

## Comprehensive Progress Report

**Mission:**

Mission: Woodland Heights Elementary will challenge our students to be responsible and caring problem-solvers and life-long learners.

Motto: Soaring to New Heights

Slogan: We Help Everyone Succeed

**Vision:** Vision: Ensure exemplary K-5 education that inspires excellence and success within every learner.

**Goals:**

A1.04 ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results. The following grade levels will increase the percentage of students who meet or exceed their Annual Stretch Growth in iReady Math and Reading as evidenced by iReady for 2023-24 school year: 5th Grade Math- increase 5% to achieve 85% 5th Grade Reading- increase 10% to achieve 65% 4th Grade Math- increase 4% to achieve 60% 4th Grade Reading- increase by 17% to achieve 60% 3rd Grade Math- increase by 8% to achieve 55% 3rd Grade Reading- increase by 10% to achieve 59% 2nd Grade Math- increase by 4% to achieve 40% 2nd Grade Reading- increase by 5% to achieve 55% 1st Grade Math- increase by 2% to achieve 55% 1st Grade Reading- increase by 5% to achieve 50% Kindergarten Math- increase by 3% to achieve 70% Kindergarten Reading- increase by 5% to achieve 60%

A2.11 ALL teachers build students metacognitive skills by teaching learning strategies, tools, and their appropriate application, as well as, providing students with processes for determining their own mastery of tasks. The following goals are for the 2023-24 school year. 5th Grade Reading increase EOG proficiency by 8% to achieve 85% 5th Grade Math increase EOG proficiency by 5% to achieve 90% 5th Grade Science increase EOG proficiency by 5% to achieve 95% 4th Grade Reading will increase EOG proficiency by 4% to 85% 4th Grade Math will increase EOG proficiency by 3% to 92% 3rd Grade Reading will increase EOG proficiency by 9% to 80% 3rd Grade Math will increase EOG proficiency by 5% to 93% 2nd Grade will increase mClass proficiency by 3% to achieve 88% 1st Grade will increase mClass proficiency by 4% to achieve 85% Kindergarten will increase mClass proficiency by 6% to achieve 90% overall proficiency Percentage of students who met or exceeded EVAAS projected percentiles evidenced by EVAAS and iReady: 5th Grade: Math increase by 10% to 90%; Reading increase by 10% to 77%; Science increase by 4% to 83% 4th Grade: Math increase by 5% to achieve 90%; Reading increase by 10% to 75% 3rd Grade: Math increase by 5% to achieve 93%; Reading increase by 9% to achieve 93% Percentage of students who will meet or exceed mClass stretch growth: 2nd Grade: 50% 1st Grade: 50% Kindergarten: 50%

A4.01 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. Strategic Goal: Student proficiency and growth will increase by 8% by 2024-2025. Target Goal: Student proficiency and growth will increase by 5% in 2023-2024.



! = Past Due Objectives

KEY = Key Indicator

| <b>Core Function:</b>                   |               | <b>Dimension A - Instructional Excellence and Alignment</b>   |                                   |                        |                    |
|---|---------------|---|-----------------------------------|------------------------|--------------------|
| <b>Effective Practice:</b>              |               | <b>High expectations for all staff and students</b>   |                                   |                        |                    |
|   | <b>A1.04</b>  | <b>ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b>     | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |               | WHES teachers are working hard this year to include a rigorous check for understanding after each lesson for core subjects in order to allow teachers the ability to adjust lessons based on levels of student understanding.   | Limited Development<br>09/05/2023 |                        |                    |
| <b>How it will look when fully met:</b> |               | <p>When this objective is fully met, teachers will be assessing using a variety of rigorous, open-ended, rubric-based checks for understanding. Mastery will be assessed using a combination of exit tickets, iReady lesson percentages, task card work, observational data, data notebooks, pathway work, class work, progress monitoring data, small group work (both intervention and core small groups) in addition to the Grade Level Standard CFA.</p> <p>WHES will use concrete data such as- Mastery Connect, K-1 standards tracking spreadsheet, Classroom Walkthrough Tool data, Hawks intervention data, core small group data, Student Data Notebooks, checks for understanding, growth monitoring checks, iReady lesson percent passing, and pathway and rubric evidence to determine full implementation.</p> |                                   | <b>Kristie Spenner</b> | <b>05/17/2024</b>  |
| <b>Actions</b>                          |               |   | <b>0 of 27 (0%)</b>               |                        |                    |
|   | 9/13/23       | K-3 will utilize mClass progress monitoring weekly throughout the third quarter.  |                                   | Meghann Fairchild      | 03/13/2023         |
|   | <i>Notes:</i> |   |                                   |                        |                    |
|   | 9/7/23        | K-3 will utilize mClass progress monitoring weekly throughout the first quarter.  |                                   | Meghann Fairchild      | 10/13/2023         |
|   | <i>Notes:</i> |   |                                   |                        |                    |
|   | 9/7/23        | Goal Team data will be shared and discussed K-5 in Reading and Math and adjustments will be made to curriculum in the first quarter.  |                                   | Marc Pecorella         | 10/13/2023         |
|   | <i>Notes:</i> |   |                                   |                        |                    |

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| 9/7/23  | Student Data Notebooks are being used in K-5 for parent/student/teacher conferences in the first semester.                            |  | Kristie Spenner   | 11/03/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/7/23  | 3rd grade ELA is creating quick checks throughout the Magnetic Reading lessons to ensure student mastery.                             |  | Chris Robinson    | 11/10/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/7/23  | Core small group data will be used to adjust instruction throughout the 1st semester.   |  | Kristie Spenner   | 11/17/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/7/23  | iReady growth checks will be used to adjust instruction in the first semester.  |  | Amanda Scott      | 11/17/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/7/23  | K-4 is utilizing Math in Practice to increase rigor as evidenced by weekly lesson plans throughout the first semester.                |  | Kathleen Boice    | 11/30/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/13/23 | K-3 will utilize mClass progress monitoring weekly throughout the second quarter.   |  | Meghann Fairchild | 11/30/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/13/23 | 2nd-5th grade teachers will keep mastery connect updated weekly in the first semester.  |  | Jennifer Sharpley | 12/12/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/7/23  | K-1 will keep the standards tracking spreadsheet updated weekly in the first semester.  |  | Jodie Elliott     | 12/18/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/7/23  | Grade levels will utilize pre and post assessments to track mastery for each essential standard throughout the first semester.        |  | Abigail Marone    | 12/18/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/13/23 | Goal Team data will be shared and discussed K-5 in Reading and Math and adjustments will be made to curriculum in the second quarter. |  | Marc Pecorella    | 12/18/2023 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/13/23 | Goal Team data will be shared and discussed K-5 in Reading and Math and adjustments will be made to curriculum in the third quarter.  |  | Marc Pecorella    | 03/08/2024 |
|         | <i>Notes:</i>   |  |                   |            |
| 9/13/23 | Goal Team data will be shared and discussed K-5 in Reading and Math and adjustments will be made to curriculum in the fourth quarter. |  | Marc Pecorella    | 04/30/2024 |

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| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | Grade levels will utilize pre and post assessments to track mastery for each essential standard throughout the second semester.                                     |  | Abigail Marone    | 04/30/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/7/23        | 2nd-5th grade teachers will keep mastery connect updated weekly in the second semester.   |  | Jennifer Sharpley | 04/30/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/7/23        | Lesson plans will be submitted weekly to the shared lesson plan drive and grade levels will account for a variety of checks for understanding in each core subject. |  | Kristie Spenner   | 04/30/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | K-1 will keep the standards tracking spreadsheet updated weekly in the second semester.   |  | Jodie Elliott     | 04/30/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | K-4 is utilizing Math in Practice to increase rigor as evidenced by weekly lesson plans throughout the second semester.   |  | Kathleen Boice    | 04/30/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | Core small group data will be used to adjust instruction throughout the 2nd semester.   |  | Kristie Spenner   | 05/03/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | Student Data Notebooks are being used in K-5 for parent/student/teacher conferences in the second semester.   |  | Kristie Spenner   | 05/07/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | K-3 will utilize mClass progress monitoring weekly throughout the fourth quarter.   |  | Meghann Fairchild | 05/10/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/7/23        | K-5 will utilize Personalized Learning Pathways to help students master standards or enrich them to apply standards in a problem based learning environment.        |  | Kathleen Boice    | 05/10/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/7/23        | Diagnostic data will be used to set up BOY, MOY, and EOY Hawks groups.  |  | Abigail Marone    | 05/17/2024 |
| <i>Notes:</i> |   |  |                   |            |
| 9/7/23        | iReady growth checks will be used in Reading and Math in grades K-5 throughout the school year.   |  | Meghann Fairchild | 05/17/2024 |
| <i>Notes:</i> |   |  |                   |            |

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| 9/7/23        | Grade levels will create Common Formative Assessments that include open-ended questions that ask for explanation or modeling of a standard during each quarter. |  | Kristie Spenner | 05/17/2024 |
| <i>Notes:</i> |   |  |                 |            |

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| <b>Core Function:</b> | <b>Dimension A - Instructional Excellence and Alignment</b> |  |  |  |
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| <b>Effective Practice:</b> | <b>Curriculum and instructional alignment</b> |  |  |  |
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|  | <b>A2.11</b> | <b>ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.(5101)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
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| <i>Initial Assessment:</i> |  | WHES teachers are working on including productive struggle and Depths of Knowledge into each daily lesson for each core subject in order to provide students with a variety of ways to build their metacognitive skills and demonstrate appropriate application. They are utilizing goal setting, Student Data Notebooks, checks for understanding, and metacognition charts (thinking about their thinking) so students can determine their own level of mastery. | Limited Development<br>09/05/2023 |  |  |
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| <i>How it will look when fully met:</i> |  | WHES will know this goal is fully implemented when each grade level lesson plan includes relevant, purposeful, highest DOK level questioning, and planning for student engagement and checks for understanding that promote struggle and deep thinking.<br><br>Evidence includes lesson plans with productive struggle, DOK highest levels planned for, student products that show a high level of metacognitive processing skills, open-ended rubric graded responses (not just multiple choice/surface level) |  | <b>Kristie Spenner</b> | <b>05/17/2024</b> |
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| <b>Actions</b> |  |  | <b>0 of 27 (0%)</b> |  |  |
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| 9/7/23 | Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans in the first quarter. |  | Kristie Spenner | 10/06/2023 |
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*Notes:*

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| 9/7/23 | I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 1. |  | Marc Pecorella | 10/17/2023 |
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*Notes:*

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| 9/7/23        | K-5 will include Number Talks as evidenced in lesson plans and observations in Quarter 1.  |  | Meghann Fairchild | 10/17/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | Teachers will model metacognitive behaviors and practice through planned collaboration activities as evidenced through lesson plans and classroom observations for the first semester. |  | Kristie Spenner   | 11/14/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | Teachers will ensure Depth of Knowledge questions and activities are evidenced in lesson plans for the first semester.   |  | Kristie Spenner   | 11/14/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | K-5 will include Number Talks as evidenced in lesson plans and observations in Quarter 2.  |  | Meghann Fairchild | 11/14/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 2.  |  | Marc Pecorella    | 12/05/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | K-5 utilize Student Data Notebooks to set goals and track progress for the first semester.   |  | Kristie Spenner   | 12/05/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | K-5 will utilize pathways to differentiate learning for the first semester.  |  | Meghann Fairchild | 12/05/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for Quarter 2.   |  | Kristie Spenner   | 12/05/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | 3-5 teachers will track student progress using iReady to monitor student progress toward their EVAAS projected state percentile from the previous year.                                |  | Kristie Spenner   | 12/05/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | K-3 teachers will track student progress using mClass to monitor student progress toward mClass stretch goal.  |  | Jennifer Sharpley | 12/05/2023 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | Teachers in grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans in quarter 3.  |  | Kristie Spenner   | 03/12/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/7/23        | I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 3.  |  | Marc Pecorella    | 03/12/2024 |

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| <i>Notes:</i> |  |  |                              |
| 9/7/23        | K-5 will include Number Talks as evidenced by lesson plans and observations in Quarter 3,  |  | Meghann Fairchild 03/12/2024 |
| <i>Notes:</i> |  |  |                              |
| 9/13/23       | Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for Quarter 3.   |  | Kristie Spenner 03/13/2024   |
| <i>Notes:</i> |  |  |                              |
| 9/13/23       | Grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for Quarter 4.   |  | Kristie Spenner 04/30/2024   |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | Teachers in grades 3-5 will incorporate reading comprehension strategies as evidenced in lesson plans for quarter 4.                             |  | Kristie Spenner 05/07/2024   |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | I Can statements will be posted in the classroom and evidenced in lesson plans daily for Quarter 4.  |  | Marc Pecorella 05/07/2024    |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | Rubrics will be used K-5 to assess open ended questions/higher order thinking.   |  | Meghann Fairchild 05/07/2024 |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | 2nd grade students will check with peers for validity on applications.   |  | Jennifer Sharpley 05/07/2024 |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | K-5 students will explain, prove, or justify their thinking/in answers as evidenced in lesson plans and classroom walkthroughs and observations. |  | Kristie Spenner 05/07/2024   |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | K-5 will include Number Talks as evidenced in lesson plans and observations in quarter 4.  |  | Meghann Fairchild 05/07/2024 |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | 5th grade students will use science and engineering practice as evidenced in lesson plans, student output, and classroom observations.           |  | Amanda Scott 05/07/2024      |
| <i>Notes:</i> |  |  |                              |
| 9/7/23        | K-5 teachers will track student progress using iReady to monitor student progress toward iReady annual stretch growth.                           |  | Meghann Fairchild 05/07/2024 |
| <i>Notes:</i> |  |  |                              |

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| 9/7/23        | Teachers will model metacognitive behaviors and practice through planned collaboration activities as evidenced through lesson plans and classroom observations for the second semester. |  | Kristie Spenner | 05/07/2024 |
| <i>Notes:</i> |   |  |                 |            |
| 9/7/23        | Teachers will ensure Depth of Knowledge questions and activities are evidenced in lesson plans for the second semester.   |  | Kristie Spenner | 05/07/2024 |
| <i>Notes:</i> |   |  |                 |            |

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| <b>Core Function:</b> | <b>Dimension A - Instructional Excellence and Alignment</b> |
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| <b>Effective Practice:</b> | <b>Student support services</b> |
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| !                          | KEY | A4.01 | The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)   | Implementation Status             | Assigned To | Target Date |
|----------------------------|-----|-------|--|-----------------------------------|-------------|-------------|
| <i>Initial Assessment:</i> |     |       | <p>4.01 Teachers utilize MTSS Tier system to pinpoint deficits and strategies to improve student learning and to develop a research-based intervention plan for students in the tiered process. PLC meetings focus on instructional practices and student data to improve student learning and mastery of standards. One PLC a month is dedicated to reviewing student's progress in the MTSS process. Appropriate data and progress monitoring is then updated. Data is readily available on mClass and i-Ready and is updated as progress monitoring is completed. Data is used to create small instructional groups, iReady data is used to drive reading instruction and iReady is used to drive Math instruction and close gaps. CWTs, administrative observations, and PDP discussions are used to improve teacher planning, delivery of lessons, and ensure curriculum is aligned to the CCSS.</p> <p>STRATEGIC GOAL for A4.01: All teachers will utilize the MTSS process with fidelity to increase overall student growth by 5% or more by 2023-2024 by providing individualized interventions as evidenced through RtI Stored documentation.</p> | Limited Development<br>03/13/2017 |             |             |



|   | Priority Score: 3   | Opportunity Score: 2 | Index Score: 6      |                          |                   |
|---|---|----------------------|---------------------|--------------------------|-------------------|
| <b>How it will look when fully met:</b> | 4.01 Differentiation in the core subject areas will be evident in all classrooms, identified by specific skill and specific student. Students would be placed in appropriate tiers based on comprehensive data about the needs of the student and goals created that are measurable and observable. Research based-interventions would be conducted in the identified area of weakness and monitored on a weekly or bi-weekly basis and progress towards goals assessed. All progress monitoring data would be maintained and discussed in the monthly MTSS PLC. Student's would be moved within Tiers based on the outcomes of the interventions. A minimum of six data points would be captured per goal prior to a decision of movement within the Tiers. All decisions should be based on data and documentation. Ensure that each teacher is implementing effective teaching practices aligned to standards. The instructional facilitator will coach teachers on providing appropriate level interventions and progress monitoring tools for deficit skills in both reading and math. |                      |                     | <b>Meghann Fairchild</b> | <b>05/05/2023</b> |
| <b>Actions</b>                          |   |                      | <b>0 of 44 (0%)</b> |                          |                   |
| 9/13/22                                 | PLC's will identify 10-12 essential grade level standards in ELA and Math. Student mastery will be assessed via pre/post assessments and Common Formative Assessments.  |                      |                     | Kristie Spenner          | 08/31/2023        |
|   | <i>Notes:</i>   |                      |                     |                          |                   |
| 9/13/22                                 | Master schedule will include ELA and Math blocks with enough time for core small groups.  |                      |                     | Kristie Spenner          | 08/31/2023        |
|   | <i>Notes:</i>   |                      |                     |                          |                   |
| 9/16/21                                 | HAWKS time will be reflected in the master schedule to allow for remediation or extension.  |                      |                     | Kristie Spenner          | 09/08/2023        |
|   | <i>Notes:</i>   |                      |                     |                          |                   |
| 9/13/22                                 | Staff will review PD on Morning Meeting and Second Step.  |                      |                     | Kristie Spenner          | 09/28/2023        |
|   | <i>Notes:</i>   |                      |                     |                          |                   |
| 9/13/22                                 | AIG cluster teachers will be trained on how to complete DEP's and how to best serve our AIG students.   |                      |                     | Meghann Fairchild        | 09/29/2023        |
|   | <i>Notes:</i>   |                      |                     |                          |                   |
| 9/13/22                                 | Grade level teams will develop Tier 1 instructional plans for Literacy and Math based on universal screening data.  |                      |                     | Meghann Fairchild        | 10/06/2023        |
|   | <i>Notes:</i>   |                      |                     |                          |                   |

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| 9/13/22       | Grade level teams will be trained on progress monitoring processes and tools.   |  | Meghann Fairchild | 10/08/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/22       | Teachers will be trained on MTSS Attendance and Truancy Process Checklist.  |  | Kristie Spenner   | 10/08/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | K-5 teachers will track intervention data to show student progress for Quarter 1.   |  | Kristie Spenner   | 10/13/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 1.   |  | Meghann Fairchild | 10/13/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/22       | Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 1st quarter.                             |  | Meghann Fairchild | 10/13/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/16/21       | HAWKS Intervention/Enrichment Groups and data will be monitored in the 1st quarter.   |  | Kristie Spenner   | 10/20/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/13/23       | K-5 teachers will administer the core phonics survey (as needed) to identify specific student phonics strengths and needs.  |  | Meghann Fairchild | 12/05/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 4/12/22       | Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 2nd quarter.                             |  | Meghann Fairchild | 12/15/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/16/21       | In PLC's, K-5 teachers will use the unpacking template to understand the grade level standards to assist with lesson planning and CFA creation during the first semester.                             |  | Kristie Spenner   | 12/15/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 9/16/21       | In PLC's, K-5 teachers will create Common Formative Assessments for each standard to assess student mastery at a minimum 2-3 DOK level, and 4 DOK level if possible each week for the first semester. |  | Kristie Spenner   | 12/15/2023 |
| <i>Notes:</i> |   |  |                   |            |
| 2/6/22        | HAWKS Intervention/Enrichment Groups and data will be monitored in the 2nd quarter.   |  | Kristie Spenner   | 12/15/2023 |

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| <i>Notes:</i> |   |                   |            |
| 9/13/23       | K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 2.   | Jennifer Sharpley | 12/15/2023 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | Educator's Handbook will be utilized to track minor and major office referrals for behavior data for MTSS for the first semester.   | Marc Pecorella    | 12/15/2023 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | K-5 teachers will track intervention data to show student progress or lack of progress for Quarter 2.   | Kristie Spenner   | 12/15/2023 |
| <i>Notes:</i> |   |                   |            |
| 9/17/19       | Grade level teams will analyze adequate growth data from BOY to MOY. Tier 1 plans will be adjusted to reflect next steps.   | Meghann Fairchild | 01/12/2024 |
| <i>Notes:</i> |   |                   |            |
| 9/15/20       | Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 3rd quarter. | Meghann Fairchild | 03/08/2024 |
| <i>Notes:</i> |   |                   |            |
| 2/6/22        | HAWKS Intervention/Enrichment Groups and data will be monitored in the 3rd quarter.   | Meghann Fairchild | 03/08/2024 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | K-5 teachers will track intervention data to show student progress or lack of progress for Quarter 3.   | Kristie Spenner   | 03/13/2024 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 3.   | Jennifer Sharpley | 03/13/2024 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | 5th grade teachers will identify students who are 40% below grade level at BOY and 50% below grade level at MOY and work with them intensively.                           | Amanda Scott      | 03/13/2024 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | All teachers will utilize acadiancereading.org or mClass/DIBELS 8 for Reading progress monitoring.  | Terri Crider      | 04/09/2024 |
| <i>Notes:</i> |   |                   |            |
| 9/13/23       | All teachers will utilize interventioncentral.org or easycbm.com or acadiancemath.org for Math progress monitoring.   | Terri Crider      | 04/09/2024 |

|               |  |  |                   |            |
|---------------|--|--|-------------------|------------|
| <i>Notes:</i> |  |  |                   |            |
| 9/13/23       | Educator's Handbook will be utilized to track minor and major office referrals for behavior data for MTSS for the second semester.   |  | Marc Pecorella    | 04/09/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/13/23       | K-5 teachers will track intervention data to show student progress for Quarter 4.  |  | Kristie Spenner   | 04/09/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/16/21       | Every WHES teacher will have taken or will be taking a PAC class this year or be receiving LETRS training.   |  | Meghann Fairchild | 04/26/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/13/23       | Monthly MTSS meetings will be held to review student data- academic and behavioral.  |  | Meghann Fairchild | 04/30/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/13/23       | K-3 teachers will progress monitor weekly using mClass to collect data to support student tiering and trends for Quarter 4.  |  | Jennifer Sharpley | 05/03/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/13/23       | HAWK intervention groups will meet with fidelity and teachers will discuss frequently to interpret data, make adjustments, and identify outliers.  |  | Kristie Spenner   | 05/07/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/11/23       | In PLC's, K-5 teachers will create Common Formative Assessments for each standard to assess student mastery at a minimum 2-3 DOK level, and 4 DOK level if possible each week for the second semester. |  | Kristie Spenner   | 05/17/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/11/23       | 4th grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.  |  | Kathleen Boice    | 05/17/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/11/23       | 3rd grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.  |  | Chris Robinson    | 05/17/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/11/23       | 2nd grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.  |  | Jennifer Sharpley | 05/17/2024 |
| <i>Notes:</i> |  |  |                   |            |
| 9/11/23       | 1st grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.  |  | Abigail Marone    | 05/17/2024 |
| <i>Notes:</i> |  |  |                   |            |

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| 9/11/23                | Kindergarten grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.  |            | Jodie Elliott     | 05/17/2024 |
| <i>Notes:</i>          |   |            |                   |            |
| 9/16/21                | Teachers in grades K-5 will utilize spreadsheets or MasteryConnect to track pre/post assessments growth throughout the year.  |            | Jennifer Sharpley | 05/17/2024 |
| <i>Notes:</i>          |   |            |                   |            |
| 9/15/20                | Teachers will develop instructional plans for tiered students and will update plans monthly with progress monitoring data analysis and next steps during the 4th quarter. |            | Meghann Fairchild | 05/17/2024 |
| <i>Notes:</i>          |   |            |                   |            |
| 2/3/20                 | 5th grade teachers will finalize RtI stored plans for Tier 2 and Tier 3 students with notes for next year's teachers.   |            | Amanda Scott      | 05/17/2024 |
| <i>Notes:</i>          |   |            |                   |            |
| 9/20/21                | Grade level teams will analyze adequate growth data from MOY to EOY. Tier 1 plans will be adjusted to reflect next steps.   |            | Kristie Spenner   | 05/17/2024 |
| <i>Notes:</i>          |   |            |                   |            |
| <b>Implementation:</b> |   | 09/11/2023 |                   |            |
| <b>Evidence</b>        | 5/9/2023  |            |                   |            |
| <b>Experience</b>      | 9/11/2023   |            |                   |            |
| <b>Sustainability</b>  | 5/9/2023  |            |                   |            |