



Colebrook
School Based Plan
2023-2024

Kindergarten

		Total	Perce nt of Total	Averag e LNF	Intensiv e	Intensiv e %	Strateg ic	Strateg ic %	At or Abov e	Exceedi ng	At/Abov e/ Exceedin g %	Averag e LSF	Intensiv e	Intensiv e %	Strateg ic	Strateg ic %	At or Abov e	Exceedi ng	At/Abov e/ Exceedin g %
	Total	35	100%	47.4	7	20%	10	29%	16	2	51%	42.6	6	17%	4	11%	18	7	71%
Gender	F	20	57%	50.5	4	20%	6	30%	8	2	50%	45.9	3	15%	2	10%	10	5	75%
	M	15	43%	43.3	3	20%	4	27%	8	0	53%	38.1	3	20%	2	13%	8	2	67%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	3%	89.0	0	0%	0	0%	0	1	100%	60.0	0	0%	0	0%	0	1	100%
	H	1	3%	35.0	0	0%	1	100%	0	0	0%	19.0	1	100%	0	0%	0	0	0%
	M	1	3%	55.0	0	0%	0	0%	1	0	100%	39.0	0	0%	0	0%	1	0	100%
	W	32	91%	46.3	7	22%	9	28%	15	1	50%	42.9	5	16%	4	13%	17	6	72%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	6	17%	30.7	3	50%	2	33%	1	0	17%	29.0	2	33%	2	33%	2	0	33%
	EcoDis	11	31%	46.4	2	18%	4	36%	4	1	45%	43.0	2	18%	1	9%	6	2	73%

		Tota l	Perce nt of Total	Averag e PSF	Intensiv e	Intensiv e %	Strategi c	Strategi c %	At or Abov e	Exceedi ng	At/Abov e/ Exceedin g %	Averag e NWF	Intensiv e	Intensiv e %	Strategi c	Strategi c %	At or Abov e	Exceedi ng	At/Abov e/ Exceedin g %
	Total	35	100%	46.7	6	17%	3	9%	23	3	74%	48.1	6	17%	12	34%	12	5	49%
Gender	F	20	57%	52.0	1	5%	2	10%	16	1	85%	52.8	2	10%	7	35%	8	3	55%
	M	15	43%	39.6	5	33%	1	7%	7	2	60%	41.8	4	27%	5	33%	4	2	40%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	1	3%	57.0	0	0%	0	0%	1	0	100%	176.0	0	0%	0	0%	0	1	100%
	H	1	3%	14.0	1	100%	0	0%	0	0	0%	23.0	1	100%	0	0%	0	0	0%
	M	1	3%	50.0	0	0%	0	0%	1	0	100%	44.0	0	0%	0	0%	1	0	100%
	W	32	91%	47.3	5	16%	3	9%	21	3	75%	45.0	5	16%	12	38%	11	4	47%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	6	17%	25.3	3	50%	2	33%	1	0	17%	26.0	2	33%	3	50%	1	0	17%
	EcoDis	11	31%	49.4	0	0%	2	18%	9	0	82%	50.1	1	9%	5	45%	4	1	45%

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	35	100%	78.0	2	9	24	69%	52.7	2	7	26	74%	25.9	2	3	30	17.5	1	3	31	89%
Gender	F	20	57%	78.7	1	4	15	75%	53.5	1	3	16	80%	26.5	1	2	17	17.6	0	2	18	90%
	M	15	43%	77.1	1	5	9	60%	51.7	1	4	10	67%	25.2	1	1	13	17.3	1	1	13	87%
Race	A	0	0%		0	0	0			0	0	0		0	0	0		0	0	0		
	B	1	3%	100.0	0	0	1	100%	56.0	0	0	1	100%	28.0	0	0	1	21.0	0	0	1	100%
	H	1	3%	68.0	0	1	0	0%	56.0	0	0	1	100%	28.0	0	0	1	19.0	0	0	1	100%
	M	1	3%	100.0	0	0	1	100%	56.0	0	0	1	100%	28.0	0	0	1	21.0	0	0	1	100%
	W	32	91%	76.9	2	8	22	69%	52.4	2	7	23	72%	25.8	2	3	27	17.2	1	3	28	88%
	ELL	0	0%		0	0	0			0	0	0		0	0	0		0	0	0		
	SpEd	6	17%	66.7	1	1	4	67%	47.5	1	2	3	50%	23.2	1	0	5	14.2	1	0	5	83%
	EcoDis	11	31%	76.9	0	3	8	73%	53.9	0	0	0		27.2	0	2	9	16.5	0	1	10	91%

First Grade

	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	30	100%	71.9	1	3%	1	3%	23	5	93%	59.6	2	7%	4	13%	20	4	80%
Gender	F	12	40%	66.6	1	8%	0	0%	11	0	92%	57.8	1	8%	1	8%	9	1	83%
	M	18	60%	75.4	0	0%	1	6%	12	5	94%	60.8	1	6%	3	17%	11	3	78%
Race	A	0	0%		0		0		0	0		0		0		0	0	0	
	B	3	10%	79.3	0	0%	0	0%	2	1	100%	55.3	0	0%	1	33%	2	0	67%
	H	3	10%	75.0	0	0%	0	0%	2	1	100%	66.0	0	0%	0	0%	3	0	100%
	M	1	3%	80.0	0	0%	0	0%	1	0	100%	55.0	0	0%	0	0%	1	0	100%
	W	23	77%	70.2	1	4%	1	4%	18	3	91%	59.6	2	9%	3	13%	14	4	78%
	ELL	0	0%		0		0		0	0		0		0		0	0	0	
	SpEd	0	0%		0		0		0	0		0		0		0	0	0	
	EcoDis	7	23%	65.3	1	14%	0	0%	5	1	86%	62.4	1	14%	0	0%	5	1	86%

		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	30	100%	70.8	0	0%	1	3%	20	9	97%	86.1	2	7%	3	10%	21	4	83%
Gender	F	12	40%	66.5	0	0%	1	8%	9	2	92%	70.4	1	8%	1	8%	10	0	83%
	M	18	60%	73.7	0	0%	0	0%	11	7	100%	96.6	1	6%	2	11%	11	4	83%
Race	A	0	0%		0		0		0	0			0		0		0	0	
	B	3	10%	62.3	0	0%	0	0%	3	0	100%	99.0	0	0%	0	0%	3	0	100%
	H	3	10%	65.7	0	0%	0	0%	3	0	100%	85.7	0	0%	0	0%	3	0	100%
	M	1	3%	80.0	0	0%	0	0%	0	1	100%	58.0	0	0%	0	0%	1	0	100%
	W	23	77%	72.2	0	0%	1	4%	14	8	96%	85.7	2	9%	3	13%	14	4	78%
	ELL	0	0%		0		0		0	0			0		0		0	0	
	SpEd	0	0%		0		0		0	0			0		0		0	0	
	EcoDis	7	23%	62.6	0	0%	1	14%	6	0	86%	77.7	1	14%	0	0%	6	0	86%

		Total	Percent of Total	Average Fluency	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	30	100%	74.2	3	10%	7	23%	18	2	67%
Gender	F	12	40%	57.8	2	17%	3	25%	7	0	58%
	M	18	60%	85.2	1	6%	4	22%	11	2	72%
Race	A	0	0%		0		0		0	0	
	B	3	10%	108.0	0	0%	0	0%	2	1	100%
	H	3	10%	45.3	0	0%	2	67%	1	0	33%
	M	1	3%	66.0	0	0%	0	0%	1	0	100%
	W	23	77%	73.9	3	13%	5	22%	14	1	65%
	ELL	0	0%		0		0		0	0	
	SpEd	0	0%		0		0		0	0	
	EcoDis	7	23%	54.3	1	14%	4	57%	1	1	29%

Colebrook													
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	30	100%	418	0	0%	7	23%	21	2	77%	60%	56%
Gender	F	12	40%	405	0	0%	4	33%	8	0	67%	43%	61%
	M	18	60%	427	0	0%	3	17%	13	2	83%	71%	50%
Race	A	0	0%		0		0		0	0			
	B	3	10%	408	0	0%	1	33%	2	0	67%	0%	50%
	H	3	10%	412	0	0%	1	33%	2	0	67%	33%	33%
	M	1	3%	400	0	0%	1	100%	0	0	0%	50%	33%
	W	23	77%	421	0	0%	4	17%	17	2	83%	68%	59%
	ELL	0	0%		0		0		0	0			
	SpEd	0	0%		0		0		0	0		44%	11%
	EcoDis	7	23%	413	0	0%	2	29%	5	0	71%	25%	44%

Second Grade

Colebrook											
2nd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	34	100%	96.0	7	21%	8	24%	17	2	56%
Gender	F	13	38%	90.6	3	23%	4	31%	5	1	46%
	M	21	62%	99.3	4	19%	4	19%	12	1	62%
Race	A	0	0%		0		0		0	0	
	B	1	3%	24.0	1	100%	0	0%	0	0	0%
	H	2	6%	95.5	0	0%	1	50%	1	0	50%
	M	2	6%	77.5	0	0%	2	100%	0	0	0%
	W	29	85%	99.8	6	21%	5	17%	16	2	62%
	ELL	0	0%		0		0		0	0	
	SpEd	9	26%	65.0	4	44%	2	22%	3	0	33%
	EcoDis	10	29%	91.5	2	20%	3	30%	5	0	50%

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%	432	1	3%	10	30%	22	0	67%	43%	63%
Gender	F	13	39%	421	1	8%	6	46%	6	0	46%	48%	57%
	M	20	61%	439	0	0%	4	20%	16	0	80%	38%	71%
Race	A	0	0%		0		0		0	0			
	B	1	3%	407	0	0%	1	100%	0	0	0%	0%	25%
	H	2	6%	441	0	0%	0	0%	2	0	100%	40%	20%
	M	2	6%	415	1	50%	0	0%	1	0	50%	33%	100%
	W	28	85%	434	0	0%	9	32%	19	0	68%	47%	73%
	ELL	0	0%		0		0		0	0			
	SpEd	9	27%	425	0	0%	4	44%	5	0	56%	25%	
	EcoDis	10	30%	422	1	10%	5	50%	4	0	40%	36%	29%

Third Grade

Colebrook 3rd, ORF		Total	Percent of Total	Average	Intensive	Intensive %	Strategic	Strategic %	At or Above	Exceeding	At/Above/Exceeding %
	Total	43	100%	111.3	9	21%	14	33%	19	1	47%
Gender	F	23	53%	116.7	4	17%	5	22%	14	0	61%
	M	20	47%	105.2	5	25%	9	45%	5	1	30%
Race	A	0	0%		0		0		0	0	
	B	1	2%	113.0	0	0%	1	100%	0	0	0%
	H	4	9%	96.5	1	25%	2	50%	1	0	25%
	M	2	5%	92.0	1	50%	0	0%	1	0	50%
	W	36	84%	114.0	7	19%	11	31%	17	1	50%
	ELL	0	0%		0		0		0	0	
	SpEd	12	28%	68.6	7	58%	5	42%	0	0	0%
	EcoDis	11	26%	112.5	3	27%	3	27%	5	0	45%

Colebrook													
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	43	100%	449	5	12%	12	28%	26	0	60%	73%	56%	
Gender	F	23	53%	454	1	4%	6	26%	16	0	70%	65%	60%
	M	20	47%	443	4	20%	6	30%	10	0	50%	82%	55%
Race	A	0	0%		0		0		0	0			
	B	1	2%	454	0	0%	0	0%	1	0	100%	50%	0%
	H	4	9%	452	0	0%	1	25%	3	0	75%	40%	0%
	M	2	5%	431	1	50%	0	0%	1	0	50%	50%	67%
	W	36	84%	450	4	11%	11	31%	21	0	58%	82%	63%
ELL	0	0%		0		0		0	0				
SpEd	12	28%	431	4	33%	5	42%	3	0	25%		17%	
EcoDis	11	26%	443	1	9%	5	45%	5	0	45%	50%	47%	

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

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

Goal(s): Kindergarten – Literacy

- Goal 1: By June 2024, 60% of Economically Disadvantaged Kindergarten Students and 75% of all Kindergarten students will be proficient with Letter Name.
- Goal 2: By June 2024, 60% of Economically Disadvantaged Kindergarten Students and 75% of all Kindergarten students will be proficient with NWF

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"> ▪ Provide multiple repetitions and modalities for Letter Name and Nonsense Word Instruction ▪ Collaborate with Intervention team, Service Providers and other support staff to incorporate multiple opportunities for exposure. ▪ Multisensory practices for teaching and practicing skills. ▪ Utilize Assessment and remediation Guide from CKLA as well as teacher made resources from other programs. ▪ Leverage IST/PST meetings to monitor specific student progress. 	BOY Assessments	Classroom Teacher	Goal: 50% of Economically Disadvantaged Kindergarten Students will identify 38 letter names by January 2024	Goal: 60% of Economically Disadvantaged Kindergarten students will identify 46 letter names by May 2024
	IST/PST Meetings	Intervention Team	60% of all Kindergarten Students will identify at least 38 letter names by January 2024	75% of all Kindergarten Students will be able to identify 46 letter names by May 2024
	Probes	Service Providers	50% of Economically Disadvantaged Kindergarten Students will score at least 12 by January 2024	60% of Economically Disadvantaged Kindergarten Students will score at least 41 by May 2024
			60% of all Kindergarten Students will identify at least 15 by January 2024	75% of all Kindergarten Students will score at least 41 by January 2024
			Updated Progress:	Updated Progress:

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

Goal(s): Kindergarten – Mathematics				
<ul style="list-style-type: none"> By June 2024, 80% of all Kindergarten Students will be proficient in Quantity Total Fluency. 				
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"> Work on 1:1 correspondence, subitizing, identifying more/less and same/ different. Collaborate with Intervention team, Service Providers and other support staff to incorporate multiple opportunities for exposure. Multisensory practices for teaching and practicing skills. AIMSWeb Plus Probes for progress monitoring Leverage IST/PST meetings to monitor specific student progress. 	BOY Assessments	Classroom teachers	Will update after beginning of the year assessments	Goal: Will update after Mid-year
	IST/PST Meetings	Intervention teachers	Updated Progress:	Updated Progress:
	Probes	Service providers		

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

Goal(s): 1 st Grade – Literacy				
<ul style="list-style-type: none"> Goal 1: By June 2024, 90% of EcoDis and 60% of SWD will be proficient in LNF Goal 2: By June 2024, 90% of EcoDis and 60% of SWD will be proficient in NWF 				
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?		
-Examine best practices in LNF and NWF for students with disabilities and EcoDis -Multi-sensory approach -Quick bursts throughout the day -Collaboration with Intervention Teachers and Literacy coach (K-6) -Utilize the CKLA Assessment and Remediation Guide -Progress monitor	IST/PST meetings	Classroom Teacher	Goal: LNF growth from 17% SWD to 30%, EcoDis from 45% to 60%	Goal: LNF EcoDis at 90% LNF SWD at 60%
	BOY Assessments	Special Ed Teachers	Goal: NWF growth from 17% SWD to 30%, EcoDis from 45% to 60%	NWF EcoDis at 90% NWF SWD at 60%
	ICT Team Meetings	Principal Intervention teachers	Updated Progress:	Updated Progress:

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

Goal(s): 1st Grade – Mathematics

-Tier 3 students will increase addition and subtraction fact fluency 0-5 to 100%
 -Tier 3 students will increase addition and subtraction fact fluency 0-10 at 75%

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?		
-Small bursts -Use of manipulatives to build fluency -Daily practice throughout instruction -Incorporation of new I-Ready program and differentiation supports -Collaborative planning and instruction with Math Intervention Teacher	IST/PST meetings	Classroom Teacher	Goal: Tier 3 students will score 75% facts 0-5 and 50% facts 0-10	Goal: Tier 3 students will score 100% facts 0-5 and 75% facts 0-10
	BOY Assessments	Special Ed Teachers	Updated Progress:	Updated Progress:
	ICT Team Meetings	Principal Intervention teachers		

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

Goal(s): 2nd Grade – Literacy

Goal 1: by June 2024, 66% of Hispanic students and 57% of students who are economically disadvantaged will be proficient in reading fluency

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"> ▪ Work to improve LNF, LSF, and PSF for students who are economically disadvantaged. ▪ Multi Sensory approach ▪ Provide quick bursts ▪ Collaborate with intervention teachers ▪ Utilize CKLA assessments and Remediation Guide ▪ Progress monitor ▪ Model best practices for reading fluency ▪ Kids create and track reading fluency goals 	IST PST Team Meetings	Classroom Teacher Intervention Teachers Principal	Goal: Hispanic population will improve from 33% -50%	Goal: Hispanic population will improve from 33% to 66%
			Economically Disadvantaged will improve from 29% to 57% for reading fluency	Economically Disadvantaged will improve from 29% to 71%
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Mathematics

Goal 1: By June 2024, 83% of female students will be on level or above level in math proficiency

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"> • Utilize iReady assessment and diagnostic results • Collaborate with intervention teacher • Progress monitor • Model multiple strategies to approach problems (including manipulatives) • Work to improve mathematical fluency • Kids create and track math fluency goals 	IST	Classroom	Goal: 75% of female students will be proficient in math	Goal: 83% of female students will be proficient in math
	PST	Teacher		
	Team Meetings	Intervention Teachers	Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Literacy

By EOY 70% of EcoDis students will be reading 119 words per minute and 55% of SPED students.

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"> ▪ Use science of reading approach to support students' reading growth ▪ Student lead fluency progress monitoring and goal setting (ex: accuracy, prosody, and/or rate) ▪ Utilize CKLA instructional model to guide planning and execute lesson 	AimsWeb	Classroom	Goal: 62% of students will be reading 105 words per minute by mid-year.	Goal: 70% of students will be reading 119 words per minute
	Fluency	Teachers,		
	Progress monitoring	Intervention Teacher,	Updated Progress:	Updated Progress:

<ul style="list-style-type: none"> ▪ Utilize the RTI model to implement interventions and targeted instruction by setting appropriate and measurable goals. (ex: fluency bursts) ▪ Provide explicit fluency instruction during tier 2 & 3 instruction. ▪ Provide ample time and opportunities to explore their interests through independent reading. ▪ 				
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Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)

Goal(s): 3rd Grade – Mathematics
 By EOY 75% of students will be on and/or above grade level.

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"> ▪ 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 mathematical reasoning/operations ▪ 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: 70% of students will be on and/or above grade level.	Goal: 75% of students will be on and/or above grade level.
	iReady Diagnostic Classroom Observations	Intervention Teacher 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 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 <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"> ▪ Continued implementation of the behavioral referral document and restorative practices. <ul style="list-style-type: none"> ○ 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. <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 Lead Teacher	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:
	Scheduled meetings/minutes to elicit feedback from committee members Use of behavior referral document	Supervisor of Counseling, Student Equity and Wellness District TCI trainers SES Team		

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 <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"> 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