



Listwood School
School Based Plan
2024-2025

Building Based Goals

Kindergarten

Quantity Total Fluency											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 %	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	8%	6	16%	17	46%	9	24%	2	5%	76%	3	8%	4	11%	20	54%	6	16%	4	11%	81%
1	5%	5	25%	9	45%	4	20%	1	5%	70%	2	10%	2	10%	11	55%	2	10%	3	15%	80%
2	12%	1	6%	8	47%	5	29%	1	6%	82%	1	6%	2	12%	9	53%	4	24%	1	6%	82%
0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
0	0%	0	0%	2	100%	0	0%	0	0%	100%	0	0%	0	0%	2	100%	0	0%	0	0%	100%
1	50%	0	0%	1	50%	0	0%	0	0%	50%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
0	0%	1	33%	2	67%	0	0%	0	0%	67%	0	0%	1	33%	1	33%	1	33%	0	0%	67%
2	7%	5	17%	12	40%	9	30%	2	7%	77%	2	7%	3	10%	16	53%	5	17%	4	13%	83%
0	0%	0	0%	0	0%	0	0%	0	0%	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
1	100%	0	0%	0	0%	0	0%	0	0%	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0%
1	11%	3	33%	4	44%	1	11%	0	0%	56%	3	33%	1	11%	3	33%	2	22%	0	0%	56%

First

Oral Reading Fluency											1st grade Early Numeracy				Number Comparison Fluency-Pairs										
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	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 %		
3	9%	5	15%	11	33%	7	21%	7	21%	76%															
1	7%	3	20%	5	33%	3	20%	3	20%	73%	Gender	Total	33	100%	1	3%	5	15%	17	52%	8	24%	2	6%	82%
2	11%	2	11%	6	33%	4	22%	4	22%	78%		F	15	45%	1	7%	2	13%	10	67%	2	13%	0	0%	80%
0	0%	0	0%	1	100%	0	0%	0	0%	100%	M	18	55%	0	0%	3	17%	7	39%	6	33%	2	11%	83%	
0	0%	0	0%	3	75%	1	25%	0	0%	100%	Race	A	1	3%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
0	0%	1	25%	2	50%	1	25%	0	0%	75%		B	4	12%	0	0%	1	25%	2	50%	1	25%	0	0%	75%
0	0%	0	0%	0	0%	0	0%	0	0%	0%		H	4	12%	1	25%	0	0%	2	50%	1	25%	0	0%	75%
0	0%	0	0%	0	0%	0	0%	0	0%	0%		I	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
0	0%	1	100%	0	0%	0	0%	0	0%	0%		M	1	3%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
3	13%	3	13%	5	22%	5	22%	7	30%	74%		W	23	70%	0	0%	4	17%	11	48%	6	26%	2	9%	83%
0	0%	0	0%	0	0%	0	0%	0	0%	0%		ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
0	0%	0	0%	0	0%	0	0%	0	0%	0%	SpEd	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%	
1	13%	1	13%	5	63%	1	13%	0	0%	76%	EcoDis	8	24%	0	0%	3	38%	4	50%	1	13%	0	0%	63%	

Second

2nd grade		Oral Reading Fluency											
		Total Proficient %	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	90%	1	2%	4	10%	26	62%	4	10%	7	17%	88%
Gender	F	84%	1	5%	1	5%	10	53%	2	11%	5	26%	89%
	M	96%	0	0%	3	13%	16	70%	2	9%	2	9%	87%
	A	0%	0	-	0	-	0	-	0	-	0	-	0%
Race	B	100%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	H	100%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
	I	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	100%	0	0%	0	0%	3	100%	0	0%	0	0%	100%
	W	89%	0	0%	4	11%	21	58%	4	11%	7	19%	89%
	ELL	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	0%	0	-	0	-	0	-	0	-	0	-	0%

2nd grade Math		Number Comparison Fluency-Triads												
		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%	2	5%	0	0%	19	46%	13	32%	7	17%	95%
Gender	F	19	45%	0	0%	0	0%	14	74%	3	16%	2	11%	100%
	M	23	55%	2	9%	0	0%	5	23%	10	45%	5	23%	91%
	A	0	0%	0	-	0	-	0	-	0	-	0	-	0%
Race	B	1	2%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	H	2	5%	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	7%	0	0%	0	0%	1	33%	1	33%	1	33%	100%
	W	36	86%	2	6%	0	0%	15	43%	12	34%	6	17%	94%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
EcoDis	5	12%	0	0%	0	0%	3	75%	0	0%	1	25%	100%	

Third

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	4	9%	2	4%	19	41%	12	26%	9	20%	87%
Gender	F	2	8%	0	0%	11	46%	7	29%	4	17%	92%
	M	2	9%	2	9%	8	36%	5	23%	5	23%	82%
	A	0	-	0	-	0	-	0	-	0	-	0%
Race	B	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	H	1	17%	0	0%	1	17%	1	17%	3	50%	83%
	I	0	0%	0	0%	0	0%	1	100%	0	0%	100%
	M	0	0%	0	0%	0	0%	1	50%	1	50%	100%
	W	3	9%	2	6%	16	46%	9	26%	5	14%	86%
	ELL	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	0	-	0	-	0	-	0	-	0	-	0%
EcoDis	1	10%	0	0%	4	40%	3	30%	2	20%	90%	

3rd grad		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	9%	6	13%	21	46%	6	13%	9	20%	78%
Gender	F	4	17%	3	13%	13	54%	2	8%	2	8%	71%
	M	0	0%	3	14%	8	36%	4	18%	7	32%	86%
	A	0	-	0	-	0	-	0	-	0	-	0%
Race	B	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	H	0	0%	0	0%	3	50%	0	0%	3	50%	100%
	I	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	M	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	W	4	11%	6	17%	14	40%	5	14%	6	17%	71%
	ELL	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	1	10%	1	10%	6	60%	1	10%	1	10%	80%

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Kindergarten – Literacy				
<ul style="list-style-type: none"> By June 2025, 90% of kinder students will be proficient in Nonsense word fluency based on EOY Aimsweb 				
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"> Daily LS Drills Daily phonemic awareness drills with emphasis on blending Utilize Data Wise protocol to analyze data and plan for next steps. Consistency in assessment administration/scoring Implementation of CKLA phonics program Targeted small group instruction 	Aimsweb	Teacher Intervention	Goal: 80%	Goal: 90%
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): Kindergarten – Mathematics By June 2025, 90% of Kinder students will be proficient with Quantity Total Fluency on EOY Aimsweb				
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"> ▪ Multi-sensory play-based experiences with numbers ▪ Workshop model to create small group instruction ▪ Use of inventories to target instruction ▪ Utilize RTI teacher and TA/TOSA/Kinder TA to collaborative plan intervention instruction. ▪ Create/adopt assessments to accurately assess early numeracy skills ▪ Utilize Data Wise protocol to analyze data and plan for next steps ▪ 	Aimsweb	Teacher Intervention	80%	Goal: 90%
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 1 st Grade – Literacy				
By June 2025, 85% of students will be proficient in Oral Reading Fluency as evidenced by Aimsweb EOY results, compared to 76% of students in 23-24 EOY.				
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"> ▪ Consistency of administration and scoring ▪ Utilize Heggerty instruction and AIMS progress monitoring and assessments to drive instruction. ▪ Systematic and explicit phonics instruction ▪ Reading intervention ▪ Look at instruction on blending sounds ▪ Continue CKLA 	Aimsweb Progress monitoring CKLA	Teacher Interventionist	Goal: 76%	Goal: 85%
			Goal:	Updated Progress:

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

Goal(s): 1st Grade – Mathematics By June 2025 1st grade students will increase their total proficiency percentage in number comparison fluency from 82% to 90%

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"> ▪ Push in intervention to math time in class <ul style="list-style-type: none"> ▪ Additional small group time ▪ Utilize Data Wise protocol to analyze data and plan next steps with instruction. (Iready/ Fact Fluency, MEX) ▪ Support Number Sense growth by utilizing resources from the i-Ready program in addition to other resources (ex.: Math Expressions, Xtra Math) ▪ Frontloading mathematical vocabulary ▪ Utilize number talks to strengthen number sense (i.e. subitizing) ▪ Continue to strengthen fact fluency through multi-sensory instruction ▪ Increase fact fluency through student goal setting (accuracy or time based on student need) ▪ Utilize math intervention as appropriate 		Math intervention and classroom teacher	Goal: 75-80%	Goal: 90%
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Literacy By June 2025 100% of 2nd grade students will be proficient in Oral Reading Fluency using Aimsweb SLA, compared to 88% in 23-24

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"> ▪ Establish baseline data ▪ Small group, targeted instruction ▪ Systematic approach to instruction ▪ Use of systematic and explicit phonic instruction ▪ Continue to use CKLA to implement science of reading practices ▪ Implementation of the K-12 instructional model ▪ Utilize Heggerty instruction and assessments to drive instruction (Phonemic awareness) ▪ Implementation of independent reading time ▪ Group remedial/intervention groups based on ORF miscues. 	Aimsweb SLA	Intervention Teacher	Goal: 90%	Goal: 100%
			Updated Progress:	Updated Progress:

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

Goal(s): 2nd Grade – Mathematics

By June 2025, 100% of students will be above avg with number comparison fluency pairs using Aimsweb SLA, compared to 95% in 23-24.

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?		
Establish Baseline Data Small group instruction Use of manipulatives Support Number Sense growth by utilizing resources from the i-Ready program in addition to other resources (ex.: Math Expressions, Xtra Math) Utilize number talks to strengthen number sense (i.e. subitizing) Continue to strengthen fact fluency through multi-sensory instruction Utilize math intervention as appropriate	Aimsweb SLA	Intervention Teachers	Goal: 90%	Goal: 100%
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 3 rd Grade – Literacy				
By June 2025, 90% of students will be proficient in Oral reading fluency and Reading Comprehension based on Aimsweb and EOY exams in comparison to 80% and 86% of students in the respective categories in 23-24.				
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"> ▪ Increase independent practice opportunities ▪ Employ strategies for oral reading fluency (independent practice) ▪ Use IST/PST framework for problem solving ▪ Leverage intervention services to additional instruction and application practice. Direct Instruction ▪ Partner reading ▪ Independent reading ▪ Teacher read alouds ▪ RazKids*, SORA*, WorldBook Online*, Gale and Context Elementary* 	Aimsweb	Teacher	Goal: 85%	Goal: 90%
	EOY Exams	Intervention	Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
Goal(s): 3 rd Grade – Mathematics				
By June 2025, 90% of students will be proficient in Mental Computation Fluency as evidenced by Aimsweb and EOY exams, compared to 81% of students at proficient in 23-24.				
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"> - Fluency Flight - Fact fluency drills - Sprints (Engage NY) - Problems of the Day (I-Ready Slides) - "What Am I?" fact drills - Solidify Number Sense concepts - Math Games (during recess and celebration activity times) - Parental partnership (at home practice) 			Goal:	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): By June 2025, Listwood will have the following PBIS systems in place:

- School wide expectations/"rules" for common areas: Halls, Cafe, Gym, Recess, Restrooms etc...
- School wide attention getters
- System for recognizing and rewarding positive behaviors across staff and grade levels
- Minimum of 5 school wide "Focus behaviors" with systemic opportunities to practice

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"> o PBIS on agenda for each SBPT o Identify positive focus behaviors by October 24 o Identify 3 common expectations/rules o @ least 1 schoolwide PBIS assembly o Develop a <i>sustainable</i> reward system 	Monthly calendar SBPT Minutes	SES Principal Teachers SBPT	Goal: 3/4 systems in place Updated Progress:	Goal: 4/4 systems in place Updated Progress:

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

Goal(s): By June 2025, all classroom teachers and service providers will utilize the parent contact log in IC to document communication between school and home (1/grading cycle *minimum*) for the following:

- Attendance concerns
- Discipline
- Academics
- Praise

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"> - Clicksheet for IC contact log - Quarterly reminders prior to end of quarter - Cues in Newsletter for communication ideas/reminders surrounding key areas of discipline, attendance, academics, praise. - Monthly contact "pushes" around school wide trends 	IC Contact Log	Principal TOSA Teachers	Goal: 2 PC/Student	Goal: Min 4 PC/Student

