding	% Proficient
	<b>Total</b>	46	100%	61.0	1	3	33	9	91%	51.2	0	2	31	13	96%
Gender	F	20	43%	57.5	1	1	15	3	90%	49.5	0	1	15	4	95%
	M	26	57%	63.7	0	2	18	6	92%	52.5	0	1	16	9	96%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	1	2%	50.0	0	0	1	0	100%	50.0	0	0	1	0	100%
	H	2	4%	55.5	0	0	2	0	100%	42.0	0	0	2	0	100%
	M	3	7%	63.7	0	0	2	1	100%	58.7	0	0	1	2	100%
	W	40	87%	61.4	1	3	28	8	90%	51.1	0	2	27	11	95%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	1	2%	80.0	0	0	0	1	100%	66.0	0	0	0	1	100%
	EcoDis	3	7%	61.3	1	0	1	1	67%	46.3	0	1	1	1	67%

Listwood K	Listwood AIMS Web PSF									Listwood AIMS Web NWF					
	LNF	Total	Percent of Total	Average PSF	Intensive	Strategic	At or Above	Exceeding	% Proficient	Average NWF	Intensive	Strategic	At or Above	Exceeding	% Proficient
	<b>Total</b>	46	100%	65.1	0	0	26	20	100%	56.4	2	6	30	8	83%
Gender	F	20	43%	62.5	0	0	13	7	100%	54.4	2	3	13	2	75%
	M	26	57%	67.2	0	0	13	13	100%	57.9	0	3	17	6	88%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	1	2%	69.0	0	0	0	1	100%	50.0	0	0	1	0	100%
	H	2	4%	47.5	0	0	2	0	100%	31.5	0	2	0	0	0%
	M	3	7%	77.0	0	0	0	3	100%	80.7	0	0	2	1	100%
	W	40	87%	65.0	0	0	24	16	100%	56.0	2	4	27	7	85%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	1	2%	65.0	0	0	1	0	100%	49.0	0	0	1	0	100%
	EcoDis	3	7%	61.0	0	0	2	1	100%	61.7	1	0	1	1	67%

Listwood 1st	Listwood AIMS Web LNF									Listwood AIMS Web LSF					
	Total	Percent of Total	Average LNF	Intensive	Strategic	At or Above	Exceeding	% Proficient	Average LSF	Intensive	Strategic	At or Above	Exceeding	% Proficient	
	<b>Total</b>	45	100%	65.8	0	1	41	1	98%	57.1	0	2	40	1	95%
Gender	F	26	58%	65.1	0	1	24	1	96%	58.5	0	1	24	1	96%
	M	19	42%	66.9	0	0	17	0	100%	55.0	0	1	16	0	94%
Race	A	0	0%		0	0	0	0			0	0	0	0	
	B	3	7%	64.7	0	0	3	0	100%	52.7	0	0	3	0	100%
	H	4	9%	69.0	0	0	3	0	100%	55.7	0	0	3	0	100%
	M	3	7%	74.3	0	0	2	1	100%	68.7	0	0	3	0	100%
	W	34	76%	64.5	0	1	32	0	97%	56.9	0	2	30	1	94%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	1	2%	76.0	0	0	1	0	100%	70.0	0	0	1	0	100%
	EcoDis	5	11%	68.4	0	0	5	0	100%	67.2	0	0	4	1	100%

Listwood 1st		Total	Percent of Total	Listwood AIMS Web PSF						Listwood AIMS Web NWF					
				Average PSF	Intensive	Strategic	At or Above	Exceeding	% Proficient	Average NWF	Intensive	Strategic	At or Above	Exceeding	
	<b>Total</b>	45	100%	66.1	0	0	34	11	100%	74.8	3	2	34	2	88%
<b>Gender</b>	<b>F</b>	26	58%	64.7	0	0	20	6	100%	72.9	2	2	21	1	85%
	<b>M</b>	19	42%	68.1	0	0	14	5	100%	78.1	1	0	13	1	93%
<b>Race</b>	<b>A</b>	0	0%		0	0	0	0			0	0	0	0	
	<b>B</b>	3	7%	60.0	0	0	3	0	100%	57.5	0	0	2	0	100%
	<b>H</b>	4	9%	61.0	0	0	4	0	100%	114.0	0	0	2	1	100%
	<b>M</b>	3	7%	61.7	0	0	3	0	100%	87.5	0	0	2	0	100%
	<b>W</b>	34	76%	67.7	0	0	23	11	100%	71.4	3	2	27	1	85%
	<b>ELL</b>	0	0%		0	0	0	0			0	0	0	0	
	<b>SpEd</b>	1	2%	65.0	0	0	1	0	100%	80.0	0	0	1	0	100%
	<b>EcoDis</b>	5	11%	62.4	0	0	4	1	100%	65.3	0	0	3	0	100%

Listwood 1st		Total	Percent of Total	Listwood AIMS Web Fluency					
				Average Fluency	Intensive	Strategic	At or Above	Exceeding	% Proficient
	<b>Total</b>	45	100%	69.7	4	12	24	3	63%
<b>Gender</b>	<b>F</b>	26	58%	73.6	2	5	16	1	71%
	<b>M</b>	19	42%	64.7	2	7	8	2	53%
<b>Race</b>	<b>A</b>	0	0%		0	0	0	0	
	<b>B</b>	3	7%	49.5	0	1	1	0	50%
	<b>H</b>	4	9%	73.5	1	0	3	0	75%
	<b>M</b>	3	7%	72.7	0	1	1	1	67%
	<b>W</b>	34	76%	69.7	3	10	18	2	61%
	<b>ELL</b>	0	0%		0	0	0	0	
	<b>SpEd</b>	1	2%	90.0	0	0	1	0	100%
	<b>EcoDis</b>	5	11%	65.0	0	1	4	0	80%

Listwood 2nd		Total	Percent of Total	Listwood AIMS Web Fluency					
				Average Score	Intensive	Strategic	At or Above	Exceeding	% Proficient
	<b>Total</b>	42	100%	109.1	4	8	28	2	71%
<b>Gender</b>	<b>F</b>	23	55%	113.7	3	4	15	1	70%
	<b>M</b>	19	45%	103.4	1	4	13	1	74%
<b>Race</b>	<b>A</b>	0	0%		0	0	0	0	
	<b>B</b>	1	2%	118.0	0	0	1	0	100%
	<b>H</b>	5	12%	111.8	1	1	2	1	60%
	<b>M</b>	4	10%	112.8	0	1	3	0	75%
	<b>W</b>	32	76%	107.9	3	6	22	1	72%
	<b>ELL</b>	0	0%		0	0	0	0	
	<b>SpEd</b>	1	2%	99.0	0	0	1	0	100%
	<b>EcoDis</b>	9	21%	98.9	3	0	6	0	67%

Listwood 3rd	Listwood AIMS Web Fluency								
	Total	Percent of Total	Average Score	Intensive	Strategic	At or Above	Exceeding	% Proficient	
	Total	46	100%	135.7	5	7	27	7	74%
Gender	F	21	46%	145.8	0	4	14	3	81%
	M	25	54%	127.2	5	3	13	4	68%
Race	A	2	4%	129.5	0	0	2	0	100%
	B	1	2%	145.0	0	0	1	0	100%
	H	5	11%	134.6	0	2	3	0	60%
	M	2	4%	44.5	2	0	0	0	0%
	W	36	78%	141.0	3	5	21	7	78%
	ELL	0	0%		0	0	0	0	
	SpEd	4	9%	120.8	2	0	1	1	50%
	EcoDis	9	20%	127.6	1	2	6	0	67%

**Math Data**

Listwood K	Listwood Math OC									Listwood Math NI				
	Total	Percent of Total	Average OC	Tier 3	Tier 2	Tier 1	% Tier 1	Average NI	Tier 3	Tier 2	Tier 1	% Tier 1		
	Total	46	100%	75.9	3	9	34	74%	55.9	0	1	45	98%	
Gender	F	20	43%	72.3	1	7	12	60%	55.9	0	1	19	95%	
	M	26	57%	78.6	2	2	22	85%	56	0	0	26	100%	
Race	A	0	0%		0	0	0			0	0	0		
	B	1	2%	70	0	0	1	100%	56	0	0	1	100%	
	H	2	4%	58	0	2	0	0%	56	0	0	2	100%	
	M	3	7%	83.7	0	0	3	100%	56	0	0	3	100%	
	W	40	87%	76.3	3	7	30	75%	55.9	0	1	39	98%	
	ELL	0	0%		0	0	0			0	0	0		
	SpEd	1	2%	84	0	0	1	100%	56	0	0	1	100%	
	EcoDis	3	7%	71	1	1	1	33%	56	0	0	0		

Listwood K	Listwood Math QD							Listwood, Math MN				
	Total	Percent of Total	Average QD	Tier 3	Tier 2	Tier 1	Average MN	Tier 3	Tier 2	Tier 1	% Tier 1	
	Total	46	100%	27.9	0	1	45	18.8	1	1	44	96%
Gender	F	20	43%	27.8	0	1	19	17.9	1	1	18	90%
	M	26	57%	28	0	0	26	19.5	0	0	26	100%
Race	A	0	0%		0	0	0		0	0	0	
	B	1	2%	28	0	0	1	21	0	0	1	100%
	H	2	4%	28	0	0	2	17	0	0	2	100%
	M	3	7%	28	0	0	3	19	0	0	3	100%
	W	40	87%	27.9	0	1	39	18.8	1	1	38	95%
	ELL	0	0%		0	0	0		0	0	0	
	SpEd	1	2%	28	0	0	1	21	0	0	1	100%
	EcoDis	3	7%	27.7	0	0	3	16.3	1	0	2	67%

Listwood, iReady, 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 %	20-21 EOY On or Above Level %
	<b>Total</b>	45	100%	408	0	0%	15	33%	30	0	67%	68%
<b>Gender</b>	<b>F</b>	26	58%	404	0	0%	11	42%	15	0	58%	65%
	<b>M</b>	19	42%	413	0	0%	4	21%	15	0	79%	71%
<b>Race</b>	<b>A</b>	0	0%		0		0		0	0		
	<b>B</b>	3	7%	378	0	0%	2	67%	1	0	33%	100%
	<b>H</b>	4	9%	405	0	0%	2	50%	2	0	50%	67%
	<b>M</b>	3	7%	407	0	0%	1	33%	2	0	67%	75%
	<b>W</b>	34	76%	411	0	0%	9	26%	25	0	74%	66%
	<b>ELL</b>	0	0%		0		0		0	0		
	<b>SpEd</b>	1	2%	398	0	0%	1	100%	0	0	0%	0%
	<b>EcoDis</b>	5	11%	397	0	0%	2	40%	3	0	60%	57%

Listwood, iReady, 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 %	20-21 EOY On or Above Level %
	<b>Total</b>	42	100%	431	0	0%	15	36%	27	0	64%	64%
<b>Gender</b>	<b>F</b>	23	55%	428	0	0%	11	48%	12	0	52%	76%
	<b>M</b>	19	45%	434	0	0%	4	21%	15	0	79%	54%
<b>Race</b>	<b>A</b>	0	0%		0		0		0	0		50%
	<b>B</b>	1	2%	425	0	0%	1	100%	0	0	0%	100%
	<b>H</b>	5	12%	428	0	0%	3	60%	2	0	40%	25%
	<b>M</b>	4	10%	435	0	0%	1	25%	3	0	75%	0%
	<b>W</b>	32	76%	432	0	0%	10	31%	22	0	69%	72%
	<b>ELL</b>	0	0%		0		0		0	0		
	<b>SpEd</b>	1	2%	397	0	0%	1	100%	0	0	0%	
	<b>EcoDis</b>	9	21%	428	0	0%	3	33%	6	0	67%	44%

Listwood, iReady, Grade 3		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 %
	<b>Total</b>	46	100%	458	0	0%	17	37%	29	0	63%	75%
<b>Gender</b>	<b>F</b>	21	46%	456	0	0%	8	38%	13	0	62%	67%
	<b>M</b>	25	54%	460	0	0%	9	36%	16	0	64%	79%
<b>Race</b>	<b>A</b>	2	4%	462	0	0%	1	50%	1	0	50%	
	<b>B</b>	1	2%	467	0	0%	0	0%	1	0	100%	0%
	<b>H</b>	5	11%	438	0	0%	4	80%	1	0	20%	33%
	<b>M</b>	2	4%	432	0	0%	2	100%	0	0	0%	
	<b>W</b>	36	78%	462	0	0%	10	28%	26	0	72%	81%
	<b>ELL</b>	0	0%		0		0		0	0		
	<b>SpEd</b>	4	9%	451	0	0%	2	50%	2	0	50%	
	<b>EcoDis</b>	9	20%	449	0	0%	5	56%	4	0	44%	17%

Listwood 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	46	39	5	2	84.78%	46	43	2	1	93.48%	8.70%
1st grade	46	37	6	3	80.43%	45	37	3	5	82.22%	1.79%
2nd grade	43	30	6	7	69.77%	42	38	2	2	90.48%	20.71%
3rd grade	46	37	3	6	80.43%	46	37	3	6	80.43%	0.00%

Listwood Math 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	46	43	3	0	93.48%	46	46	0	0	100.00%	6.52%
1st grade	46	46	0	0	100.00%	45	44	1	0	97.78%	-2.22%
2nd grade	43	36	6	1	83.72%	42	37	5	0	88.10%	4.37%
3rd grade	46	42	3	1	91.30%	46	44	2	0	95.65%	4.35%

# 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 (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"> <li>▪ Focus on school readiness skills to better implement instruction effectively.</li> <li>▪ Integration of early school readiness skill with a letter a day.</li> <li>▪ Multi-sensory play-based experiences to letters and letter sounds.</li> <li>▪ Utilize RTI teacher/TOSA/TA/KinderTA to collaboratively plan intervention instruction.</li> <li>▪ Utilize LN and LS inventories to target instruction.</li> <li>▪ Utilize Heggerty instruction and assessments to drive instruction.</li> <li>▪ Use small groups to target specific LN and LS</li> <li>▪ Create an updated assessment(s) to formally assess blending/decoding (ex: QPS list #3)</li> <li>▪ Consistency in assessment administration/scoring</li> <li>▪ Implementation of CKLA phonics program</li> <li>▪ Utilize Data Wise protocol to analyze data and plan for next steps.</li> </ul>	Letter Name/Sound Inventory	Classroom Teacher	Goal: Students will be able to identify 26 letter names and sounds with 50% accuracy.	Goal:
	CKLA	Interventionist Intervention TA Kindergarten TA	Students will be able to orally blend 2-3 sounds with teacher support.	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.

<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>▪ Focus on number identification 0-5. Once mastered, introduce numbers 6-10 with five groups                             <ul style="list-style-type: none"> <li>• Solidifying numbers 0-10 through representation and 1:1 correspondence</li> <li>• Introduce numbers 11-20, looking for the base 10 and extra ones (1:1 correspondence)</li> <li>• Integration of early school readiness skills with numbers.</li> <li>• Multi-sensory play-based experiences with numbers</li> <li>• Workshop model to create small group instruction</li> <li>• Use of inventories to target instruction</li> <li>• Utilize RTI teacher and TA/TOSA/Kinder TA to collaborative plan intervention instruction.</li> </ul> </li> <li>▪ Create/adopt assessments to accurately assess early numeracy skills</li> <li>▪ Utilize Data Wise protocol to analyze data and plan for next steps</li> </ul>	Teacher created probes and assessments	Classroom teacher	Goal: Students will be able to identify and represent numbers 0-10 with 50% accuracy	Goal:
		Interventionist  Kindergarten TA	Updated Progress:	Updated Progress:



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

**Goal(s): 1<sup>st</sup> Grade – Literacy**

Phonemic Awareness:

Students will demonstrate phonemic awareness proficiency with the following skill: 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)

<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
Action Steps: <ul style="list-style-type: none"> <li>▪ Consistency of administration and scoring</li> <li>▪ Utilize Heggerty instruction and AIMS progress monitoring and assessments to drive instruction.</li> <li>▪ Systematic and explicit phonic instruction</li> <li>▪ Reading intervention</li> </ul>	AIMSweb  Heggerty  Progress monitoring  Bursts  IST  PST  Ex: QPS/Wilson-use of real & nonsense word lists to assess blending untimed as a resource	Classroom Teacher Reading Interventionist TA	Goal: Students will segment and blend three phonemes with tapping  Goal: Students will segment and blend 3 letter nonsense words	Goal:
			Updated Progress:	Updated Progress:

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

**Goal(s): 1<sup>st</sup> Grade – Mathematics**

Students in 1<sup>st</sup> 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 1<sup>st</sup> grade will increase their math fact fluency proficiency through targeted multi-sensory instruction.

<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>▪ Utilize Data Wise protocol to analyze data and plan next steps with instruction. (Iready/ Fact Fluency, MEX)</li> <li>▪ Support Number Sense growth by utilizing resources from the i-Ready program in addition to other resources (ex.: Math Expressions, Xtra Math)</li> <li>▪ Frontloading mathematical vocabulary</li> <li>▪ Utilize number talks to strengthen number sense (i.e. subitizing)</li> <li>▪ Continue to strengthen fact fluency through multi-sensory instruction</li> <li>▪ Increase fact fluency through student goal setting (accuracy or time based on student need)</li> <li>▪ Utilize math intervention as appropriate</li> </ul>	Iready Math Fact Fluency Assess.	Classroom teacher Math Interventionist TA	Goal: 50% of students are on or above grade level  80% of students on level (80%+), untimed	Goal:
	Xtra Math  Math Talk  MEX  Classroom Observations		Updated Progress:	Updated Progress:

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

**Goal(s): 2<sup>nd</sup> Grade – Literacy**

Students will increase their reading fluency to meet or exceed proficiency.

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"> <li>▪ Use of systematic and explicit phonic instruction</li> <li>▪ Using CKLA to implement science of reading practices</li> <li>▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess</li> <li>▪ Implementation of the K-12 instructional model</li> <li>▪ Utilize Heggerty instruction and assessments to drive instruction (Phonemic awareness)</li> <li>▪ Implementation of independent reading time</li> </ul>	Weekly or bi-weekly progress monitoring.	Classroom and intervention teachers when appropriate.	Goal: Students will read at least 80 wpm on a grade level text.	Goal:
	IST/PST  PAST as needed  Common assessment  Aimsweb progress monitoring			Updated Progress:

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

**Goal(s): 2<sup>nd</sup> Grade – Mathematics**

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 (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"> <li>▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess.</li> <li>▪ Implementation of the K-12 instructional model.</li> <li>▪ Utilize number talks to strengthen number sense</li> <li>▪ Utilize the RTI model for enhanced differentiation to close gaps for students.</li> <li>▪ Explicit vocabulary instruction</li> </ul>	Progress monitoring	Classroom and intervention teachers when appropriate.	Goal: Students will increase their accuracy with math fact fluency with +/- within 20.	Goal:
	IST/PST  Fact Fluency Assessment  MEX unit assessments Classroom Observations			Students will increase score 80% of higher on MEX unit 2 test.
			Updated Progress:	Updated Progress:

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

**Goal(s): 3<sup>rd</sup> Grade – Literacy**  
 Students in Grade 3 will increase their reading fluency through systematic instruction and progress monitoring.

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"> <li>▪ Student lead fluency progress monitoring and goal setting</li> <li>▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess</li> <li>▪ Utilize current instructional model to guide planning and execute lessons.</li> <li>▪ Utilize the RTI model to implement interventions and targeted instruction by setting appropriate and measurable goals. (ex: fluency bursts)</li> <li>▪ Small and whole group instruction will incorporate phonemic awareness and phonics instruction for all students.</li> <li>▪ Provide explicit fluency instruction during tier 1 instruction.</li> <li>▪ Provide ample time and opportunities to explore their interests through independent reading.</li> </ul>	AimsWeb Fluency Assessment and Probes	Classroom Teachers  Intervention Teacher	Goal: 70 % of students will read 105 wpm with 3 or fewer errors.	Goal:
	PAST if needed  Student lead fluency PM	Classroom Team	Updated Progress:	Updated Progress:

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

**Goal(s): 3<sup>rd</sup> Grade – Mathematics**  
 Students in Grade 3 will increase their proficiency in the area of number sense through systematic instruction.

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"> <li>▪ Utilize the RTI model for enhanced differentiation to close gaps for students.</li> <li>▪ Utilize current instructional model to guide planning and execute lessons.</li> <li>▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess</li> <li>▪ Provide opportunities for math talk and productive struggle while maintaining high expectations for all.</li> <li>▪ Explicit vocabulary instruction in</li> <li>▪ Administer Fact Fluency assessments to gather information of strengths and to inform planning.</li> <li>▪ Daily math fluency sprints with student goal setting and tracking</li> </ul>	Fact Fluency Assessment  MEX Unit Assessment	Classroom Teacher  Intervention Teacher	Goal: 75% or higher on Fact Fluency Assessment (Untimed) (+/-)  All students score 80% or higher on unit 4 MEX assessment	Goal:
	Classroom Observations	Classroom Team	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 pilot Caring Communities into multiple classrooms/settings to provide access to tier 1 SEL instruction in grades K-3.  
 Staff will gain knowledge around restorative practices to implement within their classroom settings.  
 Staff in grades K-3 will use a behavior referral to support in data collection of behavioral needs and supporting 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"> <li>■ Principals to introduce behavioral referral document to staff. Implementation to begin at start of school year.                             <ul style="list-style-type: none"> <li>○ TOSA's to turnkey document training to all lunch/recess monitors</li> </ul> </li> <li>■ Continued professional development tied to restorative practices and consistent implementation into the classroom.</li> <li>■ Create a community of teachers interested in piloting Caring Communities across a tier 1 setting.                             <ul style="list-style-type: none"> <li>○ Provide resources and professional development tied to Caring Community resource.</li> <li>○ Create a schedule of meetings to support implementation across classrooms</li> </ul> </li> </ul>	Classroom observations	Principals	Goal:	Goal:
	Scheduled meetings/minutes to elicit feedback from committee members  Use of behavior referral document	TOSA (Lead Teacher)  Supervisor of Counseling, Student Equity and Wellness	Updated Progress:	Updated Progress:

**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 (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"> <li>■ SBPT and faculty meetings will focus on the Instructional Model                             <ul style="list-style-type: none"> <li>a. Break down components of the instructional model.</li> <li>b. Provide strategies and supports to meet the different components within the instructional model</li> </ul> </li> </ul>	Classroom observations/ Walkthroughs  Reflection during post observations that apply to the instructional model.	Principals  Directors of Curriculum and Data	Goal: 50% of teachers will successfully utilize the instructional model during formal observations.  The Data Wise Process will be utilized during intervention reviews and meetings	Goal: