



**Seneca 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.
	<b>Total</b>	37	100%	61.3	0	7	23	9	82%	55.3	1	2	20	14	92%
<b>Gender</b>	<b>F</b>	19	51%	59.7	0	6	9	4	68%	54.8	1	2	10	6	84%
	<b>M</b>	18	49%	62.9	0	1	14	5	95%	55.8	0	0	10	8	100%
<b>Race</b>	<b>A</b>	3	8%	75.0	0	0	2	1	100%	68.3	0	0	2	1	100%
	<b>B</b>	2	5%	45.0	0	1	1	0	50%	40.0	0	1	1	0	50%
	<b>H</b>	4	11%	71.3	0	1	1	2	75%	64.3	0	0	2	2	100%
	<b>M</b>	1	3%	58.0	0	0	1	0	100%	54.0	0	0	1	0	100%
	<b>W</b>	27	73%	59.6	0	5	18	6	83%	53.7	1	1	14	11	93%
	<b>ELL</b>	5	14%	69.6	0	0	4	1	100%	64.8	0	0	3	2	100%
	<b>SpEd</b>	0	0%		0	0	0	0			0	0	0	0	
	<b>EcoDis</b>	11	30%	62.5	0	1	8	2	91%	53.4	0	1	8	2	91%

## 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.
	<b>Total</b>	37	100%	61.4	1	1	23	12	95%	56.6	2	7	20	8	76%
<b>Gender</b>	<b>F</b>	19	51%	59.2	1	1	12	5	89%	54.7	2	4	10	3	68%
	<b>M</b>	18	49%	63.6	0	0	11	7	100%	58.7	0	3	10	5	83%
<b>Race</b>	<b>A</b>	3	8%	61.0	0	0	3	0	100%	80.3	0	0	2	1	100%
	<b>B</b>	2	5%	41.5	0	1	1	0	50%	30.5	1	0	1	0	50%
	<b>H</b>	4	11%	67.5	0	0	2	2	100%	81.3	0	1	0	3	75%
	<b>M</b>	1	3%	70.0	0	0	0	1	100%	48.0	0	0	1	0	100%

	<b>W</b>	27	73%	61.6	1	0	17	9	96%	52.6	1	6	16	4	74%
	<b>ELL</b>	5	14%	62.2	0	0	4	1	100%	69.0	0	0	4	1	100%
	<b>SpEd</b>	0	0%		0	0	0	0			0	0	0	0	
	<b>EcoDis</b>	11	30%	56.5	0	1	8	2	91%	57.0	1	1	7	2	82%

### Grade 1 AimsWeb Reading: Letter Name and Letter Sound

		Total	% of Total	Avg. LNF	Int.	Str.	At/Abv.	Exc.	% Prof.	Avg. LSF	Int.	Str.	At/Abv.	Exc.	% Prof.
	<b>Total</b>	43	100%	64.0	1	7	33	2	81%	55.9	0	5	36	2	88%
<b>Gender</b>	<b>F</b>	19	44%	63.8	0	2	17	0	89%	56.5	0	2	16	1	89%
	<b>M</b>	24	56%	64.2	1	5	16	2	75%	55.5	0	3	20	1	88%
<b>Race</b>	<b>A</b>	2	5%	68.5	0	0	2	0	100%	57.5	0	0	2	0	100%
	<b>B</b>	4	9%	59.5	0	1	3	0	75%	50.5	0	1	3	0	75%
	<b>H</b>	4	9%	53.8	0	2	2	0	50%	47.8	0	1	3	0	75%
	<b>M</b>	2	5%	65.5	0	0	2	0	100%	56.5	0	0	2	0	100%
	<b>W</b>	31	72%	65.5	1	4	24	2	84%	57.5	0	3	26	2	90%
	<b>ELL</b>	8	19%	53.9	1	4	3	0	38%	45.6	0	4	4	0	50%
	<b>SpEd</b>	0	0%		0	0	0	0			0	0	0	0	
	<b>EcoDis</b>	8	19%	60.5	0	2	6	0	75%	51.6	0	1	7	0	88%

### Grade 1 AimsWeb Reading: Phoneme Segmentation and Nonsense Word

		Total	% of Total	Avg. PSF	Int.	Str.	At/Abv.	Exc.	% Prof.	Avg. NWF	Int.	Str.	At/ Abv.	Exc.	% Prof.
	<b>Total</b>	43	100%	62.9	3	0	36	4	93%	74.0	2	5	35	1	
<b>Gender</b>	<b>F</b>	19	44%	65.5	1	0	15	3	95%	72.6	1	2	16	0	

	M	24	56%	60.9	2	0	21	1	92%	75.1	1	3	19	1	
Race	A	2	5%	60.5	0	0	2	0	100%	63.5	0	0	2	0	
	B	4	9%	62.8	0	0	4	0	100%	55.8	1	0	3	0	
	H	4	9%	58.3	0	0	4	0	100%	61.3	1	1	2	0	
	M	2	5%	65.5	0	0	2	0	100%	65.0	0	0	2	0	
	W	31	72%	63.5	3	0	24	4	90%	79.3	0	4	26	1	
	ELL	8	19%	46.0	3	0	5	0	63%	56.6	1	4	3	0	
	SpEd	2	6%		0	0	0	0			0	0	0	0	
	EcoDis	11	31%	53.4	1	0	7	0	88%	55.1	1	2	5	0	

**Grade 1, 2 & 3: AimsWeb Reading: Fluency**

			Total	Percent of Total	Average Fluency	Intensive	Strategic	At or Above	Exceeding	% Proficient
Grade 1		Total	43	100%	64.4	9	5	28	1	67%
	Gender	F	19	44%	72.6	3	1	14	1	79%
		M	24	56%	58.0	6	4	14	0	58%
	Race	A	2	5%	27.5	1	1	0	0	0%
		B	4	9%	35.3	1	1	2	0	50%
		H	4	9%	44.5	2	0	2	0	50%
		M	2	5%	44.0	0	1	1	0	50%
		W	31	72%	74.5	5	2	23	1	77%
		ELL	8	19%	24.8	6	1	1	0	13%
		SpEd	0	0%		0	0	0	0	
		EcoDis	8	19%	26.9	5	1	2	0	25%
G		Total	44	100%	93.3	10	8	23	3	59%

	<b>Gender</b>	<b>F</b>	24	55%	93.0	6	0	13	2	71%
		<b>M</b>	20	45%	93.7	4	5	0	1	10%
	<b>Race</b>	<b>A</b>	7	16%	62.3	4	1	2	0	29%
		<b>B</b>	2	5%	73.5	1	0	1	0	50%
		<b>H</b>	5	11%	81.8	1	2	2	0	40%
		<b>M</b>	3	7%	86.0	1	0	2	0	67%
		<b>W</b>	27	61%	105.8	3	5	16	3	70%
		<b>ELL</b>	16	36%	73.8	7	3	5	1	38%
		<b>SpEd</b>	0	0%		0	0	0	0	
		<b>SpEd</b>	22	50%	90.3	6	4	11	1	55%
<b>Grade 3</b>		<b>Total</b>	44	100%	133.2	4	7	27	6	75%
	<b>Gender</b>	<b>F</b>	24	55%	143.2	1	3	16	4	83%
		<b>M</b>	20	45%	121.2	3	4	11	2	65%
	<b>Race</b>	<b>A</b>	2	5%	103.5	0	1	1	0	50%
		<b>B</b>	4	9%	143.3	0	1	2	1	75%
		<b>H</b>	2	5%	112.5	0	1	1	0	50%
		<b>M</b>	1	2%	140.0	0	0	1	0	100%
		<b>W</b>	35	80%	134.7	4	4	22	5	77%
		<b>ELL</b>	5	11%	87.8	2	1	2	0	40%
		<b>SpEd</b>	2	5%	73.0	1	1	0	0	0%
	<b>EcoDis</b>	17	39%	115.4	3	2	11	1	71%	

**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
	<b>Total</b>	37	100%	85.6	1	2	34	92%	55.1	0	5	32	86%	26.5	3	1	33	18.1	1	3	33	89%
<b>Gender</b>	<b>F</b>	19	51%	81.3	1	2	16	84%	54.3	0	5	14	74%	25.0	3	1	15	16.6	1	3	15	79%
	<b>M</b>	18	49%	90.2	0	0	18	100%	56.0	0	0	18	100%	27.9	0	0	18	19.6	0	0	18	100%
<b>Race</b>	<b>A</b>	3	8%	89.0	0	0	3	100%	56.0	0	0	3	100%	28.0	0	0	3	19.7	0	0	3	100%
	<b>B</b>	2	5%	69.0	0	1	1	50%	52.5	0	1	1	50%	20.5	0	1	1	18.0	0	0	2	100%
	<b>H</b>	4	11%	93.3	0	0	4	100%	56.0	0	0	4	100%	28.0	0	0	4	18.3	0	0	4	100%
	<b>M</b>	1	3%	79.0	0	0	1	100%	56.0	0	0	1	100%	25.0	0	0	1	17.0	0	0	1	100%
	<b>W</b>	27	73%	85.6	1	1	25	93%	55.0	0	4	23	85%	26.6	3	0	24	17.9	1	3	23	85%
	<b>ELL</b>	5	14%	88.6	0	0	5	100%	56.0	0	0	5	100%	28.0	1	0	4	18.6	0	0	5	100%
	<b>SpEd</b>	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	<b>EcoDis</b>	11	30%	84.0	0	2	9	82%	55.4	0	0	0		26.6	0	1	10	19.5	0	0	11	100%

**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 %
	<b>Total</b>	43	100%	410	2	5%	14	33%	27	0	63%	45%
<b>Gender</b>	<b>F</b>	19	44%	413	1	5%	6	32%	12	0	63%	52%
	<b>M</b>	24	56%	407	1	4%	8	33%	15	0	63%	38%
<b>Race</b>	<b>A</b>	2	5%	413	0	0%	1	50%	1	0	50%	14%
	<b>B</b>	4	9%	402	0	0%	3	75%	1	0	25%	50%
	<b>H</b>	4	9%	374	1	25%	2	50%	1	0	25%	25%
	<b>M</b>	2	5%	402	0	0%	1	50%	1	0	50%	33%
	<b>W</b>	31	72%	416	1	3%	7	23%	23	0	74%	57%
	<b>ELL</b>	8	19%	378	2	25%	4	50%	2	0	25%	31%
	<b>SpEd</b>	0	0%		0		0		0	0		
	<b>EcoDis</b>	8	19%	387	1	13%	5	63%	2	0	25%	43%

**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
	<b>Total</b>	45	100%	410	8	18%	23	51%	14	0	31%	61%
<b>Gender</b>	<b>F</b>	25	56%	407	5	20%	13	52%	7	0	28%	70%
	<b>M</b>	20	44%	413	3	15%	10	50%	7	0	35%	52%
<b>Race</b>	<b>A</b>	7	16%	407	2	29%	3	43%	2	0	29%	0%
	<b>B</b>	3	7%	388	1	33%	2	67%	0	0	0%	33%
	<b>H</b>	5	11%	405	1	20%	3	60%	1	0	20%	33%
	<b>M</b>	3	7%	393	1	33%	2	67%	0	0	0%	0%
	<b>W</b>	27	60%	416	3	11%	13	48%	11	0	41%	71%
	<b>ELL</b>	16	36%	400	6	38%	7	44%	3	0	19%	38%
	<b>SpEd</b>	0	0%		0		0		0	0		
	<b>EcoDis</b>	23	51%	404	5	22%	14	61%	4	0	17%	44%

**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 %
	<b>Total</b>	44	100%	453	3	7%	14	32%	26	1	61%	51%
<b>Gender</b>	<b>F</b>	24	55%	452	2	8%	8	33%	14	0	58%	38%
	<b>M</b>	20	45%	455	1	5%	6	30%	12	1	65%	57%
<b>Race</b>	<b>A</b>	2	5%	439	1	50%	0	0%	1	0	50%	67%
	<b>B</b>	4	9%	435	1	25%	1	25%	2	0	50%	0%
	<b>H</b>	2	5%	437	0	0%	1	50%	1	0	50%	0%
	<b>M</b>	1	2%	452	0	0%	0	0%	1	0	100%	50%
	<b>W</b>	35	80%	457	1	3%	12	34%	21	1	63%	53%
	<b>ELL</b>	5	11%	436	2	40%	0	0%	3	0	60%	44%
	<b>SpEd</b>	2	5%	434	0	0%	2	100%	0	0	0%	
	<b>EcoDis</b>	17	39%	447	2	12%	6	35%	9	0	53%	40%
<b>Reading Intervention</b>												



Seneca											
	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	35	30	5	0	85.71%	37	30	6	1	81.08%	-4.63%
1st grade	42	39	2	1	92.86%	43	37	5	1	86.05%	-6.81%
2nd grade	43	28	7	8	65.12%	44	37	4	3	84.09%	18.97%
3rd grade	43	30	10	3	69.77%	44	32	8	4	72.73%	2.96%

Math Intervention											
Seneca											
	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	35	24	8	3	68.57%	37	35	1	1	94.59%	26.02%
1st grade	42	37	5	0	88.10%	43	40	1	2	93.02%	4.93%
2nd grade	43	39	2	2	90.70%	44	39	4	1	88.64%	-2.06%
3rd grade	43	38	4	1	88.37%	44	40	3	1	90.91%	2.54%

**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 identify characters and setting within a story.  
 Kindergarten students will be able to fluently decode CVC words. I

<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 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 with fidelity</li> <li>▪ Utilize Data Wise protocol to analyze data and plan for next steps.</li> </ul>	Letter Name/Sound Inventory  CKLA	Classroom Teacher	Goal: Students will be able to identify 26 letter names and sounds with 50% accuracy.	Goal:
		Interventionist  Intervention TA  Kindergarten TA	Students will be able to orally blend 2-3 sounds with teacher support.	
			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.

<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  Interventionist  Kindergarten TA	Goal: Students will be able to identify and represent numbers 0-10 with 50% accuracy	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 – Literacy**  
Phonemic Awareness:  
 Students will demonstrate phonemic awareness proficiency with the following skill: Segment and blend four phonemes (phonemic awareness)  
Comprehension:  
 Students will demonstrate proficiency in read aloud comprehension through verbal responses (midyear) and written responses (EOY).  
 Students will be able to retell a story in sequence, beginning, middle, and end.  
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 through the use of the CKLA resource.</li> <li>▪ Utilize Data Wise protocol to analyze data and plan for next steps.</li> <li>▪ Utilize RTI teacher/TOSA/TA to collaboratively plan intervention instruction.</li> </ul>	AIMSweb	Classroom Teacher	Goal: Students will segment and blend three phonemes with tapping  Goal: Students will segment and blend 3 letter nonsense words  Comprehension: Students will be able to verbally retell story with details from beginning, middle and end.	Goal:
	Heggerty  Progress monitoring  Bursts  IST  PST  Ex: QPS/Wilson-use of real & nonsense word lists to assess blending untimed as a resource  Common Assessments	Reading Interventionist TA  ESOL teacher(s)		

**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 conceptual understanding 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. (addition and subtraction)

<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	Classroom teacher	Goal: 50% of students are on or above grade level	Goal:
	Fact Fluency Assessments  Xtra Math  Math Talk  MEX  Classroom Observations	Math Intervention TA	80% of students on level (80%+), untimed	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 grade-level proficiency.

Comprehension:

Students will demonstrate understanding of a text by answering text-based questions and providing relevant text details.

<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>▪ 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> <li>▪ Implementation of Humanities curriculum</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	Intervention TA	85% of students will demonstrate proficiency on the common assessment Updated Progress:	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.

<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 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  IST/PST  Fact Fluency Assessment	Classroom and intervention teachers when appropriate.	Goal: Students will increase their accuracy with math fact fluency with +/- within 20.  Students will increase score 80% or higher on MEX unit 2 and unit 3 assessments.	Goal:
	MEX unit assessments Classroom Observations		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.

**Comprehension**

Students in Grade 3 will use inferential thinking to answer questions about the text using relevant text details.

<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>▪ 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> <li>▪ Amplify skills boost</li> <li>▪ Implementation of Humanities Curriculum</li> <li>▪ Explicit instruction and practice with 6 syllable types</li> </ul>	AimsWeb Fluency Assessment and Probes  PAST if needed  Student lead fluency PM	Classroom Teachers  Intervention Teacher  Classroom Team	Goal: 85% of students will read 105 wpm with 3 or fewer errors.	Goal:
			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 students will increase their math proficiency in math fluency and place value and apply their understanding to multiplication and division.

<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 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 mathematics</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> <li>▪ Utilize Xtra Math to support mathematical fluency.</li> <li>▪ Increase use of Number Talks as a vehicle for students to discuss multiple ways to solving a problem. This will also allow teachers to catch any misconceptions (formative assessment measure)</li> </ul>	Fact Fluency Assessment	Classroom Teacher	Goal: 75% or higher on Fact Fluency Assessment (Untimed) (+/-)	Goal:
	MEX Unit Assessment	Intervention Teacher	All students score 80% or higher on unit 4 MEX assessment	
	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.

<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>▪ 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.

<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>▪ 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.	Goal: 100% of teachers will successfully utilize the instructional model during formal observations.
			The Data Wise Process will be utilized during intervention reviews and meetings	The Data Wise Process will be utilized during intervention reviews and meetings:
			Updated Progress (mid-year):	