



Southlawn School
School Based Plan
2024-2025

Updated 10/15/24

Kinder

Building Based Goals

Kindergarten Early Literacy														Kindergarten Letter Word Sounds 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 %			Letter Word Sounds 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	49	100%	2	4%	3	6%	36	73%	6	12%	2	4%	90%		Total	0	0%	5	10%	30	61%	9	18%	5	10%	90%
Gender	F	27	55%	1	4%	2	7%	22	81%	2	7%	0	0%	89%	Gender	F	0	0%	3	11%	18	67%	4	15%	2	7%	89%
	M	22	45%	1	5%	1	5%	14	64%	4	18%	2	9%	91%		M	0	0%	2	9%	12	55%	5	23%	3	14%	91%
	A	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%		A	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Race	B	8	16%	1	13%	0	0%	7	88%	0	0%	0	0%	88%	Race	B	0	0%	3	38%	5	63%	0	0%	0	0%	63%
	H	7	14%	1	14%	1	14%	4	57%	0	0%	1	14%	71%		H	0	0%	2	29%	3	43%	1	14%	1	14%	71%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%		I	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	2	4%	0	0%	1	50%	1	50%	0	0%	0	0%	50%		M	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	W	32	65%	0	0%	1	3%	24	75%	6	19%	1	3%	97%		W	0	0%	0	0%	20	63%	8	25%	4	13%	100%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%		ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	2	4%	0	0%	0	0%	2	100%	0	0%	0	0%	100%		SpEd	0	0%	0	0%	2	100%	0	0%	0	0%	100%
EcoDis	15	31%	2	13%	1	7%	11	73%	1	7%	0	0%	80%	EcoDis	0	0%	5	33%	9	60%	1	7%	0	0%	67%		

First

1st grade Early Literacy														1st grade Early Math Facts Fluency-1 Digit													
		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 %			Math Facts Fluency-1 Digit										
												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	59	100%	10	17%	7	12%	30	51%	7	12%	5	8%	71%		Total	3	5%	5	9%	28	51%	16	29%	3	5%	85%
Gender	F	32	54%	6	19%	2	6%	18	56%	3	9%	3	9%	75%	Gender	F	2	6%	3	9%	17	53%	8	25%	2	6%	84%
	M	27	46%	4	15%	5	19%	12	44%	4	15%	2	7%	67%		M	1	4%	2	9%	11	48%	8	35%	1	4%	87%
	A	1	2%	0	0%	0	0%	0	0%	1	100%	0	0%	100%		A	0	0%	0	0%	0	0%	1	100%	0	0%	100%
Race	B	9	15%	2	22%	0	0%	6	67%	1	11%	0	0%	78%	Race	B	1	11%	2	22%	4	44%	2	22%	0	0%	67%
	H	9	15%	3	33%	2	22%	0	0%	3	33%	1	11%	44%		H	1	14%	1	14%	3	43%	1	14%	1	14%	71%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%		I	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%		M	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	W	40	68%	5	13%	5	13%	24	60%	2	5%	4	10%	75%		W	1	3%	2	5%	21	55%	12	32%	2	5%	92%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%		ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	5	8%	3	60%	2	40%	0	0%	0	0%	0	0%	0%		SpEd	0	0%	0	0%	1	100%	0	0%	0	0%	100%
EcoDis	20	34%	6	30%	2	10%	7	35%	3	15%	2	10%	60%	EcoDis	2	11%	3	16%	7	37%	7	37%	0	0%	74%		

Second

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	11	24%	5	11%	24	53%	4	9%	1	2%	64%
Gender	F	2	11%	2	11%	12	67%	1	6%	1	6%	78%
	M	9	33%	3	11%	12	44%	3	11%	0	0%	56%
	A	0	0%	0	0%	0	0%	0	0%	0	0%	0%
Race	B	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	H	1	11%	3	33%	5	56%	0	0%	0	0%	56%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	1	33%	0	0%	1	33%	1	33%	0	0%	67%
	W	9	29%	2	6%	16	52%	3	10%	1	3%	65%
	ELL	1	100%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	5	63%	0	0%	2	25%	1	13%	0	0%	38%
EcoDis	5	26%	3	16%	9	47%	2	11%	0	0%	58%	

2nd grade		Number Sense 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	87%	7	3%	17	7%	99	42%	56	24%	55	24%	90%
Gender	F	85%	4	3%	13	11%	64	53%	27	23%	12	10%	86%
	M	89%	3	3%	4	4%	35	31%	29	25%	43	38%	94%
	A	100%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
Race	B	92%	0	0%	1	8%	7	54%	2	15%	3	23%	92%
	H	73%	3	9%	5	15%	14	42%	7	21%	4	12%	76%
	I	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	88%	1	6%	0	0%	6	38%	5	31%	4	25%	94%
	W	89%	3	2%	11	6%	71	42%	42	25%	44	26%	92%
	ELL	50%	1	17%	0	0%	3	50%	2	33%	0	0%	83%
	SpEd	50%	1	8%	2	17%	6	50%	1	8%	2	17%	75%
EcoDis	82%	2	3%	5	8%	31	48%	10	15%	17	26%	89%	

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	7	11%	10	16%	24	39%	9	15%	12	19%	73%
Gender	F	1	3%	9	30%	12	40%	5	17%	3	10%	67%
	M	6	19%	1	3%	12	38%	4	13%	9	28%	78%
	A	0	0%	0	0%	0	0%	1	50%	1	50%	100%
Race	B	1	14%	2	29%	3	43%	1	14%	0	0%	57%
	H	1	10%	3	30%	3	30%	2	20%	1	10%	60%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	0	0%	0	0%	4	80%	1	20%	0	0%	100%
	W	5	13%	5	13%	14	37%	4	11%	10	26%	74%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	4	67%	1	17%	0	0%	0	0%	1	17%	17%
EcoDis	3	14%	5	23%	8	36%	3	14%	3	14%	64%	

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	7	12%	7	12%	29	49%	5	8%	11	19%	76%
Gender	F	6	21%	5	17%	14	48%	2	7%	2	7%	62%
	M	1	3%	2	7%	15	50%	3	10%	9	30%	90%
	A	0	0%	0	0%	1	50%	0	0%	1	50%	100%
Race	B	1	14%	2	29%	4	57%	0	0%	0	0%	57%
	H	3	33%	0	0%	3	33%	1	11%	2	22%	67%
	I	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	M	1	20%	1	20%	3	60%	0	0%	0	0%	60%
	W	2	6%	4	11%	18	50%	4	11%	8	22%	83%
	ELL	0	0%	0	0%	0	0%	0	0%	0	0%	0%
	SpEd	1	33%	0	0%	2	67%	0	0%	0	0%	67%
EcoDis	4	20%	3	15%	10	50%	2	10%	1	5%	65%	

Goal(s): Kindergarten – Literacy By June 2025, 100% of students will perform at or above proficiency in Letter naming and letter word sound fluency as compared to 90% of students 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"> ▪ CKLA implementation ▪ Small group ▪ Multi-Sensory Teaching Strategies ▪ Targeted small group intervention 	Aimsweb	Teacher	Goal: Feb= 70%	Goal: June=100%
	Progress Monitoring	Rdg Intervention	Updated Progress:	Updated Progress:

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

Goal(s): Kindergarten – Mathematics

By June 2025, 100% of students will perform at or above proficiency in number naming, quantity total and quantity difference fluency.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> ▪ Multi Sensory Ins ▪ Small group ▪ Ready math ▪ Play based strategies ▪ Manipulatives ▪ Targeted small group 	Aimsweb	Teacher	Feb= 70%	Goal: June= 100%
	Monitoring	Math Intervention	Updated Progress:	Updated Progress:

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

Goal(s): 1st Grade – Literacy

By June 2025, 1st grade students will increase from 76% to 90% proficiency in word reading fluency.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess <i>(Who/When)</i>		Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress <i>(Long Term)</i>
	How will it be monitored?	Who is responsible?		
Tricky word practice Tricky word baseball	Aimsweb	Teacher Intervention	Goal: 76%	Goal: 90%
			Goal:	

	Updated Progress:	Updated Progress:
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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 demonstrate math fact fluency with 95% proficiency, 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?		
<ul style="list-style-type: none"> ▪ Fact Fluency ▪ Fact Fluency Flight ▪ Timed Drills ▪ Practice sprints 	Aimsweb	Teacher, intervention	Goal: 80%	Goal: 95%
			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, 95% of 2nd grade students will perform @ proficiency in oral reading fluency, compared to 64% 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"> ▪ Small group int ▪ Bi weekly progress monitoring ▪ Decodables/CKLA readers 	Aimsweb	Teacher, Intervention	Goal: 70%	Goal: 95%
			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, 95% of 2nd grade students will perform at the proficient level for Number sense fluency, compared to ?

Action Plan <i>Include targeted instructional practice to examine</i>	Plan to Assess <i>(Who/When)</i>	Mid-Year Goal & Progress <i>(Short Term)</i>	End of the Year Goal & Progress

<i>(Problem of Practice- include instructional implications)</i>	How will it be monitored?	Who is responsible?		<i>(Long Term)</i>
Small group instruction Bi/Weekly Progress Monitoring Fact Fluency practice	Aimsweb	Teacher Interventionist	Goal: 85%	Goal: 95%
			Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Literacy
By June 2025, 85% of third graders will be proficient in oral reading fluency, compared to 64% as a cohort end of 23-24 school year.

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"> ▪ Direct instruction ▪ Partner reading ▪ Independent reading 	Aimsweb	Classroom	Goal: 76%	Goal: 85%
	Progress monitoring	teacher Intervention	Updated Progress:	Updated Progress:

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

Goal(s): 3rd Grade – Mathematics
By June 2025, 95% of third graders will be at or above proficiency in Mental Computation fluency as compared to 89% of students as an EOY 2nd grade cohort.

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"> ▪ Fact Fluency ▪ Timed drills ▪ sprints 	Aimsweb	Teacher	Goal: 85%	Goal: 95%
	Timed drills Intervention Progress monitoring	Intervention	Updated Progress:	Updated Progress:

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 		SES Principal Teachers	Goal: 3/4 systems in place	Goal: 4/4 systems in palce
			Updated Progress:	Updated Progress:

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	Teacher Principal	Goal: 2 PC/student	Goal: 4 pc/student