SCHOOL NAME:
St. Martin Early STEAM Academy
2026- 2027
Schoolwide Plan at a Glance

GROW Goals & Plans
Long-term Goal: By May 2027, SMESA will strengthen the use of data-driven, differentiated instruction in Kindergarten and first grade to ensure students demonstrate measurable academic growth in reading and math from beginning-of-year to end-of-year assessments.
Short-term Goal: By December 2026, 100% of Kindergarten and first-grade teachers will consistently use student assessment data to plan and implement targeted small-group instruction and interventions during Skills Block/WIN and Accelerate.
Action Steps: ● Analyze DIBELS, iReady, formative assessment, exit ticket, and student work data during weekly Cluster meetings. ● Create and adjust small groups based on specific student skill deficits. ● Provide targeted reading instruction during Skills Block/WIN and targeted math instruction during Accelerate. ● Progress monitor students receiving intervention and adjust instruction based on student response. ● Conduct regular walkthroughs focused on differentiated instruction, purposeful questioning, small-group instruction, and use of student data. ● Provide teachers with timely, actionable feedback and job-embedded professional development based on walkthrough and student-data trends. ● Review progress toward schoolwide goals after each benchmark assessment window. These actions address the Title I plan's finding that data analysis and student work were not consistently used to target small-group and Accelerate instruction.

ACHIEVE Goals & Plans
Long-term Goal: By May 2027, 69% of Kindergarten and first-grade students will perform at or above benchmark on the EOY DIBELS assessment.
Short-term Goal: By the MOY DIBELS assessment, Kindergarten and first-grade students will demonstrate progress toward the 69% EOY goal, with targeted attention to Kindergarten phonemic awareness and first-grade reading fluency, the areas identified as having the least growth in the 2025–2026 data.
Action Steps: ● Implement the EL Education curriculum scope and sequence with fidelity. ● Use DIBELS data to identify specific reading skill deficits and create targeted small groups. ● Provide differentiated teacher-led instruction during Skills Block and targeted intervention during WIN.

- Progress monitor students in the appropriate DIBELS measures and use results to adjust instruction.
- Provide additional intervention for students identified through the RTI process.
- Analyze DIBELS, classroom assessment, and student work data during weekly Cluster meetings.
- Conduct walkthroughs and observations to monitor implementation of the literacy curriculum, small-group instruction, interventions, and progress monitoring.
- Provide coaching and professional development based on identified instructional needs.

These actions align with the ELA instructional plan, which calls for EL implementation, weekly Cluster meetings, targeted intervention, DIBELS progress monitoring, and administrative monitoring.

ACHIEVE Goals & Plans

Long-term Goal:
By May 2027, 80% of Kindergarten and first-grade students will perform at or above level on the EOY iReady Math diagnostic.

Short-term Goal:
By the MOY iReady Math diagnostic, Kindergarten and first-grade students will demonstrate progress toward the 80% EOY goal, with targeted attention to Kindergarten measurement and first-grade geometry, the areas identified as having the least growth in the 2025–2026 data.

Action Steps:

- Implement the iReady Math curriculum scope and sequence with fidelity.
- Analyze iReady diagnostic, classroom assessment, exit ticket, and student work data to identify specific math skill deficits.
- Create and adjust differentiated groups based on current student data.
- Provide targeted instruction during Accelerate based on identified student needs.
- Provide additional intervention for students identified through the RTI process.
- Analyze math data and plan remediation and acceleration during weekly Cluster meetings.
- Monitor student progress within iReady Math domains throughout the year.
- Conduct walkthroughs and observations to monitor curriculum implementation, differentiation, and targeted instruction.
- Provide coaching and professional development based on student performance and instructional trends.

These actions are aligned with the mathematics action plan, including iReady Math implementation, weekly data analysis, targeted intervention, Accelerate instruction, and administrative monitoring.