Seneca School
School Based Plan

2024-2025
Building Data

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	47	100%	4	9%	4	9%	35	74%	4	9%	0	0%	83%
Gender	F	21	45%	1	5%	0	0%	19	90%	1	5%	0	0%	95%
	M	26	55%	3	12%	4	15%	16	62%	3	12%	0	0%	73%
Race	A	5	11%	2	40%	0	0%	3	60%	0	0%	0	0%	60%
	B	1	2%	1	100%	0	0%	0	0%	0	0%	0	0%	0%
	H	5	11%	0	0%	0	0%	4	80%	1	20%	0	0%	100%
	I	1	2%	0	0%	1	100%	0	0%	0	0%	0	0%	0%
	M	3	6%	0	0%	1	33%	2	67%	0	0%	0	0%	67%
	W	32	68%	1	3%	2	6%	26	81%	3	9%	0	0%	91%
	ELL	15	32%	4	27%	1	7%	9	60%	1	7%	0	0%	67%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	19	40%	4	21%	1	5%	13	68%	1	5%	0	0%	74%

Kindergarten Early Literacy	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 %
13	28%	5	11%	19	40%	7	15%	3	6%	62%
4	19%	4	19%	9	43%	3	14%	1	5%	62%
9	35%	1	4%	10	38%	4	15%	2	8%	62%
4	80%	0	0%	1	20%	0	0%	0	0%	20%
1	100%	0	0%	0	0%	0	0%	0	0%	0%
2	40%	0	0%	2	40%	0	0%	1	20%	60%
0	0%	1	100%	0	0%	0	0%	0	0%	0%
1	33%	1	33%	0	0%	0	0%	1	33%	33%
5	16%	3	9%	16	50%	7	22%	1	3%	75%
10	67%	1	7%	3	20%	1	7%	0	0%	27%
0	-	0	-	0	-	0	-	0	-	0%
9	47%	3	16%	6	32%	1	5%	0	0%	37%

Kindergarten Early Numeracy	Number 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	47	100%	5	11%	6	13%	25	53%	8	17%	3	6%	77%
Gender	**F**	21	45%	1	5%	3	14%	14	67%	3	14%	0	0%	81%
	M	26	55%	4	15%	3	12%	11	42%	5	19%	3	12%	73%
Race	**A**	5	11%	3	60%	0	0%	2	40%	0	0%	0	0%	40%
	B	1	2%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	H	5	11%	0	0%	2	40%	2	40%	0	0%	1	20%	60%
	I	1	2%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	M	3	6%	0	0%	1	33%	1	33%	1	33%	0	0%	67%
	W	32	68%	2	6%	3	9%	18	56%	7	22%	2	6%	84%
	ELL	15	32%	4	27%	2	13%	9	60%	0	0%	0	0%	60%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	19	40%	3	16%	3	16%	13	68%	0	0%	0	0%	68%

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	45	100%	10	22%	4	9%	15	33%	6	13%	10	22%	69%
Gender	**F**	25	56%	7	28%	1	4%	11	44%	2	8%	4	16%	68%
	M	20	44%	3	15%	3	15%	4	20%	4	20%	6	30%	70%
Race	**A**	3	7%	2	67%	0	0%	1	33%	0	0%	0	0%	33%
	B	2	4%	1	50%	0	0%	0	0%	1	50%	0	0%	50%
	H	3	7%	1	33%	0	0%	0	0%	1	33%	1	33%	67%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	1	2%	0	0%	1	100%	0	0%	0	0%	0	0%	0%
	W	36	80%	6	17%	3	8%	14	39%	4	11%	9	25%	75%
	ELL	9	20%	6	67%	0	0%	3	33%	0	0%	0	0%	33%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	18	40%	7	39%	1	6%	6	33%	2	11%	2	11%	56%

1st grade Early Literacy	Nonsense Word 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 %
6	13%	9	20%	20	44%	5	11%	5	11%	67%
4	16%	7	28%	9	36%	3	12%	2	8%	56%
2	10%	2	10%	11	55%	2	10%	3	15%	80%
1	33%	1	33%	0	0%	1	33%	0	0%	33%
0	0%	1	50%	0	0%	0	0%	1	50%	50%
1	33%	0	0%	1	33%	0	0%	1	33%	67%
0	-	0	-	0	-	0	-	0	-	0%
0	0%	1	100%	0	0%	0	0%	0	0%	0%
4	11%	6	17%	19	53%	4	11%	3	8%	72%
3	33%	4	44%	1	11%	1	11%	0	0%	22%
0	-	0	-	0	-	0	-	0	-	0%
5	28%	4	22%	6	33%	2	11%	1	6%	50%

1st grade Early Numeracy	Number Comparison Fluency-Pairs

		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	45	100%	7	16%	6	13%	12	27%	15	33%	5	11%	71%
Gender	**F**	25	56%	4	16%	4	16%	11	44%	6	24%	0	0%	68%
	M	20	44%	3	15%	2	10%	1	5%	9	45%	5	25%	75%
Race	**A**	3	7%	1	33%	0	0%	1	33%	1	33%	0	0%	67%
	B	2	4%	1	50%	0	0%	0	0%	1	50%	0	0%	50%
	H	3	7%	1	33%	0	0%	1	33%	1	33%	0	0%	67%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	1	2%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	W	36	80%	4	11%	6	17%	9	25%	12	33%	5	14%	72%
	ELL	9	20%	3	33%	1	11%	3	33%	1	11%	1	11%	56%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	18	40%	5	28%	1	6%	5	28%	4	22%	3	17%	67%

2nd grade Reading	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 %
3	9%	5	15%	16	47%	7	21%	3	9%	76%
3	19%	3	19%	8	50%	0	0%	2	13%	63%
0	0%	2	11%	8	44%	7	39%	1	6%	89%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
2	33%	0	0%	1	17%	2	33%	1	17%	67%
0	-	0	-	0	-	0	-	0	-	0%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
1	4%	5	20%	12	48%	5	20%	2	8%	76%
1	17%	1	17%	4	67%	0	0%	0	0%	67%
0	-	0	-	0	-	0	-	0	-	0%
1	9%	2	18%	6	55%	2	18%	0	0%	73%

2nd grade Math	Concepts and Application

Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
4	12%	5	15%	12	35%	6	18%	7	21%	74%
3	19%	2	13%	9	56%	0	0%	2	13%	69%
1	6%	3	17%	3	17%	6	33%	5	28%	78%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
1	17%	2	33%	1	17%	2	33%	0	0%	50%
0	-	0	-	0	-	0	-	0	-	0%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
3	12%	3	12%	8	32%	4	16%	7	28%	76%
1	17%	2	33%	3	50%	0	0%	0	0%	50%
0	-	0	-	0	-	0	-	0	-	0%
2	18%	1	9%	6	55%	2	18%	0	0%	73%

2ⁿᵈ grade Math	i-Ready Diagnostic

		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	34	14%	430	1	3%	15	44%	7	11	53%	51%	31%
Gender	F	16	7%	422	1	6%	10	63%	1	4	31%	48%	28%
	M	18	7%	438	0	0%	5	28%	6	7	72%	55%	35%
	X	0	0%	-	0	-	0	-	0	0	-	-	-
Race	A	1	0%	426	0	0%	1	100%	0	0	0%	100%	29%
	B	1	0%	414	0	0%	1	100%	0	0	0%	25%	0%
	H	6	2%	413	1	17%	4	67%	1	0	17%	0%	20%
	I	0	0%	-	0	-	0	-	0	0	-	-	-
	M	1	0%	439	0	0%	0	0%	1	0	100%	50%	0%
	W	25	10%	435	0	0%	9	36%	5	11	64%	58%	41%
	ELL	6	2%	408	1	17%	5	83%	0	0	0%	20%	19%
	SpEd	0	0%	-	0	-	0	-	0	0	-	-	-
	EcoDis	11	5%	419	1	9%	7	64%	3	0	27%	10%	17%

3rd grade Reading	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 %
8	19%	4	9%	19	44%	9	21%	3	7%	72%
4	18%	2	9%	12	55%	3	14%	1	5%	73%
4	19%	2	10%	7	33%	6	29%	2	10%	71%
1	100%	0	0%	0	0%	0	0%	0	0%	0%
2	50%	1	25%	1	25%	0	0%	0	0%	25%
1	50%	0	0%	1	50%	0	0%	0	0%	50%
0	-	0	-	0	-	0	-	0	-	0%
0	0%	0	0%	1	50%	1	50%	0	0%	100%
4	12%	3	9%	16	47%	8	24%	3	9%	79%
5	71%	0	0%	2	29%	0	0%	0	0%	29%
0	-	0	-	0	-	0	-	0	-	0%
7	54%	2	15%	2	15%	1	8%	1	8%	31%

3rd grade Math	Concepts and 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 %
5	12%	4	9%	17	40%	9	21%	8	19%	79%
2	9%	4	18%	8	36%	5	23%	3	14%	73%
3	14%	0	0%	9	43%	4	19%	5	24%	86%
0	0%	0	0%	1	100%	0	0%	0	0%	100%
1	25%	2	50%	1	25%	0	0%	0	0%	25%
0	0%	1	50%	1	50%	0	0%	0	0%	50%
0	-	0	-	0	-	0	-	0	-	0%
0	0%	0	0%	2	100%	0	0%	0	0%	100%
4	12%	1	3%	12	35%	9	26%	8	24%	85%
3	43%	1	14%	2	29%	1	14%	0	0%	43%
0	-	0	-	0	-	0	-	0	-	0%
3	23%	2	15%	5	38%	2	15%	1	8%	62%

3rd grade Math	i-Reading Diagnostic

		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	43	16%	446	4	9%	21	49%	11	7	42%	55%	61%
Gender	**F**	22	8%	441	2	9%	11	50%	6	3	41%	48%	58%
	M	21	8%	451	2	10%	10	48%	5	4	43%	63%	65%
	X	0	0%	-	0	-	0	-	0	0	-	-	-
Race	**A**	1	0%	443	0	0%	1	100%	0	0	0%	25%	50%
	B	4	2%	435	0	0%	4	100%	0	0	0%	67%	50%
	H	2	1%	423	1	50%	1	50%	0	0	0%	33%	50%
	I	0	0%	-	0	-	0	-	0	0	-	-	-
	M	2	1%	443	0	0%	2	100%	0	0	0%	50%	100%
	W	34	13%	448	3	9%	13	38%	11	7	53%	64%	63%
	ELL	7	3%	412	4	57%	3	43%	0	0	0%	29%	60%
	SpEd	0	0%	-	0	-	0	-	0	0	-	0%	0%
	EcoDis	14	5%	430	3	21%	8	57%	3	0	21%	52%	53%

Building Based Goals

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

Goal(s): Kindergarten - Literacy
- By June 2025, 85% of Kindergarten students will be able to fluently identify all 26 uppercase and lowercase letters
- By June 2025, 80% of Kindergarten students will be able to fluently read high frequency words (CKLA tricky words)

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
GOAL 1: • Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. • Integration of early school readiness skill with a letter a day. • Multi-sensory play-based experiences to letter names. • Utilize RTI teacher/TOSA/TA/Kinder TA to collaboratively plan intervention instruction. • Utilize LN AIMSWeb probes to target instruction. • Utilize Heggerty instruction, letter inventories assessments to drive instruction. • Use small groups to target specific LN • Consistency in assessment administration/scoring • Implementation of CKLA phonics program with fidelity • Continuous repetition and recall of LN throughout the duration of the year. • LN drills through bursts that encourage errorless learning GOAL 2: • Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. • Targeted drills in high frequency words through bursts that encourage errorless earning • Earlier exposure and conversation around high frequency words	AIMSWeb Teacher Probes Letter Inventory IST and Team Meetings	Classroom Teacher Kindergarten TA Intervention Teacher Intervention TA	Goal 1: By February 2025, 70% of Kindergarten students will be proficient for AIMSWeb benchmark letter name fluency. Goal 2: By February 2025, 70% of Kindergarten students will be proficient for AIMSWeb benchmark word reading fluency (high frequency words/CKLA tricky words) Updated Progress:	Goal 1: By June 2025, 85% of Kindergarten students will be proficient for AIMSWeb benchmark letter name fluency. Goal 2: By June 2025, 80% of Kindergarten students will be proficient for AIMSWeb benchmark word reading fluency (high frequency words/CKLA tricky words) Updated Progress:

Action Plan				
▪ Small group instruction (Student centered learning experiences) that tailor goals to individual students ▪ Building familiarity and fluency with high frequency words				

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Kindergarten - Numeracy				
▪ By June 2025, 85% of Kindergartener students will be proficient in number naming fluency.				
Action Plan *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ▪ Early exposure to numbers 1-20 ▪ Multi-sensory play-based experiences with numbers 1-20 ▪ Bursts with Teachers/Ta's that encourage errorless learning ▪ Utilize RTI teacher/TOSA/TA/ENL Teacher/Kinder TA to collaboratively plan intervention instruction. ▪ Consistent repetition and recall of numbers 1-20 throughout the year ▪ Small group differentiated instruction	AimsWeb Teacher probes Ready Math assessments Ready math online quizzes	Classroom Teacher Kindergarten TA Intervention Teacher Intervention TA	Goal: By February 2025, 70% of Kindergarten students will be proficient in AIMSWeb plus number naming fluency. Updated Progress:	Goal: By June 2025, 85% of Kindergarten students will be proficient in AIMSWeb plus number naming fluency. Updated Progress:

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

Goal(s): Grade 1 – Literacy
- By June 2025, 85% of 1st grade students will be able to fluently read high frequency words (CKLA tricky words)
- By June 2025, 85% of 1st grade students will be fluent in nonsense word reading
  - By June 2025, Arabic students will increase their nonsense word fluency by 20% of their BOY benchmark score

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
GOAL 1: ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ▪ Targeted drills in high frequency words through bursts ▪ Consistent application of high frequency words when writing ▪ Small group instruction (Student centered learning experiences) ▪ Building familiarity and fluency with high frequency words ▪ Application of high frequency words through learning games and independent practice GOAL 2: ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ▪ Targeted drills in NWF ▪ Word building with manipulating letters and sounds through RTI ▪ Small group instruction (Student centered learning experiences) ▪ Explaining the purpose of NWF (Prepare students for learning) increase ▪ Building familiarity and fluency with determining nonsense or real word ▪ Utilize ENL Teacher/TA to collaboratively plan intervention instruction	AIMSWeb Teacher probes	Classroom Teacher Intervention Teacher Intervention TA	Goal 1: By February 2025, 70% of 1st grade students will be proficient in AIMSWeb plus word reading fluency (high frequency words/CKLA tricky words). Goal 2: By February 2025, 70% of 1st grade students will be proficient in AIMSWeb plus nonsense word reading fluency. • By February 2025, Arabic students will increase their nonsense word fluency by 10% of their BOY benchmark score.	Goal 1: By June 2025, 85% of 1st grade students will be proficient in AIMSWeb plus word reading fluency (high frequency words/CKLA tricky words). Goal 2: By June 2025, 85% of 1st grade students will be proficient in AIMSWeb plus nonsense word reading fluency. • By June 2025, Arabic students will increase their nonsense word fluency by 10% of their MOY benchmark score.
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Grade 1 – Numeracy ▪ By June 2025, 85% of 1st graders will be proficient in number comparison fluency pairs				
Action Plan *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
Goal 1: ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ▪ Early exposure to numbers 20-99 ▪ Multi-sensory play-based experiences with numbers 20-99 ▪ Bursts with Teachers/Tas ▪ Utilize RTI teacher/TOSA/TA/ENL Teacher/Kinder TA to collaboratively plan intervention instruction. ▪ Consistent repetition and recall of numbers 20-99 throughout the year ▪ Practice with place value to help identify decade numbers ▪ Practice with number discrimination using a number line	Growth Monitoring Assessments	Classroom teacher Intervention teacher	Goal: By February 2025, 70% of 1st graders will be proficient in AIMSWeb plus number comparison fluency pairs. Updated Progress:	Goal: By June2025, 85% of 1st graders will be proficient in AIMSWeb plus number comparison fluency pairs. Updated Progress:

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

Goal(s): Grade 2 – Literacy

- By June 2025, students in all subgroups will increase their oral reading fluency with 90% meeting benchmark by EOY.
    - ELL students will demonstrate proficiency in oral reading fluency with 50% of students meeting benchmark by MOY and 65% of students meeting benchmark by EOY.
    - EcoDis students will demonstrate proficiency in oral reading fluency with 60% of students meeting benchmark by MOY and 75% of students meeting benchmark by EOY.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
- Examine best practices in NWF and early literacy instruction. - Direct instruction and repetition around high frequency words (tricky words) to build WRF. - Utilize CKLA tricky word progress monitoring as applicable - Instructional team will provide NWF bursts as applicable - Use AIMSweb Plus progress monitoring to guide instruction - Leverage intervention planning, IST/PST to monitor specific student growth - Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction - Adjust instruction as needed	AIMSWeb Plus benchmarks and progress monitoring CKLA tricky word progress monitoring, as applicable	Classroom Teacher Intervention Teacher/TA ENL Teacher/TA	80% of the students in all subgroups will meet or exceed the MOY ORF benchmark 50% of ELL students will meet or exceed the MOY ORF benchmark 60% of EcoDis students will meet or exceed the MOY ORF benchmark	90% of the students in all subgroups will meet or exceed the EOY ORF benchmark 65% of ELL students will meet or exceed the EOY ORF benchmark 75% of EcoDis students will meet or exceed the EOY ORF benchmark
			Updated Progress:	Updated Progress:

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

Goal(s): Grade 2 – Numeracy
- By June 2025, ELL students will demonstrate proficiency on Concepts and Application with 65% of students meeting benchmark at MOY and 75% of students meeting benchmark at EOY.
- Amongst all subgroups, students will increase their iReady Diagnostic level with 80% of students on or above level by EOY.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
Goal 1 & 2: ■ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ■ Continue to implement Ready Math program ■ Explicit math vocabulary instruction ■ Utilize math discourse to strengthen understanding ■ Utilize the three read strategy to better understand the question and determine problem solving next steps ■ Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction ■ Leverage intervention planning, IST/PST to monitor specific student growth ■ Adjust instruction as needed	Concepts and Application benchmarks IReady growth monitoring	Classroom teacher Intervention teacher/TA ELL teacher/TA	Goal 1: 65% of ELL students will meet or exceed the MOY CA benchmark Goal 2: 60% of students will meet or exceed their expected growth on iReady by MOY Updated Progress:	Goal 1: 75% of ELL students will meet or exceed the EOY CA benchmark Goal 2: 80% of students will meet or exceed their expected growth on iReady by EOY Updated Progress:

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

Goal(s): Grade 3– Literacy
- By June 2025, students in all subgroups will increase their oral reading fluency with 90% meeting benchmark by EOY.
  - o EcoDis students will demonstrate proficiency in oral reading fluency with 80% of students meeting benchmark by MOY and 90% of students meeting benchmark by EOY
- By June 2025, students in all subgroups will increase their vocabulary knowledge with 90% meeting benchmark by EOY.
  - o ELL students will demonstrate proficiency in vocabulary with 45% of students meeting benchmark by MOY and 60% of students meeting benchmark by EOY.
  - o EcoDis students will demonstrate proficiency in vocabulary with 65% of students meeting benchmark by MOY and 75% of students meeting benchmark by EOY.

Action Plan _Include targeted instructional practice to examine_	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	Who is responsible?		
GOAL 1: ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ▪ Provide ample time and opportunities to explore their interests through independent reading ▪ Student lead fluency progress monitoring and goal setting ▪ Continue implementation of CKLA and Humanities ▪ Differentiated phonemic awareness and phonics instruction through small group, RTI, intervention groups and TA bursts as applicable ▪ Use AIMSweb Plus progress monitoring to guide instruction ▪ Leverage intervention planning, IST/PST to monitor specific student growth ▪ Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction ▪ Adjust instruction as needed GOAL 2: ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess.	AIMSWeb Plus benchmarks and progress monitoring	Classroom Teacher Intervention Teacher/TA ELL teacher/TA	Goal 1: 80% of the students in all subgroups will meet or exceed the MOY ORF benchmark 80% of EcoDis students will meet or exceed the MOY ORF benchmark Goal 2: 80% of the students in all subgroups will meet or exceed the MOY vocabulary benchmark 45% of ELL students will meet or exceed the MOY vocabuary benchmark 65% of ELL students will meet or exceed the MOY vocabulary benchmark	Goal 1: 90% of the students in all subgroups will meet or exceed the EOY ORF benchmark 90% of EcoDis students ill meet or exceed the EOY ORF benchmark Goal 2: 90% of the students in all subgroups will meet or exceed the EOY vocabulary benchmark 60% of ELL students will meet or exceed the EOY vocabulary benchmark 75% of ELL students will meet or exceed the EOY vocabulary benchmark

			Updated Progress:	Updated Progress:
- Utilize vocabulary PowerPoints targeting specific CKLA stories - -Application of content vocabulary through discourse - -Exposure to vocabulary through read alouds (during Humanities and CKLA) - -Use AIMSweb Plus progress monitoring to guide instruction - -Leverage intervention planning, IST/PST to monitor specific student growth - -Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction - -Adjust instruction as needed				

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

Goal(s): Grade 3 – Numeracy
- By June 2025, amongst all subgroups, students will increase their proficiency on the Concepts and Applications benchmark with 90% of students on or above level by EOY.
  - ELL students will demonstrate proficiency on Concepts and Application with 60% of students meeting benchmark at MOY and 75% of students meeting benchmark at EOY.
- Amongst all subgroups, students will increase their iReady Diagnostic level with 75% of students on or above level by EOY.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
- Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. - Continue to implement Ready Math program - Explicit math vocabulary instruction - Utilize math discourse to strengthen understanding - Utilize the three read strategy to better understand the question and determine problem solving next steps - Collaborate with ENL teacher/TA, intervention teacher/TA, and building administration to plan intervention instruction	Concepts and Application benchmarks IReady growth monitoring	Classroom teacher Intervention teacher/TA ELL teacher/TA	Goal 1: 80% of all students will meet or exceed the MOY concepts and applications benchmark 60% of ELL students will meet or exceed the MOY concepts and applications benchmark Goal 2: 65% of all students will meet or exceed their	Goal 1: 90% of all students will meet or exceed the EOY concepts and applications benchmark 75% of ELL students will meet or exceed the EOY concepts and applications benchmark

Leverage intervention planning, IST/PST to monitor specific student growth • Adjust instruction as needed			expected growth by the MOY diagnostic	Goal 2: 75% of all students will meet or exceed their expected growth by the EOY diagnostic
			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 *Include targeted instructional practice to examine*	**Plan to Assess**		**Mid-Year Goal & Progress**	**End of the Year Goal & Progress**
	How will it be monitored?	**Who is responsible?**		
• Implement lessons, starting from first few weeks of school. • Utilize online components to supplement lessons • Grade 3 SEL survey implementation for students in Grade 3 (year 2)		Principal SES team Lead Teacher	Goal: Morning Meetings	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s):

- **Goal(s):** By June 2025, all service providers, classroom teachers and ELL providers will be familiar and use Panorama as a system to track attendance for our ELL students.

- In 23-24, our English Language Learners missed 41% of school, overall at the k6 level.

Action Plan *Include targeted instructional practice to examine*	Plan to Assess		Mid-Year Goal & Progress	End of the Year Goal & Progress
	How will it be monitored?	**Who is responsible?**		
- SES staff was trained in Panorama in 23-24; classroom teachers and ELL teachers will be trained during our October Superintendent's Conference Day - Teacher Teams will utilize Panorama in IST and PST meetings to guide conversations - ELL teachers, in tandem with SES team members and other key team members will complete home visits to support student attendance - Staff will continue to send home communication in both English and native language for all families	Monthly attendance reports Panorama	Principal ELL team Service Providers Classroom teachers Lead Teacher	Goal: ELL student attendance will increase by 25% by February 2025.	Goal: ELL student attendance will increase by 50% by June 2025.
			Updated Progress:	Updated Progress: