Briarwood
School Based Plan
2023-2024

Kindergarten

		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	32	100%	59.0	2	6%	4	13%	21	5	81%	57.5	1	3%	0	0%	16	15	97%
Gender	F	19	59%	62.4	0	0%	2	11%	14	3	89%	59.2	0	0%	0	0%	8	11	100%
	M	13	41%	54.0	2	15%	2	15%	7	2	69%	55.1	1	8%	0	0%	8	4	92%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	0	0%		0		0		0	0			0		0		0	0	
	H	6	19%	58.5	0	0%	2	33%	2	2	67%	51.7	0	0%	0	0%	4	2	100%
	M	0	0%		0		0		0	0			0		0		0	0	
	W	26	81%	59.1	2	8%	2	8%	19	3	85%	58.8	1	4%	0	0%	12	13	96%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	2	6%	68.5	0	0%	0	0%	1	1	100%	63.0	0	0%	0	0%	1	1	100%
	EcoDis	6	19%	55.5	1	17%	2	33%	1	2	50%	53.0	0	0%	0	0%	4	2	100%

		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	32	100%	62.3	0	0%	0	0%	23	9	100%	61.2	1	3%	7	22%	15	9	75%
Gender	F	19	59%	62.9	0	0%	0	0%	14	5	100%	63.2	0	0%	3	16%	11	5	84%
	M	13	41%	61.3	0	0%	0	0%	9	4	100%	58.4	1	8%	4	31%	4	4	62%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	0	0%		0		0		0	0			0		0		0	0	
	H	6	19%	61.5	0	0%	0	0%	4	2	100%	47.3	0	0%	2	33%	4	0	67%
	M	0	0%		0		0		0	0			0		0		0	0	
	W	26	81%	62.4	0	0%	0	0%	19	7	100%	64.4	1	4%	5	19%	11	9	77%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	2	6%	66.0	0	0%	0	0%	1	1	100%	54.5	0	0%	0	0%	2	0	100%
	EcoDis	6	19%	62.3	0	0%	0	0%	3	3	100%	46.3	0	0%	3	50%	3	0	50%

Briarwood

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	32	100%	86.8	0	3	29	91%	55.9	0	1	31	97%	27.9	0	0	32	19.3	0	1	31	97%
Gender	F	19	59%	86.4	0	1	18	95%	56.0	0	0	19	100%	27.9	0	0	19	19.3	0	1	18	95%
	M	13	41%	87.2	0	2	11	85%	55.8	0	1	12	92%	27.9	0	0	13	19.2	0	0	13	100%
Race	A	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	B	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	H	6	19%	83.0	0	1	5	83%	56.0	0	0	6	100%	27.7	0	0	6	17.0	0	1	5	83%
	M	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	W	26	81%	87.6	0	2	24	92%	55.9	0	1	25	96%	28.0	0	0	26	19.8	0	0	26	100%
	ELL	0	0%		0	0	0			0	0	0			0	0	0		0	0	0	
	SpEd	2	6%	90.0	0	0	2	100%	56.0	0	0	2	100%	28.0	0	0	2	19.5	0	0	2	100%
	EcoDis	6	19%	84.2	0	1	5	83%	56.0	0	0	0		28.0	0	0	6	18.3	0	1	5	83%

First

Briarwood

		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	44	100%	66.6	0	0%	4	9%	34	6	91%	57.9	0	0%	3	7%	36	5	93%
Gender	F	28	64%	65.1	0	0%	3	11%	22	3	89%	57.1	0	0%	2	7%	23	3	93%
	M	16	36%	69.3	0	0%	1	6%	12	3	94%	59.3	0	0%	1	6%	13	2	94%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	2%	65.0	0	0%	0	0%	1	0	100%	56.0	0	0%	0	0%	1	0	100%
	H	8	18%	62.3	0	0%	1	13%	7	0	88%	57.5	0	0%	0	0%	7	1	100%
	M	2	5%	74.0	0	0%	0	0%	1	1	100%	64.0	0	0%	0	0%	1	1	100%
	W	33	75%	67.3	0	0%	3	9%	25	5	91%	57.7	0	0%	3	9%	27	3	91%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	3	7%	67.3	0	0%	0	0%	3	0	100%	58.7	0	0%	0	0%	3	0	100%
	EcoDis	11	25%	68.3	0	0%	1	9%	8	2	91%	58.6	0	0%	1	9%	9	1	91%

Briarwood – 1st

		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	44	100%	63.9	0	0%	1	2%	36	6	95%	71.0	1	2%	9	20%	31	3	77%
Gender	F	28	64%	63.7	0	0%	1	4%	21	5	93%	68.3	1	4%	6	21%	20	1	75%
	M	16	36%	64.3	0	0%	0	0%	15	1	100%	75.9	0	0%	3	19%	11	2	81%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	2%	65.0	0	0%	0	0%	1	0	100%	58.0	0	0%	0	0%	1	0	100%
	H	8	18%	63.8	0	0%	0	0%	8	0	100%	64.8	0	0%	1	13%	7	0	88%
	M	2	5%	61.0	0	0%	0	0%	2	0	100%	66.0	0	0%	0	0%	2	0	100%
	W	33	75%	64.1	0	0%	1	3%	25	6	94%	73.3	1	3%	8	24%	21	3	73%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	3	7%	63.3	0	0%	1	33%	1	1	67%	54.7	1	33%	1	33%	1	0	33%
	EcoDis	11	25%	61.8	0	0%	0	0%	10	1	100%	85.2	0	0%	2	18%	6	3	82%

Briarwood

		Total	Percent of Total	Average Fluency	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	44	100%	78.8	2	5%	8	18%	30	4	77%
Gender	F	28	64%	78.8	0	0%	6	21%	19	3	79%
	M	16	36%	78.7	2	13%	2	13%	11	1	75%
Race	A	0	0%		0		0		0	0	
	B	1	2%	64.0	0	0%	0	0%	1	0	100%
	H	8	18%	70.8	0	0%	2	25%	6	0	75%
	M	2	5%	85.0	0	0%	0	0%	2	0	100%
	W	33	75%	80.8	2	6%	6	18%	21	4	76%
	ELL	0	0%		0		0		0	0	
	SpEd	3	7%	76.3	0	0%	1	33%	2	0	67%
	EcoDis	11	25%	76.0	0	0%	4	36%	6	1	64%

<div align="center">Briarwood</div>

iReady, Math, 1st 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	45	100%	412	1	2%	10	22%	34	0	76%	67%	87%
Gender	F	28	62%	411	0	0%	8	29%	20	0	71%	63%	80%
	M	17	38%	414	1	6%	2	12%	14	0	82%	71%	94%
Race	A	0	0%		0		0		0	0			100%
	B	1	2%	399	0	0%	1	100%	0	0	0%	50%	
	H	9	20%	389	1	11%	5	56%	3	0	33%	33%	75%
	M	2	4%	394	0	0%	1	50%	1	0	50%		67%
	W	33	73%	420	0	0%	3	9%	30	0	91%	73%	92%
	ELL	0	0%		0		0		0	0			
	SpEd	4	9%	391	1	25%	1	25%	2	0	50%		100%
	EcoDis	11	24%	412	0	0%	3	27%	8	0	73%	40%	70%

SecondGrade

Briarwood 2nd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	38	100%	120.1	1	3%	7	18%	24	6	79%
Gender	F	17	45%	127.6	1	6%	2	12%	10	4	82%
	M	21	55%	114.0	0	0%	5	24%	14	2	76%
Race	A	0	0%		0		0		0	0	
	B	6	16%	123.8	1	17%	0	0%	4	1	83%
	H	4	11%	109.5	0	0%	1	25%	3	0	75%
	M	0	0%		0		0		0	0	
	W	28	74%	120.8	0	0%	6	21%	17	5	79%
	ELL	0	0%		0		0		0	0	
	SpEd	0	0%		0		0		0	0	
	EcoDis	8	21%	124.1	1	13%	1	13%	5	1	75%

iReady, Math, 2nd 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	38	100%	428	2	5%	17	45%	19	0	50%	50%	45%
Gender	F	17	45%	424	1	6%	8	47%	8	0	47%	39%	39%
	M	21	55%	431	1	5%	9	43%	11	0	52%	61%	50%
Race	A	0	0%		0		0		0	0		100%	
	B	6	16%	411	1	17%	4	67%	1	0	17%		20%
	H	4	11%	414	0	0%	3	75%	1	0	25%	20%	22%
	M	0	0%		0		0		0	0		67%	33%
	W	28	74%	434	1	4%	10	36%	17	0	61%	59%	59%
	ELL	0	0%		0		0		0	0			
	SpEd	0	0%		0		0		0	0			
	EcoDis	8	21%	409	1	13%	6	75%	1	0	13%	30%	31%

Third Grade

Briarwood 3rd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/ Exceeding %
	Total	37	100%	138.7	0	0%	7	19%	28	2	81%
Gender	F	19	51%	135.7	0	0%	4	21%	15	0	79%
	M	18	49%	141.9	0	0%	3	17%	13	2	83%
Race	A	1	3%	137.0	0	0%	0	0%	1	0	100%
	B	0	0%		0		0		0	0	
	H	9	24%	138.8	0	0%	2	22%	7	0	78%
	M	3	8%	104.0	0	0%	2	67%	1	0	33%
	W	24	65%	143.1	0	0%	3	13%	19	2	88%
	ELL	0	0%		0		0		0	0	
	SpEd	6	16%	127.3	0	0%	2	33%	4	0	67%
	EcoDis	8	22%	134.1	0	0%	3	38%	5	0	63%

Briarwood													
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	37	100%	466	0	0%	9	24%	28	0	76%	73%	70%
Gender	F	19	51%	460	0	0%	6	32%	13	0	68%	71%	56%
	M	18	49%	473	0	0%	3	17%	15	0	83%	74%	79%
Race	A	1	3%	477	0	0%	0	0%	1	0	100%		
	B	0	0%		0		0		0	0		25%	0%
	H	9	24%	454	0	0%	4	44%	5	0	56%	75%	50%
	M	3	8%	460	0	0%	1	33%	2	0	67%	50%	67%
	W	24	65%	471	0	0%	4	17%	20	0	83%	83%	75%
	ELL	0	0%		0		0		0	0			
	SpEd	6	16%	449	0	0%	3	50%	3	0	50%	50%	0%
	EcoDis	8	22%	463	0	0%	2	25%	6	0	75%	62%	50%

Intervention

Colebrook, 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	35				0.00%	35	23	1	11	65.71%	N/A	36	26	2	8	72.22%	6.51%
1st grade	30	29	0	1	96.67%	30	27	0	3	90.00%	-6.67%	30	27	0	3	90.00%	-6.67%
2nd grade	34	20	2	12	58.82%	35	21	3	11	60.00%	1.18%	35	22	6	7	62.86%	4.03%
3rd grade	47	36	5	6	76.60%	47	30	6	11	63.83%	-12.77%	48	32	8	8	66.67%	-9.93%
		7	19	26			10	36	46				16	26	42		

Colebrook, 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	35				0.00%	35	33	0	2	94.29%	N/A	36	34	1	1	94.44%	0.16%
1st grade	30	28	0	2	93.33%	30	25	3	2	83.33%	-10.00%	30	27	2	1	90.00%	-3.33%
2nd grade	34	28	2	4	82.35%	35	29	3	3	82.86%	0.50%	35	30	1	4	85.71%	3.36%
3rd grade	47	42	0	5	89.36%	47	36	6	5	76.60%	-12.77%	48	39	5	4	81.25%	-8.11%
		2	11	13			12	12	24				9	10	19		

Building Based Goals

Goal(s): Kindergarten – Literacy
- By June 2024, 75% of Eco Dis students will be proficient in LN fluency.
- By June 2024, 60% of Eco Dis students will be proficient in NWF.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
▪ Examine best practices in both LN fluency and NWF instruction for students who are Eco Dis. ▪ Collaborate with ALL building specialists (Intervention ELA, Speech, Counseling, OT, PT) ▪ Utilize Assessment and Remediation Guide from CKLA. ▪ Leverage IST and PST meetings to monitor specific student growth. ▪ Adjust instruction as needed.	▪ AIMS Probes ▪ IST ▪ PST ▪ Team Meetings	▪ Classroom Teachers ▪ Intervention Teachers ▪ Speech ▪ OT/PT ▪ Counselor ▪ Principal	Goal: 75% of Eco Dis students will name at least 35 Letter Names. Goal: 60% of Eco Dis students will score at least 12 on NWF (4 words). Updated Progress:	Goal: 75% of Eco Dis students will name at least 60 Letter Names. Goal: 60% of Eco Dis students will score at least 41 on NWF (13 words). Updated Progress:

Goal(s): Kindergarten – Mathematics
- By June 2024, 80% of all students will score proficiently in Quantity Total Fluency.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
▪ Solidifying skills such as 1:1 correspondence, subitizing, discriminating more and less, same and different. ▪ Collaborate with ALL building specialists (Intervention ELA, Speech, Counseling, OT, PT) ▪ Leverage IST and PST meetings to monitor specific student growth. ▪ Adjust instruction as needed.	▪ AIMSweb + Probes ▪ IST ▪ PST ▪ Team Meetings	▪ Classroom Teachers ▪ Intervention Teachers ▪ Speech ▪ OT/PT ▪ Counselor ▪ Principal	Goal: Will update in Sept/Oct once given the assessment and we've seen scores for the first time. Updated Progress:	Goal: Updated Progress:

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

Goal(s): 1st Grade – Literacy

- By June 2024, 75% of Eco Dis students will be proficient in NWF.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
Examine best practices in NWF and early literacy instruction for Eco Dis students. Collaborate with Intervention teachers, Literacy Coach (K-8), to implement best practices in classroom. Garner feedback from colleagues on application of best practices. Leverage IST/PST meetings to monitor specific student growth Connect with families and adjust instruction as needed.	Diagnostic Assessments Progress monitoring probes IST PST	Classroom Teacher Intervention Teachers Teacher Assistants Principal	Goal: 65% of eco dis students will score at least 48 (41-53 is end of year kinder) on the NWF probe. Updated Progress:	Goal: 75% of eco dis students will score at least 57 on the NWF probe. Updated Progress:

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

Goal(s): 1st Grade – Mathematics

By June 2024, 80% of eco dis students will have gained 30 points on their Iready Assessment.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
▪ Analyze Iready Math diagnostics to inform instruction ▪ Utilize Ready Math program and Centers to support higher area needs ▪ Practice Math Fact Fluency ▪ Iready individualized program ▪ Collaborate with Math intervention to support goals ▪ Gain knowledge from IST/PST meetings to support students	Iready Diagnostic Progress Monitoring Intervention Services	Classroom Teacher Intervention Teacher TA	Goal: 80% of eco dis students will have gained 15 points on their Iready assessment. Updated Progress:	Goal: 80% of eco dis students will have gained 30 points on their iready assessment. Updated Progress:

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

Goal(s): 2nd Grade – Literacy

By June 2024, 100% of SpEd and 80% of EcoDis students will be proficient in ORF.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
▪ Examine best practices for SpEd and EcoDis learners in ORF ▪ Collaborate with Intervention teachers and Literacy Coach (K-8), to implement best practices in classroom. ▪ Garner feedback from colleagues on application of best practices. ▪ Leverage IST/PST meetings to monitor specific student growth	▪ Diagnostic Assessments ▪ Progress monitoring probes ▪ IST ▪ PST	▪ Classroom Teacher ▪ Intervention Teachers ▪ Teacher Assistants ▪ Principal	Goal: 85% of SpEd and 75% of EcoDis students will be proficient (minimum of 80 wpm)in ORF. Updated Progress:	Goal: 100% of SpEd and 80% of EcoDis students will be proficient (minimum of 92 WPM) in ORF. Updated Progress:

▪ Have students create reading goals and track reading progress ▪ Using CKLA remediation guide or independent reading time to work on reading fluency ▪ Adjust instruction as needed.			

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

Goal(s): 2nd Grade – Mathematics
By June 2024, 75% of SpEd, 90% of EcoDis, and 65% of BIPOC students will be proficient on the I-Ready Diagnostic Assessment.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
▪ Examine best practices for SpEd, EcoDis , and BIPOC learners in I-Ready Assessments ▪ Collaborate with Intervention teachers to implement best practices in classroom. ▪ Garner feedback from colleagues on application of best practices. ▪ Leverage IST/PST meetings to monitor specific student growth ▪ Utilize MEX resource and implement the Ready Math resource after mid-year benchmark ▪ Increase mathematical fluency (xtramath, etc) ▪ Adjust instruction as needed.	▪ Diagnostic Assessments ▪ Progress monitoring probes ▪ IST ▪ PST	▪ Classroom Teacher ▪ Intervention Teachers ▪ Teacher Assistants ▪ Principal	Goal: 60% of SpEd, 75% of EcoDis, and 55% of BIPOC students will be proficient on the I-Ready Diagnostic Assessment. Updated Progress:	Goal: 75% of SpEd, 90% of EcoDis, and 65% of BIPOC students will be proficient on the I-Ready Diagnostic Assessment. Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)					
Goal(s): 3rd Grade – Literacy 85% or more of all learners (including Eco Dis and male learners) will perform at or above reading level (reading 120 wpm by May 2024).					
Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
▪ Collaborate closely with intervention teachers to analyze bubble/cusp strategic learners and identify the most effective ways to help move them onto grade level ▪ Close communication with strategic learners' families to help bolster fluency at home via nightly reading etc. ▪ Utilize AIMS web Plus, CKLA assessments and remediation guide data to inform interventions ▪ Progress monitor using AIMS web readings ▪ 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 Plus Fluency Assessment and Probes PAST if needed Student lead fluency PM Team Meetings	Grade level and intervention teachers	Goal: 85% or more of all learners (including Eco Dis and male learners) will perform at or above reading level (reading 105 wpm by January 2024). Updated Progress:	Goal: 85% or more of all learners (including Eco Dis and male learners) will perform at or above reading level (reading 120 wpm by May 2024). Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 3rd Grade – Mathematics 75% or more of Black and Eco Dis students will be on or above grade level per EOY I-Ready data.				
Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
- Utilizing the new Ready Math curriculum - Collaborate closely with intervention teachers to analyze bubble/cusp strategic learners and identify the most effective ways to help move them onto grade level - Close communication with Eco Dis and Black learners' families to help bridge gaps and provide review support - 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.	Ready Math progress monitoring and assessments Ready Math fluency practice Ready Math diagnostics Team meetings	Grade level and intervention teachers	Goal: 60% or more of Black and Eco Dis students will be on or above grade level per MOY I-Ready data. Updated Progress:	Goal: 75% or more of Black and Eco Dis students will be on or above grade level per EOY I-Ready data. Updated Progress:

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

Goal(s): SEL

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

Staff will continue to grow knowledge of restorative practices to implement within their classroom settings.

Staff in grades K-3 will use a behavior referral to support data collection of behavioral needs and support students with restorative practices.

Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	Plan to Assess *(Who/When)*		Mid-Year Goal & Progress *(Short Term)*	End of the Year Goal & Progress *(Long Term)*
	How will it be monitored?	Who is responsible?		
▪ Continued implementation of the behavioral referral document and restorative practices. 　o Lead teacher provide continued PD on behavioral referral forms and processes ▪ Continued professional development tied to restorative practices and consistent implementation into the classroom and during more unstructured times (lunch/recess). ▪ Implementation of the K-3 Discipline Data Action Plan ▪ Teachers implement Caring Communities across a tier 1 setting. 　o Provide resources and professional development tied to Caring Community resource. 　o Create a schedule of meetings to support implementation across classrooms	Classroom observations Scheduled meetings/minutes to elicit feedback from committee members Use of behavior referral document	Principals Lead Teacher Supervisor of Counseling, Student Equity and Wellness District TCI trainers SES Team	Goal: Faculty, Staff and Support Staff receive training and resources in a restorative approach to help support behavioral needs. Updated Progress:	Goal: Faculty, Staff and Support Staff accessing and using elements of restorative practices to support student behavior and reflection. Updated Progress:

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)				
Goal(s): Using Panorama, students identified as high-risk due to absenteeism, behavior reports, and grades will be addressed through the IST and, if applicable, the PST process, to ensure we are meeting the wholistic needs of all students.				
Action Plan *Include targeted instructional practice to examine (Problem of Practice- include instructional implications)*	**Plan to Assess** *(Who/When)*		**Mid-Year Goal & Progress** *(Short Term)*	**End of the Year Goal & Progress** *(Long Term)*
	How will it be monitored?	**Who is responsible?**		
- 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: - Intervention Teachers are creating intervention plans in Panorama. - Exec. PST members are reviewing Panorama with principal/intervention teacher support	Goal: - 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