



Southlawn
School Based Plan
2022-2023

Southlawn K	Southlawn AIMS Web LNF									Southlawn 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
	Total	43	100%	53.2	5	7	26	5	72%	44.0	3	7	28	5	77%
Gender	F	20	47%	56.7	2	2	11	5	80%	46.0	1	2	14	3	85%
	M	23	53%	50.2	3	5	15	0	65%	42.3	2	5	14	2	70%
Race	A	0	0%		0	0	0	0		0	0	0	0	0	
	B	1	2%	51.0	0	0	1	0	100%	44.0	0	0	1	0	100%
	H	11	26%	45.6	2	2	7	0	64%	39.1	2	2	6	1	64%
	M	1	2%	75.0	0	0	0	1	100%	57.0	0	0	1	0	100%
	W	30	70%	55.3	3	5	18	4	73%	45.4	1	5	20	4	80%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	0	0%		0	0	0	0		0	0	0	0	0	
	EcoDis	7	16%	49.7	1	2	4	0	57%	41.6	0	2	5	0	71%

Southlawn K	Southlawn AIMS Web PSF									Southlawn 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
	Total	43	100%	50.7	0	9	32	2	79%	39.9	10	13	18	2	47%
Gender	F	20	47%	51.2	0	4	15	1	80%	41.6	4	6	9	1	50%
	M	23	53%	50.3	0	5	17	1	78%	38.4	6	7	9	1	43%
Race	A	0	0%		0	0	0	0		0	0	0	0	0	
	B	1	2%	67.0	0	0	1	0	100%	51.0	0	0	1	0	100%
	H	11	26%	46.1	0	4	7	0	64%	33.5	5	2	4	0	36%
	M	1	2%	67.0	0	0	1	0	100%	57.0	0	0	1	0	100%
	W	30	70%	51.3	0	5	23	2	83%	41.3	5	11	12	2	47%
	ELL	0	0%		0	0	0	0			0	0	0	0	
	SpEd	0	0%		0	0	0	0		0	0	0	0	0	
	EcoDis	7	16%	50.7	0	1	6	0	86%	40.0	2	1	4	0	57%

Southlawn 1st	Southlawn AIMS Web LNF									Southlawn 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	
	Total	54	100%	66.7	4	8	35	7	78%	58.2	3	6	40	5	83%
Gender	F	26	48%	62.7	3	4	17	2	73%	59.1	1	2	20	3	88%
	M	28	52%	70.4	1	4	18	5	82%	57.5	2	4	20	2	79%
Race	A	2	4%	80.5	0	0	1	1	100%	63.5	0	0	2	0	100%
	B	4	7%	51.3	0	3	1	0	25%	50.5	1	0	3	0	75%
	H	9	17%	69.6	2	0	6	1	78%	58.4	0	3	5	1	67%
	M	4	7%	63.8	0	1	3	0	75%	53.8	0	0	4	0	100%
	W	35	65%	67.3	2	4	24	5	83%	59.3	2	3	26	4	86%
	ELL	0	0%		0	0	0	0		0	0	0	0		
	SpEd	2	4%	71.0	0	1	0	1	50%	75.0	0	0	1	1	100%
	EcoDis	13	24%	57.1	3	3	7	0	54%	49.6	3	1	9	0	69%

Southlawn 1st	Southlawn AIMS Web PSF									Southlawn AIMS Web NWF					
	Total	Percent of Total	Average PSF	Intensive	Strategic	At or Above	Exceeding	% Proficient	Average NWF	Intensive	Strategic	At or Above	Exceeding	% Proficient	
Total	54	100%	71.5	1	3	30	20	93%	Average NWF	Intensive	Strategic	At or Above	Exceeding	% Proficient	
Gender															
F	26	48%	72.0	0	1	15	10	96%	76.1	13	3	32	6	70%	
M	28	52%	71.0	1	2	15	10	89%	65.9	7	3	14	2	62%	
Race															
A	2	4%	81.0	0	0	1	1	100%	85.5	6	0	18	4	79%	
B	4	7%	66.3	1	1	0	2	50%	136.5	0	0	1	1	100%	
H	9	17%	78.7	0	0	4	5	100%	36.5	3	0	1	0	25%	
M	4	7%	75.3	0	0	2	2	100%	67.2	3	0	6	0	67%	
W	35	65%	69.3	0	2	23	10	94%	69.3	0	1	3	0	75%	
ELL	0	0%		0	0	0	0		80.2	7	2	21	5	74%	
SpEd	2	4%	67.5	0	0	2	0	100%		0	0	0	0		
EcoDis	13	24%	69.3	1	1	6	5	85%	55.5	1	0	1	0	50%	

Southlawn 1st	Southlawn AIMS Web Fluency								
	Total	Percent of Total	Average Fluency	Intensive	Strategic	At or Above	Exceeding	% Proficient	
Total	45	100%	58.2	16	9	24	5	54%	
Gender									
F	26	58%	47.4	9	7	8	2	38%	
M	19	42%	68.3	7	2	16	3	68%	
Race									
A	0	0%	90.5	0	0	2	0	100%	
B	3	7%	14.5	3	1	0	0	0%	
H	4	9%	50.4	3	1	5	0	56%	
M	3	7%	52.3	0	2	2	0	50%	
W	34	76%	64.0	10	5	15	0	50%	
ELL	0	0%		0	0	0	0		
SpEd	1	2%	25.0	1	1	0	0	0%	
EcoDis	5	11%	48.5	7	0	4	2	46%	

Southlawn 2nd	Southlawn AIMS Web Fluency								
	Total	Percent of Total	Average Score	Intensive	Strategic	At or Above	Exceeding	% Proficient	
Total	42	100%	115.7	1	13	22	6	67%	
Gender									
F	17	40%	120.8	1	5	8	3	65%	
M	25	60%	112.2	0	8	14	3	68%	
Race									
A	0	0%		0	0	0	0		
B	4	10%	99.0	0	2	2	0	50%	
H	2	5%	106.5	0	1	1	0	50%	
M	4	10%	99.5	0	2	2	0	50%	
W	32	76%	120.3	1	8	17	6	72%	
ELL	0	0%		0	0	0	0		
SpEd	1	2%	63.0	0	1	0	0	0%	

EcoDis	10	24%	83.4	1	6	3	0	30%
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Southlawn 3rd		Total	Percent of Total	Southlawn AIMS Web Fluency					
				Average Score	Intensive	Strategic	At or Above	Exceeding	% Proficient
	Total	66	100%	133.3	5	18	31	12	65%
Gender	F	38	58%	130.3	3	11	18	6	63%
	M	28	42%	137.4	2	7	13	6	68%
Race	A	1	2%	176.0	0	0	1	0	100%
	B	11	17%	122.8	2	3	3	3	55%
	H	9	14%	137.7	0	2	6	1	78%
	M	3	5%	130.3	0	1	2	0	67%
	W	42	64%	134.3	3	12	19	8	64%
	ELL	0	0%		0	0	0	0	
	SpEd	5	8%	127.0	0	2	2	1	60%
	EcoDis	21	32%	125.0	4	5	9	3	57%

Math Data

Southlawn K		Total	Percent of Total	Southlawn Math OC				Southlawn, Math NI					
				Average OC	Tier 3	Tier 2	Tier 1	% Tier 1	Average NI	Tier 3	Tier 2	Tier 1	% Tier 1
	Total	43	100%	76.9	0	11	32	74%	51.9	7	8	28	65%
Gender	F	20	47%	76.9	0	4	16	80%	51.6	4	3	13	65%
	M	23	53%	76.9	0	7	16	70%	52.1	3	5	15	65%
Race	A	0	0%		0	0	0			0	0	0	
	B	1	2%	100	0	0	1	100%	56	0	0	1	100%
	H	11	26%	70.6	0	4	7	64%	50.3	4	1	6	55%
	M	1	2%	89	0	0	1	100%	56	0	0	1	100%
	W	30	70%	78	0	7	23	77%	52.2	3	7	20	67%
	ELL	0	0%		0	0	0			0	0	0	
	SpEd	0	0%		0	0	0			0	0	0	
	EcoDis	8	19%	76	0	2	6	75%	51.6	0	0	0	

Southlawn K		Total	Percent of Total	Southlawn Math QD				Southlawn, Math MN				
				Average QD	Tier 3	Tier 2	Tier 1	Average MN	Tier 3	Tier 2	Tier 1	% Tier 1
	Total	43	100%	25.2	2	10	31	14.3	6	13	24	56%
Gender	F	20	47%	25.2	1	5	14	14.6	2	6	12	60%
	M	23	53%	25.2	1	5	17	14	4	7	12	52%
Race	A	0	0%		0	0	0		0	0	0	
	B	1	2%	28	0	0	1	21	0	0	1	100%
	H	11	26%	23.7	0	5	6	12.5	2	4	5	45%
	M	1	2%	28	0	0	1	14	0	0	1	100%
	W	30	70%	25.5	2	5	23	14.7	4	9	17	57%
	ELL	0	0%		0	0	0		0	0	0	
	SpEd	0	0%		0	0	0		0	0	0	

EcoDis	8	19%	22.9	0	5	3			12.3	3	1	4	50%
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Southlawn 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 %
	Total	56	100%	405	0	0%	27	48%	29	0	52%	83%
Gender	F	25	45%	400	0	0%	13	52%	12	0	48%	81%
	M	31	55%	409	0	0%	14	45%	17	0	55%	84%
Race	A	2	4%	427	0	0%	0	0%	2	0	100%	
	B	4	7%	375	0	0%	4	100%	0	0	0%	50%
	H	9	16%	398	0	0%	5	56%	4	0	44%	100%
	M	4	7%	394	0	0%	4	100%	0	0	0%	75%
	W	37	66%	410	0	0%	14	38%	23	0	62%	88%
	ELL	0	0%		0		0		0	0		
	SpEd	5	9%	376	0	0%	4	80%	1	0	20%	100%
	EcoDis	13	23%	390	0	0%	10	77%	3	0	23%	90%

Southlawn 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 %
	Total	45	100%	427	3	7%	19	42%	23	0	51%	45%
Gender	F	18	40%	424	1	6%	8	44%	9	0	50%	31%
	M	27	60%	429	2	7%	11	41%	14	0	52%	63%
Race	A	0	0%		0		0		0	0		100%
	B	5	11%	408	1	20%	3	60%	1	0	20%	22%
	H	2	4%	428	0	0%	1	50%	1	0	50%	0%
	M	4	9%	426	0	0%	3	75%	1	0	25%	33%
	W	34	76%	430	2	6%	12	35%	20	0	59%	54%
	ELL	0	0%		0		0		0	0		
	SpEd	4	9%	371	3	75%	1	25%	0	0	0%	0%
	EcoDis	11	24%	414	1	9%	9	82%	1	0	9%	21%

Southlawn 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 %
	Total	73	100%	451	5	7%	29	40%	38	1	53%	56%
Gender	F	40	55%	445	2	5%	22	55%	16	0	40%	50%
	M	33	45%	457	3	9%	7	21%	22	1	70%	65%
Race	A	1	1%	482	0	0%	0	0%	1	0	100%	
	B	13	18%	441	2	15%	6	46%	5	0	38%	57%
	H	10	14%	435	1	10%	5	50%	4	0	40%	45%
	M	4	5%	433	1	25%	2	50%	1	0	25%	40%
	W	45	62%	457	1	2%	16	36%	27	1	62%	62%
	ELL	0	0%		0		0		0	0		
	SpEd	11	15%	419	5	45%	3	27%	3	0	27%	0%
	EcoDis	26	36%	440	4	15%	13	50%	9	0	35%	43%

Southlawn 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	40	24	8	8	60.00%	43	28	6	9	65.12%	5.12%
1st grade	53	34	10	9	64.15%	54	38	6	10	70.37%	6.22%
2nd grade	43	24	9	10	55.81%	42	30	10	2	71.43%	15.61%
3rd grade	65	46	6	13	70.77%	66	50	10	6	75.76%	4.99%

Southlawn 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	40	26	11	3	65.00%	43	35	7	1	81.40%	16.40%
1st grade	53	37	8	8	69.81%	54	42	5	7	77.78%	7.97%
2nd grade	43	33	4	6	76.74%	42	37	4	1	88.10%	11.35%
3rd grade	65	49	8	8	75.38%	66	59	4	3	89.39%	14.01%

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"> ▪ 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. 	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.	Goal:
			Updated Progress:	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.

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 <ul style="list-style-type: none"> • 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	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): 1st 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)

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 phonic instruction ▪ Reading intervention 	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:
			Goal: Students will segment and blend 3 letter nonsense words	

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

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

Goal(s): 2nd 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"> ▪ Use of systematic and explicit phonic instruction ▪ Using CKLA to implement science of reading practices ▪ 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.	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): 2nd 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"> ▪ 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	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): 3rd 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"> ▪ 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	Goal: 70 % of students will read 105 wpm with 3 or fewer errors.	Goal:
	PAST if needed	Classroom Team	Updated Progress:	Updated Progress:
	Student lead fluency PM			

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 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"> ▪ 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: 75% or higher on Fact Fluency Assessment (Untimed) (+/-)	Goal:
	MEX Unit Assessment	Intervention Teacher Classroom Team	All students score 80% or higher on unit 4 MEX assessment	Updated Progress:
	Classroom Observations			

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"> ■ Principals to introduce behavioral referral document to staff. Implementation to begin at start of school year. <ul style="list-style-type: none"> ○ TOSA's to turnkey document training to all lunch/recess monitors ■ Continued professional development tied to restorative practices and consistent implementation into the classroom. ■ 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:	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"> ■ 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 supports to meet the different components within the instructional model 	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: