



Colebrook School

School Based Plan

2024-2025

Data

Kindergarten Reading:

| Kindergarten Early Literacy | | | | Letter Naming Fluency | | | | | | | | | | |
|-----------------------------|---------------|-------|------------------|-----------------------|----------------------|---------------|-----------------|---------|-----------|---------------|-----------------|--------------------|----------------------|--------------------|
| | | Total | Percent of Total | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 36 | 100% | 3 | 8% | 6 | 17% | 20 | 56% | 4 | 11% | 3 | 8% | 75% |
| Gender | F | 20 | 56% | 0 | 0% | 4 | 20% | 13 | 65% | 1 | 5% | 2 | 10% | 80% |
| | M | 16 | 44% | 3 | 19% | 2 | 13% | 7 | 44% | 3 | 19% | 1 | 6% | 69% |
| | A | 1 | 3% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| Race | B | 6 | 17% | 0 | 0% | 1 | 17% | 4 | 67% | 0 | 0% | 1 | 17% | 83% |
| | H | 4 | 11% | 0 | 0% | 1 | 25% | 1 | 25% | 2 | 50% | 0 | 0% | 75% |
| | I | 0 | 0% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 3 | 8% | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% | 33% |
| | W | 22 | 61% | 1 | 5% | 3 | 14% | 15 | 68% | 2 | 9% | 1 | 5% | 82% |
| | ELL | 0 | 0% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 5 | 14% | 1 | 20% | 0 | 0% | 3 | 60% | 1 | 20% | 0 | 0% | 80% |
| | EcoDis | 14 | 39% | 2 | 14% | 3 | 21% | 7 | 50% | 1 | 7% | 1 | 7% | 64% |

| Kindergarten Reading | | | | Word Reading Fluency | | | | | | | | |
|----------------------|---------------|--------------------|----------------------|----------------------|-----------------|---------|-----------|---------------|-----------------|--------------------|----------------------|--------------------|
| | | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 14 | 40% | 4 | 11% | 11 | 31% | 1 | 3% | 5 | 14% | 49% |
| Gender | F | 8 | 40% | 3 | 15% | 5 | 25% | 0 | 0% | 4 | 20% | 45% |
| | M | 6 | 40% | 1 | 7% | 6 | 40% | 1 | 7% | 1 | 7% | 53% |
| Race | A | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| | B | 1 | 17% | 1 | 17% | 2 | 33% | 0 | 0% | 2 | 33% | 67% |
| | H | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% | 33% |
| | I | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 2 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 33% | 33% |
| | W | 8 | 36% | 3 | 14% | 9 | 41% | 1 | 5% | 1 | 5% | 50% |
| | ELL | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 1 | 25% | 2 | 50% | 1 | 25% | 0 | 0% | 0 | 0% | 25% |
| | EcoDis | 6 | 46% | 1 | 8% | 5 | 38% | 0 | 0% | 1 | 8% | 46% |

Kindergarten Reading:

| Kindergarten E | | Concepts & Applications | | | | | | | | | | |
|----------------|---------------|--------------------------|-------------------------------|------------------|-----------------------|---------|--------------|------------------|-----------------------|--------------------------|-------------------------------|--------------------------|
| | | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 2 | 6% | 2 | 6% | 18 | 50% | 8 | 22% | 6 | 17% | 89% |
| Gender | F | 0 | 0% | 1 | 5% | 12 | 60% | 4 | 20% | 3 | 15% | 95% |
| | M | 2 | 13% | 1 | 6% | 6 | 38% | 4 | 25% | 3 | 19% | 81% |
| Race | A | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 100% |
| | B | 0 | 0% | 0 | 0% | 3 | 50% | 3 | 50% | 0 | 0% | 100% |
| | H | 0 | 0% | 1 | 25% | 3 | 75% | 0 | 0% | 0 | 0% | 75% |
| | I | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 1 | 33% | 0 | 0% | 1 | 33% | 1 | 33% | 0 | 0% | 67% |
| | W | 1 | 5% | 1 | 5% | 10 | 45% | 4 | 18% | 6 | 27% | 91% |
| | ELL | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 1 | 20% | 0 | 0% | 2 | 40% | 0 | 0% | 2 | 40% | 80% |
| | EcoDis | 2 | 14% | 2 | 14% | 7 | 50% | 2 | 14% | 1 | 7% | 71% |

Grade 1 Reading:

| 1st grade Early Literacy | | | | Word Reading Fluency | | | | | | | | | | |
|--------------------------|---------------|------------------|--------------------|----------------------|---------------|-----------------|---------|-----------|---------------|-----------------|--------------------|----------------------|--------------------|------|
| | Total | Percent of Total | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % | |
| | Total | 42 | 100% | 5 | 12% | 2 | 5% | 25 | 60% | 5 | 12% | 5 | 12% | 83% |
| Gender | F | 25 | 60% | 3 | 12% | 1 | 4% | 14 | 56% | 4 | 16% | 3 | 12% | 84% |
| | M | 17 | 40% | 2 | 12% | 1 | 6% | 11 | 65% | 1 | 6% | 2 | 12% | 82% |
| | A | 0 | 0% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| Race | B | 1 | 2% | 0 | 0% | 0 | 0% | 0 | 0% | 1 | 100% | 0 | 0% | 100% |
| | H | 4 | 10% | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 25% | 0 | 0% | 50% |
| | I | 0 | 0% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 2 | 5% | 0 | 0% | 0 | 0% | 2 | 100% | 0 | 0% | 0 | 0% | 100% |
| | W | 35 | 83% | 4 | 11% | 1 | 3% | 22 | 63% | 3 | 9% | 5 | 14% | 86% |
| | ELL | 0 | 0% | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 7 | 17% | 1 | 14% | 1 | 14% | 4 | 57% | 1 | 14% | 0 | 0% | 71% |
| | EcoDis | 15 | 36% | 1 | 7% | 1 | 7% | 9 | 60% | 4 | 27% | 0 | 0% | 87% |

Grade 1 Math (iReady):

| Colebrook | | | | | | | | | | | | | | |
|---------------|---------------|------------------|---------------|------------------------|--------------------------|---------------|-----------------|----------|-------------|---------------------|-------------------------------|-------------------------------|-----|--|
| | 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 % | 22-23 BOY On or Above Level % | 21-22 BOY On or Above Level % | | |
| | Total | 42 | 17% | 408 | 1 | 2% | 15 | 36% | 10 | 16 | 62% | 77% | 60% | |
| Gender | F | 25 | 10% | 407 | 0 | 0% | 9 | 36% | 6 | 10 | 64% | 67% | 43% | |
| | M | 17 | 7% | 409 | 1 | 6% | 6 | 35% | 4 | 6 | 59% | 83% | 71% | |
| | X | 0 | 0% | - | 0 | - | 0 | - | 0 | 0 | - | - | - | |
| Race | A | 0 | 0% | - | 0 | - | 0 | - | 0 | 0 | - | - | - | |
| | B | 1 | 0% | 435 | 0 | 0% | 0 | 0% | 0 | 1 | 100% | 67% | 0% | |
| | H | 4 | 2% | 377 | 1 | 25% | 2 | 50% | 1 | 0 | 25% | 67% | 33% | |
| | I | 0 | 0% | - | 0 | - | 0 | - | 0 | 0 | - | - | - | |
| | M | 2 | 1% | 405 | 0 | 0% | 1 | 50% | 1 | 0 | 50% | 0% | 50% | |
| | W | 35 | 14% | 410 | 0 | 0% | 12 | 34% | 8 | 15 | 66% | 83% | 68% | |
| | ELL | 0 | 0% | - | 0 | - | 0 | - | 0 | 0 | - | - | - | |
| | SpEd | 7 | 3% | 384 | 1 | 14% | 3 | 43% | 2 | 1 | 43% | - | 44% | |
| | EcoDis | 16 | 6% | 396 | 1 | 6% | 8 | 50% | 2 | 5 | 44% | 71% | 25% | |

Grade 2 Reading:

| 2nd grade | | Oral Reading Fluency | | | | | | | | | | |
|-----------|--------|--------------------------|-------------------------------|------------------|-----------------------|---------|--------------|------------------|-----------------------|--------------------------|-------------------------------|--------------------------|
| | | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 1 | 3% | 6 | 17% | 21 | 60% | 4 | 11% | 3 | 9% | 80% |
| Gender | F | 1 | 6% | 4 | 25% | 9 | 56% | 1 | 6% | 1 | 6% | 69% |
| | M | 0 | 0% | 2 | 11% | 12 | 63% | 3 | 16% | 2 | 11% | 89% |
| Race | A | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | B | 0 | 0% | 1 | 20% | 1 | 20% | 1 | 20% | 2 | 40% | 80% |
| | H | 0 | 0% | 1 | 33% | 2 | 67% | 0 | 0% | 0 | 0% | 67% |
| | I | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 0 | 0% | 2 | 40% | 3 | 60% | 0 | 0% | 0 | 0% | 60% |
| | W | 1 | 5% | 2 | 9% | 15 | 68% | 3 | 14% | 1 | 5% | 86% |
| | ELL | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 0 | 0% | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| | EcoDis | 1 | 11% | 3 | 33% | 3 | 33% | 1 | 11% | 1 | 11% | 56% |

Grade 2 Math:

| 2nd grad | | Number Sense Fluency | | | | | | | | | | |
|----------|--------|--------------------------|-------------------------------|------------------|-----------------------|---------|--------------|------------------|-----------------------|--------------------------|-------------------------------|--------------------------|
| | | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 2 | 6% | 2 | 6% | 19 | 54% | 3 | 9% | 9 | 26% | 89% |
| Gender | F | 0 | 0% | 2 | 13% | 13 | 81% | 0 | 0% | 1 | 6% | 88% |
| | M | 2 | 11% | 0 | 0% | 6 | 32% | 3 | 16% | 8 | 42% | 89% |
| Race | A | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | B | 0 | 0% | 0 | 0% | 4 | 80% | 1 | 20% | 0 | 0% | 100% |
| | H | 0 | 0% | 0 | 0% | 2 | 67% | 0 | 0% | 1 | 33% | 100% |
| | I | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 1 | 20% | 0 | 0% | 4 | 80% | 0 | 0% | 0 | 0% | 80% |
| | W | 1 | 5% | 2 | 9% | 9 | 41% | 2 | 9% | 8 | 36% | 86% |
| | ELL | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 1 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| | EcoDis | 1 | 11% | 1 | 11% | 5 | 56% | 1 | 11% | 1 | 11% | 78% |

Grade 3 Reading:

| 3rd grade | | Oral Reading Fluency | | | | | | | | | | |
|---------------|---------------|----------------------|----------------------|---------------|-----------------|---------|-----------|---------------|-----------------|--------------------|----------------------|--------------------|
| | | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 8 | 22% | 5 | 14% | 13 | 36% | 9 | 25% | 1 | 3% | 64% |
| Gender | F | 4 | 29% | 1 | 7% | 5 | 36% | 4 | 29% | 0 | 0% | 64% |
| | M | 4 | 18% | 4 | 18% | 8 | 36% | 5 | 23% | 1 | 5% | 64% |
| Race | A | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | B | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| | H | 0 | 0% | 1 | 33% | 2 | 67% | 0 | 0% | 0 | 0% | 67% |
| | I | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | 0 | 0% | 50% |
| | W | 5 | 18% | 3 | 11% | 10 | 36% | 9 | 32% | 1 | 4% | 71% |
| | ELL | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 5 | 63% | 2 | 25% | 0 | 0% | 1 | 13% | 0 | 0% | 13% |
| | EcoDis | 4 | 33% | 1 | 8% | 4 | 33% | 3 | 25% | 0 | 0% | 58% |

Grade 3 Math:

| 3rd grade | | Mental Computation Fluency | | | | | | | | | | |
|---------------|---------------|----------------------------|----------------------|---------------|-----------------|---------|-----------|---------------|-----------------|--------------------|----------------------|--------------------|
| | | Well Below Average | Well Below Average % | Below Average | Below Average % | Average | Average % | Above Average | Above Average % | Well Above Average | Well Above Average % | Total Proficient % |
| | Total | 4 | 11% | 4 | 11% | 18 | 50% | 5 | 14% | 5 | 14% | 78% |
| Gender | F | 3 | 21% | 2 | 14% | 9 | 64% | 0 | 0% | 0 | 0% | 64% |
| | M | 1 | 5% | 2 | 9% | 9 | 41% | 5 | 23% | 5 | 23% | 86% |
| Race | A | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | B | 2 | 67% | 1 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 0% |
| | H | 0 | 0% | 1 | 33% | 1 | 33% | 1 | 33% | 0 | 0% | 67% |
| | I | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | M | 0 | 0% | 1 | 50% | 1 | 50% | 0 | 0% | 0 | 0% | 50% |
| | W | 2 | 7% | 1 | 4% | 16 | 57% | 4 | 14% | 5 | 18% | 89% |
| | ELL | 0 | - | 0 | - | 0 | - | 0 | - | 0 | - | 0% |
| | SpEd | 2 | 25% | 4 | 50% | 1 | 13% | 1 | 13% | 0 | 0% | 25% |
| | EcoDis | 3 | 25% | 2 | 17% | 5 | 42% | 1 | 8% | 1 | 8% | 58% |

Building Based

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

Goal(s): Kindergarten - Literacy

- By June 2025 80% of kindergarten students are at or above proficiency on AIMSWeb Plus on Word Reading Fluency.
- By June 2025 80% of Eco Dis kindergartners will be at or above proficiency in LNF

| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
|--|---------------------------|----------------------|--|---------------------------------|
| | How will it be monitored? | Who is responsible? | | |
| <p>GOAL 1-Identify gaps in tricky word instruction between CKLA and assessment (AIMSweb). -Supplement instruction utilizing the Tricky words document on SharePoint -Implement instructional practices for tricky words. -Integrate tricky words into daily writing tasks and games -Small group instruction of tricky words to promote understanding and comprehension.</p> <p>GOAL 2: -Increase exposure of letter names through multiple repetitions and modalities. This includes kindergarten alphabet bootcamp - Collaborate with service providers to increase students exposure to letter names. -Supplement CKLA to introduce letter names prior to Skill Set 6. -Small group instruction of letter names using formative assessments to ensure explicit teaching around letter identifications</p> | AIMSWeb | Classroom Teacher | Goal: By February 2025 60% of students will be at or above proficiency on AIMSWeb Plus. | Goal: |
| | Teacher Probes | Kindergarten TA | Goal: By February 2025 70% of all ECO Dis kindergarteners will be at or above proficiency in LNF | |
| | Letter Inventory | Intervention Teacher | Updated Progress: | Updated Progress: |
| | IST and Team Meetings | Intervention TA | | |

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

Goal(s): Kindergarten - Mathematics

- By June 2025 85% of Eco Dis and 85% of Mixed Race kindergartners will be proficient in Concepts and Applications

| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
|---|--|---|--|--|
| | How will it be monitored? | Who is responsible? | | |
| -Utilize Ready math scope and sequence to teach math vocabulary (positional words, attributes, measurement) at the start of the school year -Increase student exposure to math vocabulary concepts through play based math centers. -Collaborate with service providers to increase exposure and proper instruction of math vocabulary. | AimsWeb Teacher probes Ready Math assessments | Classroom Teacher Kindergarten TA | Goal: By February 2025 80% of Eco Dis and 75% of Mixed race kindergartners will be proficient in Concepts and Applications | Goal: |
| | Ready math online quizzes | Intervention Teacher Intervention TA | Updated Progress: | Updated Progress: |

| Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision) | | | | |
|--|----------------------------------|----------------------------|--|--|
| Goal(s): Grade 1 – Literacy | | | | |
| <ul style="list-style-type: none"> By June 2025 85% of First Grade students are at or above proficiency on AIMSweb Plus on Word Reading Fluency. By June 2025 80% of Eco Dis First Grade Students will be at or above proficiency in LNF | | | | |
| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
| | How will it be monitored? | Who is responsible? | | |
| <p>GOAL 1-Identify gaps in tricky word instruction between CKLA and assessment (AIMSweb). -Supplement instruction utilizing the Tricky words document on SharePoint -Implement instructional practices for tricky words. -Integrate tricky words into daily writing tasks and games -Small group instruction of tricky words to promote understanding and comprehension.</p> <p>GOAL 2: -Explicit small group instruction around letter name and identification. -Multiple repetitions and exposure to letters (multi-sensory approach) -Collaboration between intervention team and classroom team to streamline letter instruction</p> | AIMSweb Teacher probes | Classroom Teacher | Goal: By February 2025 65% of all first grade students are at or above proficiency on WRF. | Goal: |
| | | Intervention Teacher | By February 2025 70% of Eco Dis first graders will be at or above proficiency in LNF | |
| | | Intervention TA | Updated Progress: | Updated Progress: |

| Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision) | | | | |
|--|----------------------------------|---|--|--|
| Goal(s): Grade 1 – Mathematics | | | | |
| <ul style="list-style-type: none"> By June 2025, 80% of all first grade students will be at or above grade level on i-Ready computer based diagnostic. By June 2025, 85% of all first grade students will be proficient in Math Fact Fluency adding ten. | | | | |
| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
| | How will it be monitored? | Who is responsible? | | |
| Goal 1: -Implement growth monitoring chart to promote individual goal setting for I-ready diagnostic - Strategic instruction around computer based testing. | Growth Monitoring Assessments | Classroom teacher Intervention teacher | Goal: By February 2025 70% of all First Grade Students will be on grade level according to i-ready math diagnostic | Goal: |

| | | | | |
|--|--|--|--|--------------------------|
| <p>-Continued reinforcement of vocabulary and concepts taught in ready math in whole group and small group settings.</p> <p>Goal 2: -Integration of place value concepts throughout morning routines, math instructional blocks, small group settings prior to the Ready Math Unit (5). -Use of manipulatives to represent place value patterns.</p> | | | <p>By February 2025 80% of all first grade students will be proficient in math fact fluency adding tens</p> <p>Updated Progress:</p> | <p>Updated Progress:</p> |
|--|--|--|--|--------------------------|

| Focus Area: Instruction & Curriculum: ELA | | | | |
|---|----------------------------------|---|--|--|
| Goal(s): Grade 2- Literacy | | | | |
| <ul style="list-style-type: none"> By June 2025, 100% of Hispanic students will be proficient in ORF. | | | | |
| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
| | How will it be monitored? | Who is responsible? | | |
| <p>CKLA</p> <p>Examine best practices in WRF and early literacy instruction for Hispanic students.</p> <p>Implement Culturally Responsive Teaching practices.</p> <p>Collaborate with intervention teachers.</p> <p>Leverage IST/PST meetings to monitor specific growth.</p> <p>Grade level collaboration during common planning time</p> <p>Connect with families</p> | <p>IST PST Team</p> | <p>Intervention teachers TAs SpEd Teacher Principal</p> | <p>Goal: By mid-year, 80% of Hispanic students will be proficient in ORF.</p> <p>Updated Progress:</p> | <p>Goal: By EOY, 100% of Hispanic students will be proficient in ORF.</p> <p>Updated Progress:</p> |

| Adjust instruction as needed. | | | | |
|---|---|--|--|---|
| Focus Area: Instruction & Curriculum: Math | | | | |
| Goal(s): Grade 2 - Mathematics | | | | |
| <ul style="list-style-type: none"> By June 2025, 90% of females and 100% SpEd students will be proficient in Number Sense Fluency. | | | | |
| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
| | How will it be monitored? | Who is responsible? | | |
| <p>Math</p> <p>Examine best practices in fact fluency and ready math instruction for female students and SpEd students. Collaborate with intervention teachers, and the SpEd team.</p> <p>Leverage IST/PST meetings to monitor specific growth.</p> <p>Connect with families</p> <p>Adjust instruction as needed.</p> | <p>IST</p> <p>PST</p> <p>Team assessments</p> | <p>Intervention teachers</p> <p>TAs</p> <p>SpEd Teacher</p> <p>Principal</p> | <p>Goal:</p> <p>By mid-year, 75% of female students and 80% of SpEd students will be proficient in number sense fluency.</p> | <p>Goal:</p> <p>By the EOY, 90% of female and 100% of SpEd students will be proficient in number sense fluency.</p> |

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|---|
| Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision) |
| Goal(s): Grade 3 – Literacy |

| ▪ By June 2025, 75% of students who are economically disadvantaged will be proficient in Oral Reading Fluency | | | | |
|---|----------------------------------|--|--|---|
| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> Examine best practices oral reading fluency Monitor EcoDis students WRF monthly Collaborate with Intervention Teacher to implement best practices in classroom Garner feedback from colleagues on application of best practices Leverage IST/PST and Team Meetings to monitor specific student growth Adjust instruction as needed | IST PST Team Meeting | Classroom Teachers Intervention Teachers Principal | Goal: By mid-year, 60% of students who are economically disadvantaged will be proficient in Oral Reading Fluency | Goal: By the end of the year, 75% of students who are economically disadvantaged will be proficient in Oral Reading Fluency |
| | | | Updated Progress: | Updated Progress: |

| Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision) | | | | |
|--|---|--|---|---|
| Goal(s): Grade 3 – Mathematics: By June 2025, 89% of students who are economically disadvantaged will be proficient in mental computation fluency | | | | |
| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> Implement Ready Math curriculum Students utilize iReady for supplemental instruction and practice Utilize morning work to practice number sense. Differentiate instruction according to needs. Collaborate with Intervention teacher and TA. | AIMS Web IST PST Team Meetings | Classroom Teachers Intervention Teachers Principal | Goal: By mid-year, 77% of students who are economically disadvantaged will be proficient in mental computation fluency | Goal: By the end of the year, 89% of students who are economically disadvantaged will be proficient in mental computation fluency |

| | | | | |
|--|--|--|-------------------|-------------------|
| <ul style="list-style-type: none"> Analyze diagnostic data. | | | Updated Progress: | Updated Progress: |
|--|--|--|-------------------|-------------------|

Focus Area: Implementation Systems (SEL, Behavior, Attendance, etc.)

Goal(s): By June 2025, 100% of classroom teachers will implement Caring School Community curriculum weekly and with fidelity.

| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
|--|---|---------------------------------------|--|---|
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> Implement lessons, starting from first few weeks of school. utilize online components Pre and post data collected from teachers to measure Caring School Community curriculum implementation and professional learning needs. Grade 3 SEL survey implementation for students in Grade 3 | Pre and post anonymous survey provided to classroom teachers in Sept and June | Principal SES team Lead Teacher | Goal: all teachers will report implementing at least one CSC lesson weekly | Goal: all teachers will complete the EOY survey; all teachers will report implementing at least one CSC lesson weekly |
| | | | Updated Progress: | Updated Progress: |

Focus Area: Implementation Systems (SEL, Behavior, Attendance, etc.)

Goal(s): By June 2025, all classroom teachers and service providers will be familiar and use Panorama as a system to track attendance and behavior goals. Specifically...

- In 23-24, Colebrook School experienced 14 behavior referrals that were logged into Infinite Campus and one out of school suspension.

| Action Plan <i>Include targeted instructional practice to examine</i> | Plan to Assess | | Mid-Year Goal & Progress | End of the Year Goal & Progress |
|--|--|---------------------------------------|--|--|
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> SEL lessons; SES team and Lead Teacher implement cooperative play and social problem-solving lessons in K-3 classrooms to target | - Behavior referral forms -Panorama | Principal SES team Lead Teacher | Goal: Behavioral Referral forms will decrease from 32 to 8 by mid-year | Goal: Behavioral Referral forms will decrease by 4 Colebrook School and by 12 at Briarwood School. |

expectations during unstructured parts of the school day (i.e., lunch and recess)

- SES staff was trained in Panorama in 23-24 and classroom teachers will be trained in 24-25
- Teacher Teams will utilize Panorama in IST and PST meetings to guide conversations

| | | | |
|--|--|-------------------|-------------------|
| | | Updated Progress: | Updated Progress: |
|--|--|-------------------|-------------------|

