

Brookview Elementary School

School Based Plan

2023-2024



Kindergarten

Brookview

		Total	Percent of Total	Average LNF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %	Average LSF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	37	100%	57.5	2	5%	5	14%	25	5	81%	48.0	0	0%	3	8%	27	7	92%
Gender	F	16	43%	62.8	0	0%	1	6%	13	2	94%	51.5	0	0%	0	0%	12	4	100%
	M	21	57%	53.5	2	10%	4	19%	12	3	71%	45.3	0	0%	3	14%	15	3	86%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	3%	43.0	0	0%	1	100%	0	0	0%	41.0	0	0%	0	0%	1	0	100%
	H	5	14%	65.4	0	0%	0	0%	3	2	100%	50.0	0	0%	1	20%	3	1	80%
	M	2	5%	71.0	0	0%	0	0%	1	1	100%	52.5	0	0%	0	0%	1	1	100%
	W	29	78%	55.7	2	7%	4	14%	21	2	79%	47.6	0	0%	2	7%	22	5	93%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	5	14%	49.8	2	40%	1	20%	1	1	40%	42.6	0	0%	1	20%	3	1	80%
	EcoDis	14	38%	51.7	2	14%	2	14%	8	2	71%	43.6	0	0%	2	14%	11	1	86%

Brookview		Total	Percent of Total	Average PSF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %	Average NWF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	37	100%	55.7	0	0%	6	16%	27	4	84%	46.9	3	8%	11	30%	18	5	62%
Gender	F	16	43%	59.3	0	0%	1	6%	13	2	94%	49.6	0	0%	6	38%	7	3	63%
	M	21	57%	53.0	0	0%	5	24%	14	2	76%	45.0	3	14%	5	24%	11	2	62%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	3%	46.0	0	0%	0	0%	1	0	100%	26.0	0	0%	1	100%	0	0	0%
	H	5	14%	51.0	0	0%	2	40%	2	1	60%	53.8	1	20%	1	20%	2	1	60%
	M	2	5%	48.0	0	0%	0	0%	2	0	100%	54.0	0	0%	0	0%	2	0	100%
	W	29	78%	57.4	0	0%	4	14%	22	3	86%	46.0	2	7%	9	31%	14	4	62%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	5	14%	54.6	0	0%	1	20%	4	0	80%	42.8	1	20%	2	40%	1	1	40%
	EcoDis	14	38%	52.1	0	0%	3	21%	10	1	79%	38.2	3	21%	6	43%	4	1	36%

Brookview

K, Math		Total	Percent of Total	Average OC	Tier 3	Tier 2	Tier 1	% Tier 1	Average NI	Tier 3	Tier 2	Tier 1	% Tier 1	Average QD	Tier 3	Tier 2	Tier 1	Average MN	Tier 3	Tier 2	Tier 1	% Tier 1
	Total	36	100%	84.3	0	7	29	81%	54.7	1	6	29	81%	27.3	0	2	34	17.4	4	2	30	83%
Gender	F	15	42%	81.1	0	3	12	80%	54.9	0	3	12	80%	27.9	0	0	15	18.1	0	2	13	87%
	M	21	58%	86.5	0	4	17	81%	54.5	1	3	17	81%	26.9	0	2	19	16.9	4	0	17	81%
Race	A	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	0%
	B	1	3%	118.0	0	0	1	100%	56.0	0	0	1	100%	26.0	0	0	1	5.0	1	0	0	0%
	H	5	14%	92.6	0	0	5	100%	55.2	0	1	4	80%	27.4	0	0	5	17.2	1	0	4	80%
	M	2	6%	100.0	0	0	2	100%	56.0	0	0	2	100%	28.0	0	0	2	20.0	0	0	2	100%
	W	28	78%	80.4	0	7	21	75%	54.4	1	5	22	79%	27.3	0	2	26	17.7	2	2	24	86%
	ELL	0	0%		0	0	0				0	0	0			0	0	0		0	0	0
	SpEd	4	11%	73.0	0	3	1	25%	50.3	1	1	2	50%	26.0	0	1	3	16.8	1	0	3	75%
	EcoDis	14	39%	81.1	0	5	9	64%	54.1	0	0	0		26.6	0	2	12	15.7	3	1	10	71%

First Grade

Brookview

		Total	Percent of Total	Average LNF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %	Average LSF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	41	100%	65.3	0	0%	3	7%	33	4	90%	55.0	1	2%	3	7%	34	2	88%
Gender	F	21	51%	65.8	0	0%	1	5%	18	2	95%	55.8	0	0%	2	10%	19	0	90%
	M	20	49%	64.8	0	0%	2	10%	15	2	85%	54.0	1	5%	1	5%	15	2	85%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	5	12%	62.0	0	0%	1	20%	4	0	80%	52.8	0	0%	1	20%	4	0	80%
	H	4	10%	72.0	0	0%	0	0%	2	1	75%	54.7	0	0%	1	25%	2	0	50%
	M	3	7%	74.7	0	0%	0	0%	2	1	100%	59.0	0	0%	0	0%	3	0	100%
	W	29	71%	64.2	0	0%	2	7%	25	2	93%	54.9	1	3%	1	3%	25	2	93%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	12	29%	57.4	0	0%	3	25%	8	0	67%	49.6	1	8%	1	8%	9	0	75%
	EcoDis	14	34%	66.1	0	0%	1	7%	11	2	93%	54.6	1	7%	1	7%	11	1	86%

Brookview

		Total	Percent of Total	Average PSF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %	Average NWF	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	41	100%	57.2	1	2%	3	7%	35	1	88%	84.1	2	5%	4	10%	32	3	85%
Gender	F	21	51%	57.6	0	0%	1	5%	19	1	95%	84.5	0	0%	3	14%	17	1	86%
	M	20	49%	56.7	1	5%	2	10%	16	0	80%	83.6	2	10%	1	5%	15	2	85%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	5	12%	49.4	1	20%	0	0%	4	0	80%	72.0	0	0%	2	40%	3	0	60%
	H	4	10%	55.0	0	0%	0	0%	3	0	75%	108.3	0	0%	0	0%	3	1	100%
	M	3	7%	65.3	0	0%	0	0%	3	0	100%	117.3	0	0%	0	0%	2	1	100%
	W	29	71%	57.9	0	0%	3	10%	25	1	90%	79.4	2	7%	2	7%	24	1	86%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	12	29%	52.7	1	8%	2	17%	8	0	67%	82.2	2	17%	0	0%	9	1	83%
	EcoDis	14	34%	59.7	0	0%	1	7%	12	1	93%	74.8	1	7%	2	14%	11	0	79%

Brookview

		Total	Percent of Total	Average Fluency	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	41	100%	76.8	5	12%	7	17%	27	2	71%
Gender	F	21	51%	76.2	2	10%	3	14%	16	0	76%
	M	20	49%	77.4	3	15%	4	20%	11	2	65%
Race	A	0	0%		0		0		0	0	
	B	5	12%	63.2	1	20%	2	40%	2	0	40%
	H	4	10%	106.5	0	0%	0	0%	3	1	100%
	M	3	7%	97.7	0	0%	1	33%	2	0	67%
	W	29	71%	72.8	4	14%	4	14%	20	1	72%
	ELL	0	0%		0		0		0	0	
	SpEd	12	29%	75.7	2	17%	2	17%	7	1	67%
	EcoDis	14	34%	71.6	2	14%	3	21%	9	0	64%

iReady, Math, Grade 1		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	21-22 EOY On or Above Level %	20-21 EOY On or Above Level %
	Total	40	100%	411	0	0%	12	30%	28	0	70%	57%	74%
Gender	F	21	53%	406	0	0%	7	33%	14	0	67%	55%	81%
	M	19	48%	416	0	0%	5	26%	14	0	74%	60%	65%
Race	A	0	0%		0		0		0	0			
	B	5	13%	408	0	0%	2	40%	3	0	60%	40%	50%
	H	3	8%	392	0	0%	2	67%	1	0	33%	0%	57%
	M	3	8%	440	0	0%	0	0%	3	0	100%		75%
	W	29	73%	410	0	0%	8	28%	21	0	72%	67%	80%
	ELL	0	0%		0		0		0	0			
	SpEd	11	28%	395	0	0%	6	55%	5	0	45%	0%	
	EcoDis	14	35%	409	0	0%	5	36%	9	0	64%	50%	83%

Second Grade

Brookview

2nd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	35	100%	125.6	1	3%	2	6%	25	7	91%
Gender	F	18	51%	125.3	0	0%	1	6%	14	3	94%
	M	17	49%	126.0	1	6%	1	6%	11	4	88%
Race	A	0	0%		0		0		0	0	
	B	3	9%	166.0	0	0%	0	0%	1	2	100%
	H	3	9%	127.3	0	0%	0	0%	2	1	100%
	M	0	0%		0		0		0	0	
	W	28	80%	120.3	1	4%	2	7%	21	4	89%
	ELL	0	0%		0		0		0	0	
	SpEd	3	9%	79.7	1	33%	1	33%	1	0	33%
	EcoDis	11	31%	121.6	1	9%	0	0%	8	2	91%

Brookview

iReady, Math, Grade 2		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	21-22 EOY On or Above Level %	20-21 EOY On or Above Level %
	Total	33	100%	436	1	3%	8	24%	24	0	73%	54%	43%
Gender	F	17	52%	435	1	6%	4	24%	12	0	71%	50%	48%
	M	16	48%	438	0	0%	4	25%	12	0	75%	58%	38%
Race	A	0	0%		0		0		0	0			
	B	3	9%	445	0	0%	0	0%	3	0	100%	0%	33%
	H	3	9%	424	1	33%	0	0%	2	0	67%	33%	20%
	M	0	0%		0		0		0	0		50%	50%
	W	26	79%	437	0	0%	8	31%	18	0	69%	68%	49%
	ELL	0	0%		0		0		0	0			
	SpEd	2	6%	414	0	0%	2	100%	0	0	0%		8%
	EcoDis	9	27%	432	1	11%	2	22%	6	0	67%	31%	21%

Third Grade

Brookview

3rd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	38	100%	152.7	0	0%	2	5%	25	11	95%
Gender	F	21	55%	157.7	0	0%	2	10%	11	8	90%
	M	17	45%	146.6	0	0%	0	0%	14	3	100%
Race	A	1	3%	139.0	0	0%	0	0%	1	0	100%
	B	4	11%	138.3	0	0%	0	0%	4	0	100%
	H	5	13%	145.8	0	0%	0	0%	5	0	100%
	M	4	11%	142.0	0	0%	0	0%	4	0	100%
	W	24	63%	159.0	0	0%	2	8%	11	11	92%
	ELL	0	0%		0		0		0	0	
	SpEd	1	3%	139.0	0	0%	0	0%	1	0	100%
	EcoDis	16	42%	154.2	0	0%	0	0%	12	4	100%

Brookview

iReady, Math, 3rd Grade		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	21-22 EOY On or Above Level %	20-21 EOY On or Above Level %
	Total	39	100%	462	0	0%	11	28%	27	1	72%	37%	42%
Gender	F	21	54%	466	0	0%	4	19%	16	1	81%	38%	44%
	M	18	46%	457	0	0%	7	39%	11	0	61%	36%	40%
Race	A	1	3%	463	0	0%	0	0%	1	0	100%		100%
	B	5	13%	460	0	0%	2	40%	3	0	60%	14%	14%
	H	5	13%	441	0	0%	3	60%	2	0	40%	40%	33%
	M	4	10%	466	0	0%	0	0%	4	0	100%	50%	33%
	W	24	62%	467	0	0%	6	25%	17	1	75%	41%	53%
	ELL	0	0%		0		0		0	0			
	SpEd	1	3%	464	0	0%	0	0%	1	0	100%	15%	
	EcoDis	17	44%	453	0	0%	6	35%	11	0	65%	13%	43%

Intervention

Brookview, Reading Intervention																	
	Fall					Winter						Spring					
	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1
Kindergarten	39				0.00%	40	29	5	6	72.50%	N/A	40	30	8	2	75.00%	2.50%
1st grade	41	31	6	4	75.61%	42	30	9	3	71.43%	-4.18%	43	33	7	3	76.74%	1.13%
2nd grade	40	29	8	3	72.50%	40	34	4	2	85.00%	12.50%	40	37	3	0	92.50%	20.00%
3rd grade	41	33	6	2	80.49%	41	34	6	1	82.93%	2.44%	41	39	2	0	95.12%	14.63%
			20	9	29			24	12	36				20	5	25	

Brookview, Math Intervention																	
	Fall					Winter						Spring					
	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1	Total Students	Tier 1	Tier 2	Tier 3	% of students in Tier 1	Change in % of students in Tier 1
Kindergarten	39				0.00%	40	37	1	2	92.50%	N/A	40	40	0	0	100.00%	7.50%
1st grade	41	40	1	0	97.56%	42	34	7	1	80.95%	-16.61%	43	38	4	1	88.37%	-9.19%
2nd grade	40	35	5	0	87.50%	40	35	5	0	87.50%	0.00%	40	35	5	0	87.50%	0.00%
3rd grade	41	37	3	1	90.24%	41	35	4	2	85.37%	-4.88%	41	36	3	2	87.80%	-2.44%
			9	1	10			17	5	22				12	3	15	

Building Based Goals

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

Goal(s): Kindergarten – Literacy

- Increase NWF across all subgroups
- Increase NWF for students in the Economically Disadvantaged group

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"> • Find culturally responsive, research-based resources to develop literacy skills Student centered instruction such as: <ul style="list-style-type: none"> • Targeted drills in NWF • Word building with manipulating letters and sounds • Small group instruction (Student centered learning experiences) • Explaining the purpose of NWF (Prepare students for learning) • Building familiarity and fluency with determining nonsense or real word • Other research-based methods 	Progress monitoring – AimsWeb	Classroom and Intervention teacher	Goal: Increase at or above percentage by 25%	Goal: Decrease discrepancy by within 5% of classroom average
			Updated Progress:	Updated Progress:

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

Goal(s): Kindergarten – Mathematics

- Increase the percentage of SWD meeting or exceeding standards in Oral Counting and Number Identification.
- Increase the percentage of students in the Economically Disadvantaged group across all mathematical measurements in Oral Counting and Missing Number Identification.

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"> • Find culturally responsive, research-based resources to develop mathematical skills • Increase number sense and manipulation of numbers • Small group instruction (Student Centered) • Building familiarity and number fluency with determining nonsense or real word • Other research-based methods 	Progress Monitoring - AimsWeb	Classroom and Intervention teachers	SWD will meet or exceed OC benchmarks within 30% of classroom average SWD will meet or exceed NI benchmarks within 5% of classroom average. SES subgroup	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): 1* Grade – Literacy- Students will be at 80% meeting/exceeding for AIMS web benchmark nonsense word fluency by the end of first grade. Focus will be on students with disabilities and economic disadvantaged subgroup

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"> • CKLA • Small group instruction focus on syllable types • RTI specific focus on NWF (direct instruction) • Collaboration between 1st grade teachers and intervention teacher (planning meetings) 	AIMS web probes and benchmark assessment	Classroom Teacher Special Ed Teacher Intervention Teacher	Goal: 70% of students will be meeting/exceeding AIMS web benchmark for NWF. Goal: 60% of special education and economic disadvantaged students will be meeting/exceeding AIMS web benchmark for NWF.	Goal: 80% of students will be meeting/exceeding AIMS web benchmark for NWF.
	CKLA Unit assessment Bi-weekly progress monitoring students in tier 2/tier 3			Updated Progress:

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

Goal(s): 1* Grade – Mathematics

- Students with disabilities will increase their oral counting with 80% proficiency meeting benchmark by EOY.
- Students with disabilities will increase their number identification with 80% proficiency meeting benchmark by 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?		
<ul style="list-style-type: none"> • Daily oral counting during warm up of I-ready lesson (preparing students for learning) • Student centered learning experiences through small group targeted instruction that would include modeling, direct instruction, gradual release and engagement • Independent student application through targeted I-ready lessons on computer • Targeted instruction bursts 	I-ready Assessments	Classroom Teacher	Goal: Students with special needs will be at 60% using AIMSWEB assessment (coming from 25% and 50% end of K) Updated Progress:	Goal: Students will be at 80% meeting/exceeding for number identification and oral counting using AIMSWEB assessment. Updated Progress:
	Common Assessments	Special Ed Teacher Intervention Teacher		

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

Goal(s): 2nd Grade – Literacy

- 80% of students with disabilities will increase their AIMS oral reading fluency to meet or exceed grade level proficiency.
- 80% of students who are economically disadvantaged will increase their AIMS oral reading fluency to meet or exceed grade level 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 phonics instruction (instruction in decoding and encoding). • Use CKLA curriculum. • 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 the latest evidence based phonemic awareness best practices to drive instruction (focus on blending and segmenting words from decodable texts). • Implementation of independent reading time. • Implementation of Humanities curriculum. 	Aimsweb Plus progress monitoring. IST/PST	Classroom teacher, special education teacher, and intervention teachers when appropriate. Intervention TA (when hired), Classroom TA	Goal: 74% of students with disabilities will score within the average or above average range on their AIMS Plus oral reading fluency.	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Mathematics

- 65% of students with disabilities will be on or above grade level on the end of year iReady math diagnostic.
- 80% of students who are economically disadvantaged will be on or above grade level on the end of year iReady math diagnostic.

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. • Use Ready Math curriculum • Utilize math discourse to strengthen understanding <ul style="list-style-type: none"> ○ Explicit math vocabulary instruction 	Progress monitoring	classroom teacher, special education teacher, and intervention teachers when appropriate.	Goal:	Goal:
	IST/PST		80% of students or more will score within the average range or higher on the NSF assessment.	
	Aimsweb Plus		55% of students with disabilities will be on or above grade level on the mid-year iReady math diagnostic.	
	Ready lesson quizzes and unit assessments		70% of students who are economically disadvantaged will be on or above grade level on the mid year iReady math diagnostic.	
	i-Ready growth monitoring checks		50% of students will score within the average percentile or above on the Aimsweb Plus assessments, mid-year.	
	Classroom Observations			
			Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Literacy

- Fluency: All students in Grade 3 will increase their reading fluency through systematic instruction and progress monitoring. Teachers will focus on moving on-level students to increase exceeding percentage from 20% to 30%.
- Comprehension: Students in Grade 3 will use inferential thinking to answer questions about the text using relevant text details.

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 led 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) (consider midyear) • 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. • Implementation of CKLA Curriculum • Implementation of Humanities Curriculum • Explicit instruction and practice with 6 syllable types? 	AimsWeb +	Classroom Teachers	Goal: 95% of students will read 105 wpm with 3 or fewer errors.	Goal:
	Student lead fluency PM	Intervention Teacher	30% of students will read 162 wpm with 3 or fewer errors.	
	CKLA	Classroom Team	80% of students will show proficiency with (on 2) short constructed responses.	
			Updated Progress:	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 math proficiency in math fluency and place value and apply their understanding to multiplication and division.

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 mathematics • Administer Fact Fluency assessments to gather information of strengths and to inform planning. • Daily math fluency sprints with student goal setting and tracking • Utilize Xtra Math to support mathematical fluency. • Increase use of Number Talks as a vehicle for students to discuss multiple ways to solve a problem. This will also allow teachers to catch any misconceptions (formative assessment measure) 	AIMSWeb +	Classroom Teacher	Goal: 80% of students or more will score within the average range or higher on the NSF, NCF and MCF Assessments. 70% of students will score within the average percentile or above on the AIMSWeb+ Assessments midyear. 75% of students or more will score on or above grade level on the iReady Diagnostic 100% of our Economically Disadvantaged students will score on or above grade level on the iReady Diagnostic	Goal:
	MEX Unit Assessment	Intervention Teacher		
	IReady Assessments	Classroom Team		
	Classroom Observations			

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

Goal(s): SEL

- Staff in grades K-3 will use a behavior referral documents to support in data collection of behavioral needs and supporting students with restorative practices.
- Faculty and staff will gain knowledge of restorative practices in order to implement restorative practices within their classrooms.

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"> • Principal/TOSA to review behavior referral document with faculty and staff. • Continued professional development tied to restorative practices and consistent implementation into the classroom. • Lunch/Recess monitors: <ul style="list-style-type: none"> ○ relationship building; classroom building activity (morning meeting, classroom circle); one circle time a month with lunch monitor prior to lunch or after lunch); teacher time with lunch monitor to review strategies that benefit the student • Building wide assemblies, or grade level bands; Friday Fun activities • Caring Communities—implementation of curriculum—at least 4 lessons • Provide resources and professional development tied to Caring Community resource • Create a schedule of meetings to support implementation across classrooms 	Review behavior referral forms at SBPT (specifically type of infraction)	Principal/TOSA	Goal: Decreased number of behavior referrals from 2022-23 school-year	Goal:
		SES Members	Updated Progress:	Updated Progress:
		Teachers and Lunch/Recess Monitors		

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

Goal(s):

- Using Panorama and benchmark data sheets, students identified as high-risk due to absenteeism, behavior reports, and academics will be addressed through the IST and, if applicable, the PST process, to ensure we are meeting the needs of all students.

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"> Teachers will continue to identify students for IST meetings. Members of Exec. PST will use Panorama to identify students by sub-groups and according to absenteeism, SEL concerns, behavior, and grades. Members of Exec. PST will cross-reference students identified from Panorama with students identified for IST meetings to ensure all high-risk students are being addressed Intervention Teachers are providing classroom teachers with intervention plans from Panorama to inform marking period grades, report card comments, and conversations with families 	Exec. PST minutes IST Agendas	school Counselor Interventionist (Reading) Interventionist (Math) School Psychologist Social Worker Principal	Goal: <ul style="list-style-type: none"> Intervention Teachers are creating intervention plans in Panorama. Exec. PST members are reviewing Panorama with principal/intervention teacher support 	Goal: <ul style="list-style-type: none"> Teachers are using Panorama Intervention Plans to inform conversations with parents and record student progress Exec. PST members are accessing Panorama to identify high-risk students and using this information during SES meetings