



Iroquois Middle School
School Based Plan
2026-2027

Data at a Glance

4th-Grade Aimsweb Reading Data: Spring 2026										
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Vocabulary Proficiency IRQ	Vocabulary Proficiency District-Wide	SRF Proficiency IRQ	SRF Proficiency District-Wide	ORF Proficiency IRQ	ORF Proficiency District-Wide	Reading Comp Proficiency IRQ	Reading Comp Proficiency District Wide
Total	120	258	92%	91%	80%	82%	---	---	87%	88%
Female	53	125	88%	94%	73%	82%	---	---	83%	89%
Male	66	132	95%	89%	84%	82%	---	---	89%	87%
Asian	4	6	25%	50%	100%	100%	---	---	75%	83%
Black	8	17	100%	94%	86%	87%	---	---	88%	88%
Hispanic	10	37	80%	81%	78%	83%	---	---	60%	76%
AI/AN	0	0	---	---	---	---	---	---	---	---
Mixed Race	11	19	82%	89%	80%	81%	---	---	82%	84%
White	87	179	98%	95%	80%	81%	---	---	91%	91%
ELL	7	8	33%	29%	100%	100%	---	---	50%	57%
SpEd	7	35	71%	66%	57%	63%	---	---	71%	71%
EcoDis	26	76	76%	83%	90%	85%	---	---	64%	77%
4th-Grade Aimsweb Math Data: Spring 2026										
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Number Comparison Proficiency IRQ	Number Comparison Proficiency District-Wide	Mental Computation Fluency IRQ	Mental Computation Fluency District-Wide	Concepts & Applications Proficiency IRQ	Concepts & Applications Proficiency District-Wide	Number Sense Proficiency IRQ	Number Sense Proficiency District Wide
Total	120	258	96%	90%	91%	85%	93%	92%	95%	89%
Female	53	125	92%	88%	87%	86%	89%	91%	91%	86%
Male	66	132	98%	92%	94%	84%	97%	93%	98%	92%
Asian	4	6	100%	100%	75%	83%	75%	83%	75%	83%
Black	8	17	100%	100%	88%	81%	100%	100%	100%	100%
Hispanic	10	37	100%	78%	90%	76%	70%	81%	100%	78%
AI/AN	0	0	---	---	---	---	---	---	---	---
Mixed Race	11	19	82%	79%	91%	84%	91%	89%	91%	84%
White	87	179	97%	93%	92%	88%	97%	94%	95%	92%
ELL	7	8	71%	63%	86%	75%	43%	38%	71%	63%
SpEd	7	35	83%	69%	100%	66%	100%	81%	83%	66%
EcoDis	26	76	85%	84%	77%	80%	81%	86%	88%	82%

5th-Grade Aimsweb Reading Data: Spring 2026										
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Vocabulary Proficiency IRQ	Vocabulary Proficiency District-Wide	SRF Proficiency IRQ	SRF Proficiency District-Wide	ORF Proficiency IRQ	ORF Proficiency District-Wide	Reading Comp Proficiency IRQ	Reading Comp Proficiency District Wide
Total	129	265	95% (+13)	92% (+8)	87% (-2)	89% (-3)	---	---	88% (+6)	89% (+7)
Female	64	132	94%	92%	84%	87%	---	---	92%	92%
Male	65	133	97%	92%	91%	92%	---	---	84%	85%
Asian	3	5	67%	80%	100%	100%	---	---	67%	80%
Black	10	25	100%	96%	78%	88%	---	---	80%	88%
Hispanic	12	34	92%	82%	73%	88%	---	---	73%	76%
AI/AN	1	2	100%	100%	100%	100%	---	---	100%	100%
Mixed Race	6	12	83%	92%	100%	92%	---	---	83%	83%
White	97	187	97%	94%	88%	89%	---	---	92%	92%
ELL	10	10	70%	70%	67%	67%	---	---	30%	30%
SpEd	15	29	85%	74%	54%	71%	---	---	67%	61%
EcoDis	35	69	88%	88%	82%	88%	---	---	77%	81%

5th-Grade Aimsweb Math Data: Spring 2026										
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Number Comparison Proficiency IRQ	Number Comparison Proficiency District-Wide	Mental Computation Fluency IRQ	Mental Computation Fluency District-Wide	Concepts & Applications Proficiency IRQ	Concepts & Applications Proficiency District-Wide	Number Sense Proficiency IRQ	Number Sense Proficiency District Wide
Total	129	265	97% (+6)	92% (+2)	94% (+9)	90% (+17)	95% (+8)	94% (+4)	94% (+3)	92% (+4)
Female	64	132	95%	89%	94%	88%	94%	92%	94%	89%
Male	65	133	98%	96%	94%	92%	97%	96%	95%	95%
Asian	3	5	100%	100%	100%	100%	67%	80%	100%	100%
Black	10	25	100%	88%	100%	92%	89%	92%	100%	92%
Hispanic	12	34	75%	74%	83%	76%	100%	91%	75%	74%
AI/AN	1	2	100%	100%	100%	100%	100%	100%	100%	100%
Mixed Race	6	12	100%	92%	100%	100%	67%	83%	100%	100%
White	97	187	99%	96%	94%	91%	98%	96%	96%	95%
ELL	10	10	80%	80%	90%	90%	80%	80%	80%	80%
SpEd	15	29	92%	73%	67%	56%	75%	64%	75%	64%
EcoDis	35	69	97%	88%	94%	90%	88%	87%	97%	90%

6th-Grade Aimsweb Reading Data: Spring 2026										
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Vocabulary Proficiency IRQ	Vocabulary Proficiency District-Wide	SRF Proficiency IRQ	SRF Proficiency District-Wide	ORF Proficiency IRQ	ORF Proficiency District-Wide	Reading Comp Proficiency IRQ	Reading Comp Proficiency District Wide
Total	125	259	83% (-3)	86% (-2)	87% (+3)	90% (+2)	---	---	87% (+1)	88% (+1)
Female	68	133	84%	86%	88%	90%	---	---	94%	93%
Male	56	125	82%	87%	85%	91%	---	---	79%	82%
Asian	6	9	67%	56%	83%	89%	---	---	83%	89%
Black	6	17	67%	71%	83%	93%	---	---	67%	63%
Hispanic	15	38	73%	84%	77%	88%	---	---	73%	84%
AI/AN	---	---	---	---	---	---	---	---	---	---
Mixed Race	9	24	78%	75%	89%	92%	---	---	78%	75%
White	89	171	88%	92%	89%	91%	---	---	92%	92%
ELL	10	10	20%	20%	63%	63%	---	---	30%	30%
SpEd	13	26	38%	50%	64%	65%	---	---	38%	50%
EcoDis	42	89	69%	75%	83%	87%	---	---	79%	80%

6th-Grade Aimsweb Math Data: Spring 2026										
Ethnographic Data	# of Students @ IRQ	# of Students District-Wide	Number Comparison Proficiency IRQ	Number Comparison Proficiency District-Wide	Mental Computation Fluency IRQ	Mental Computation Fluency District-Wide	Concepts & Applications Proficiency IRQ	Concepts & Applications Proficiency District-Wide	Number Sense Proficiency IRQ	Number Sense Proficiency District Wide
Total	125	259	98% (+4)	96% (+4)	99% (+7)	95% (+6)	96% (-2)	95% (No Ch)	98% (+4)	95% (+3)
Female	68	133	96%	95%	100%	95%	96%	93%	97%	94%
Male	56	125	100%	98%	98%	95%	96%	96%	100%	97%
Asian	6	9	100%	89%	100%	100%	100%	100%	100%	100%
Black	6	17	100%	82%	100%	88%	83%	76%	100%	82%
Hispanic	15	38	93%	97%	100%	95%	87%	89%	93%	92%
AI/AN	---	---	---	---	---	---	---	---	---	---
Mixed Race	9	24	100%	96%	100%	92%	89%	92%	100%	92%
White	89	171	98%	98%	99%	96%	99%	98%	99%	98%
ELL	10	10	90%	90%	90%	90%	90%	90%	90%	90%
SpEd	13	26	92%	81%	92%	65%	69%	62%	92%	69%
EcoDis	42	89	100%	93%	98%	92%	95%	91%	100%	92%

Grades 4-6 State Assessment Data: 2025-26			
Assessment:	IRQ Grade 4 Proficiency Rate:	IRQ Grade 5 Proficiency Rate:	IRQ Grade 6 Proficiency Rate:
ELA	56% (vs. 66% in 24-25)	57% (vs. 68% in 24-25)	63% (vs. 64% in 24-25)
Math	76% (vs. 67% in 24-25)	81% (vs. 74% in 24-25)	88% (vs. 80% in 24-25)
Science	----	66% (vs. 55% in 24-25)	----

% of Students in Gr 4-6 Chronically Absent
(Missing 10% or More of School Days)

Ethnographic Data	2018-2019	2023-2024	2024-2025	2025-2026
Total	6%	15%	19%	12%
Female	7%	14%	19%	14%
Male	5%	16%	19%	10%
Asian	6%	25%	50%	23%
Black	13%	18%	15%	12%
Hispanic	4%	29%	35%	19%
Mixed Race	19%	35%	26%	19%
White	5%	10%	15%	10%
ELL	8%	42%	48%	21%
SWD	10%	18%	36%	23%
EcoDis	13%	31%	52%	22%

SEL Data: 2025-26

Skill Measure:	Iroquois Competency Rate:	District-Wide Competency Rate:	National Competency Rate:
Self-Management: <i>How well students manage emotions, thoughts, and behaviors in different situations.</i>	Gr 4-5: 79% (+4) Gr 6: 83% (+14)	Gr 4-5: 70% Gr 6: 70%	Gr 4-5: 78% Gr 6: 75%
Social Awareness: <i>How well students consider the perspectives of others and empathize with them.</i>	Gr 4-5: 65% (-8) Gr 6: 72 (+8)	Gr 4-5: 59% Gr 6: 59%	Gr 4-5: 65% Gr 6: 63%
Supportive Relationships: <i>How supported students feel in relationships with friends, family, and adults in school.</i>	Gr 4-5: 93% (+4) Gr 6: 90% (+5)	Gr 4-5: 87% Gr 6: 88%	Gr 4-5: 93% Gr 6: 87%
Growth Mindset: <i>Students' perceptions of whether they have the potential to change those factors that are central to their performance in school.</i>	Gr 4-5: 64% (-12) Gr 6: 52% (-7)	Gr 4-5: 45% Gr 6: 45%	Gr 4-5: 32% Gr 6: 47%
Emotional Regulation: <i>How well students regulate their emotions.</i>	Gr 4-5: 48% (-6) Gr 6: 60% (NA)	Gr 4-5: 45% Gr 6: 45%	Gr 4-5: 47% Gr 6: 52%
Sense of Belonging: <i>The extent to which students feel that they are a valued member of the school community.</i>	Gr 4-5: 68% (-3) Gr 6: 68% (+9)	Gr 4-5: 55% Gr 6: 55%	Gr 4-5: 67% Gr 6: 58%

Grades 4-6 Discipline Data: 2025-2026

Grade Level:	Grade 4	Grade 5	Grade 6
Office Referrals	10 (-8)	32 (+12)	12 (-11)
Suspensions	2 (-10)	11 (+10)	4 (-3)

Building Based Goals

Focus Area: Instruction & Curriculum				
Goal(s): - By June of 2027, 88% of students in grades 4-6 will be proficient in Reading Comprehension as measured by Aimsweb. - By June of 2027, 95% of students in grades 4-6 will be proficient in Mental Computation Fluency as measured by Aimsweb.				
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?		
Teachers and service providers will deepen our practice around the Science of Learning to impact student achievement through consistent application of the incremental shifts noted below: - Intentional relationship-building marked by acts of caring and trust (“affective glue”); connection with others; and the affirmation and validation of students and their cultural identities; - Introducing new material in small steps followed by opportunities for practice and application; - Providing models, worked examples, and teacher think-alouds to help clarify new skills and concepts; - Obtaining a high success rate of around 80% - Increased opportunities for students to engage in opportunities to respond—that is, frequent, active processing points and checking for understanding through universal, active responses; - Increased use of direct, explicit instruction with gradual release of responsibility through a pattern of I Do, We Do, You Do; - Clear communication of learning targets and success criteria as part of lesson launches; - Fluency practice through the Number of the Day protocol; - Review of skills, retrieval practice, and related reflection protocols at lesson launch; - Consistent direct instruction of vocabulary to build background knowledge.	Ongoing opportunities for professional learning and reflection/feedback through Faculty Meetings Walk-through data collection SBPT/Shared Decision-Making Team analysis of walk-through data	Classroom/Content-Area Teachers Related-Service Providers/Staff Principal Assistant Principal SBPT/SDMT	Goal: Consistent application of Instructional Model, including regular differentiation and targeted direct instruction	Goal: Increases in Aimsweb data noted above
			Updated Progress:	Updated Progress:

Focus Area: Instruction & Curriculum				
Goal(s): By June of 2027, teachers will be able to explain an overview of New York State's Portrait of a Graduate initiative and how it is reflected in their curriculum and instruction.				
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?		
- Teachers will engage in learning at faculty meetings designed to increase capacity and understanding of NYS's Portrait of a Graduate. - Teachers will discuss with colleagues how NYS's Portrait of a Graduate is reflected in their work with students.	Feedback data collected at Faculty Meetings	Building Principal Teachers and Staff	Goal: See above	Goal:
			Updated Progress:	Updated Progress:

Focus Area: Well Being of Self and Community				
Goal(s): By June of 2027, student access to instruction will increase by reducing number of office referrals to below 50.				
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?		
• Direct instruction of building-wide norms and expectations, including norms around hallway transitions. • Increased use of referral documentation. • Implement daily meeting/circle protocols in every classroom, including consistent implementation of the first three units of the Caring School Community curriculum. • Develop/implement restorative practice/TCI protocol professional-learning review for faculty and staff, including lunch and recess staff. • Increase students' independence with self-regulation by increasing use of Zones of Regulation, including curriculum-based visuals. • Continue professional learning experiences with Zones of Regulation at Faculty Meetings. • Create CARE-themed mini-assemblies at the beginning of the year for each grade level to include building-wide norms • Monthly celebrations of student behaviors w/ structured student tasks and protocols related to monthly character goals • Consistent use of Check-In Form as part of SES office visits. • Provide direct instruction of Tier-1 social skills during lunches. • Leverage IST/PST process to design and implement Tier-1, -2, and -3 level interventions that promote positive social skills for and with individual students.	Ongoing opportunities for professional learning and reflection/feedback through Faculty Meetings Walk-through data collection SBPT/Shared Decision-Making Team analysis of walk-through data Referral Tracking Log of office referrals	Classroom/Content-Area Teachers Related-Service Providers/SES Staff Principal Assistant Principal SBPT/SDMT	Goal: Updated Progress:	Goal: Updated Progress:

Focus Area: Well Being of Self and Community				
Goal(s): By June of 2027, the percentage of students who respond favorably to the Emotional Regulation competency measure on the Panorama SEL survey will increase to 50% from 48% for grades 4-5 and to 54% from 52% for grade 6.				
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?		
- Students will improve their ability to apply emotional regulation strategies, enhance self-awareness, manage stress, and improve their overall well-being by... - Engaging in daily morning-meetings/circles; - Engaging in regular opportunities to engage in self-awareness and metacognitive strategies as part of regular academic instruction and learning outcomes; - Being prompted to use Zones of Regulation throughout their school-day as a tool for increasing self-awareness and managing stress; - Improving their ability to independently apply the use of Zones of Regulation throughout their school day - Engaging in Executive Functioning lessons - Direct instruction of self-regulation strategies during morning meetings and during Specials, including use of Zones of Regulation language in Specials and Lunch/Recess settings. - Teachers and staff will engage in professional learning in order to learn, apply, and teach specific interventions and strategies. - Target emotional problem-solving to increase Panorama score related to students' ability to stop and think before acting.	Ongoing opportunities for professional learning and reflection/feedback through Faculty Meetings Walk-through data collection SBPT/Shared Decision-Making Team analysis of walk-through data SES Team Visit/Referral Data Tracking Log to assess frequency of visits and target students in need of additional interventions Zones of Regulation Student Self-Reflection	Classroom/Content-Area Teachers Related-Service Providers/Staff Principal Assistant Principal SBPT/SDMT	Goal: See above. Updated Progress:	Goal: Updated Progress:

Focus Area: Well Being of Self and Community				
Goal: By June of 2027, students in grades 4-6 who are chronically absent will decrease to below 12%.				
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?		
Action Steps will include collaboration with our Community Schools Coordinator to implement a multi-tiered system of support and intervention to include... • Tier 1 classroom lessons, communication, awareness, and celebrations around the importance of regular attendance. This will include monthly celebration of successful attendance achievement/progress on Morning Show, CARE assemblies, and announcements; consistent implementation of Caring Schools Curriculum/Morning Circle protocols; delivering attendance lessons during Morning Meeting and embedded discussion of attendance and attendance anxieties in Morning Meeting; and support for a more inclusive model for ENL services. • Tier 2 peer connections through the “Middle School Mosaics” program/club; direct communication with families re: attendance, including slides at Curriculum Night, all-school letter, and ELL Family Night (w/ rationale for attendance). • Tier 3 development of (early) individual intervention/attendance plans by SES Team using Panorama toolkit; regular communication and collaboration—including home visits and collaborative goal-setting—with students and families in need of support; and connecting students with support mentors.	Monthly attendance rate review by SES Team Review of Individual/Tier 3 intervention plans for high-risk students	Classroom/Content-Area Teachers Related-Service Providers/SES Team Community Schools Coordinator Principal Assistant Principal SBPT/SDMT	Goal: See above. Updated Progress:	Goal:. Updated Progress:

Focus Area: Implementation Systems

Goal: By June of 2027, we will have worked collaboratively with our Community Schools Coordinator to create a common understanding of the purpose for our development as a Community School and share this understanding with all stakeholders.

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?		
Action steps in support of this goal will include... • Bi-weekly meetings with Community Schools Coordinator • Communication with all stakeholders re: the school's development of a Community Schools model • Collaborative development of Needs and Assets Survey • Embed Community Schools Coordinator in our SES Team and SBPT/SDMT with a goal of further building out his work • Identify immediate opportunities to connect with families at school events • Implementation/dissemination of needs and assets survey to all stakeholders • Development of Implementation Committee • Collaborative assessment of Needs and Assets Survey	Collaborative progress monitoring meetings with CSC and School Principal	Classroom/Content-Area Teachers Related-Service Providers/SES Team Community Schools Coordinator Principal Assistant Principal SBPT/SDMT	Goal: Needs and assets survey will be collaboratively produced, disseminated, collected, and analyzed. Updated Progress:	Goal:. Updated Progress:

Department Goals and Strategies

Department: STEAM (Science)				
Goal: By June 2027, Grade 5 students proficiency rate on the NYS Science assessment will increase to 68% from 66% the year before.				
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?		
- All students will engage in hands-on science investigations and curriculum to complete units with fidelity and align to NYS learning standards - Teachers and staff will analyze released NYS test questions to inform instruction and identify targeted areas of need - Teachers and staff will implement newly created common unit assessments in grades 5 and 6 to measure progress toward intended outcomes and promote student stamina - Teachers will engage students in 3D cluster assessment questions and investigations experiences - Teachers will collaborate during department meetings with grade-level and cross-grade teams - Students will engage in critical thinking to analyze information thoughtfully, evaluate evidence and identify patterns and connections between different pieces of information.	Already created unit tests/scenario-based learning tasks Continue development of tests/scenario-based learning tasks Data from 3D cluster assessment questions Data/feedback from science investigations Department meeting agendas and feedback	STEAM Curriculum Supervisor STEAM Curriculum TOSA Classroom Teachers Principal Assistant Principal SBPT/SDMT	Goal: Students will engage in common unit assessments at Grades 4-6.	Goal: Students will engage in science investigations that align with curriculum pacing at all grade levels.
			Updated Progress:	Updated Progress:

Department: STEAM (Math)				
Goal: By June 2027, all grades will increase the number of students performing at or above grade level using the iReady Benchmark data for that cohort: ▪ The Grade 4 cohort will increase to 69% at/above grade-level from 67 % in 2026-27 ▪ The Grade 5 cohort will increase to 76% at/above grade-level from 74% in 2026-27. ▪ The Grade 6 cohort will increase to 76% at/above grade-level from 74% in 2026-27.				
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?		
• Teachers will continue to deepen and refine knowledge of iReady curriculum in order to make instructional decisions that impact student learning through evidence-based differentiation (targeted and direct instruction) to ensure student proficiency of essential standards. • Teachers will revise and develop common unit assessments to align with NYS learning standards and Ready Math curriculum. • Teachers will use unit assessment data to provide opportunities for students to re-engage with essential understanding through corrections, small group instructions and extensions to ensure mastery of mathematical understandings. • Students will demonstrate a strong foundation in the math NYS learning standards and apply mastered skills to real world situations. • Students and teachers will continue to engage in science of learning practices through spiral review of previous learning with new concepts and skills. • Students and teachers will engage in collaborative self-reflection to identify strengths and areas for growth using data conferences and progress monitoring to set meaningful goals and celebrate achievement throughout the school year. • Increased opportunities for students to engage in universal, active responses. • Increased use of direct, explicit instruction with gradual release of responsibility through a pattern of I Do, We Do, You Do.	Teacher observation of student discourse during start slides Performance on common formative assessments/unit tests Performance on iReady math lessons Teacher observations and student check-ins Department meeting agendas and feedback	STEAM Curriculum Supervisor STEAM Curriculum TOSA Classroom Teachers Intervention teachers	Goal: All students will have completed at least two iReady Math Units and assessments Updated Progress:	Goal: All students will show growth equal to or greater than the national norm as measured by the iReady math assessments. All students will have completed all required iReady units/assessments Updated Progress:

Department: Humanities				
Goal: By June 2027, students in all grades will increase their proficiency in reading comprehension as measured by the AimsWeb Plus benchmark assessments with... - ELL students in Grade 4 will increase their reading comprehension proficiency to 55% from 50% in 2025-2026. - ELL students in Grade 5 will increase their reading comprehension proficiency to 55% from 50% in 2025-2026. - ELL students in Grade 6 will increase their reading comprehension proficiency to 35% from 30% in 2025-2026.				
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?		
- Using relevant details and evidence when explaining what a text says explicitly/implicitly and makes logical inferences. - Students will practice making connections (self, text, and world) while engaged in reading grade-level texts across all content areas. - Students will demonstrate understanding of figurative language, word relationships, and nuances in word meaning. - Students will have consistent opportunities for independent reading in a variety of texts. - Teachers will communicate with families about the importance of independently reading at home by providing statistical data and strategies to meet that expectation at home. - Classroom, intervention, special education, and ENL teachers will collaborate to identify effective strategies to strengthen reading comprehension. - Grade-level, content-area, and ENL teachers will engage in collaborative planning during shared planning time. - Grade-level, content-area, and ENL teachers will engage in collaborative professional learning designed to help them increase their ability to identify and apply best practices for teaching ELLs as part of their regular instruction.	AimsWeb Plus Benchmarks, Classroom Assessments, & Progress Monitoring Student-centered goal setting & self-assessment Intervention Reviews RTI Model ENL & Sp Ed team meetings	Classroom Teachers ENL Teachers Intervention Teachers IST/PST Teams Humanities TOSA Principal SBPT/SDMT	Goal: Progress toward goals set above on mid-year benchmarks.	Goal:
			Updated Progress:	Updated Progress:

Department: Special Areas				
Goal: By June 2027, students will routinely engage in opportunities to respond (OTRs) and other principles of instruction based on the Science of Learning.				
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?		
- At the beginning of each unit/lesson, teachers will clearly communicate/highlight learning targets/intended outcomes, performance tasks aligned to that target, and the success criteria for each task—providing clear models for what different levels of success look like for a given skill to ensure understanding and mastery - Students will re-engage with essential understanding through corrections to show they understand learning targets and how their progress compares to the desired outcome by being able to explain success criteria for each lesson target/performance task. - Teachers will routinely identify success criteria by modeling for students what success looks like with desired skills and understandings. - Teachers will implement use of direct explicit instruction with gradual release of responsibility through a pattern of I Do, We Do, You Do - Students and teachers will engage in collaborative learning and self-reflection to identify strengths and areas of growth throughout their units using progress monitoring to set meaningful goals and celebrate achievement throughout the school year. - Students will regularly engage in opportunities to respond/universal response protocols designed to help students move new skills and understandings from their working to long-term memories. - Teachers will introduce learning in small steps/chunks designed to avoid cognitive overload and provide students with opportunities to respond.	Teacher observations & reflections	Classroom Teachers	Goal: Students will be able to identify desired outcomes of various skills in special areas, highlighting at least 3 intended outcomes per skill.	Goal:
	Student conferences	Students		
	Classroom Closure	Principal	Updated Progress:	Updated Progress:
	Formative and Summative assessments			
	SBPT/SDMT			

Department: Climate and Culture				
Goal: By June of 2027, the percentage of students who respond favorably to the Sense of Belonging competency measure on the Panorama SEL survey will increase to 70% from 68% for Grades 4-5 and to 70% from 68% for Grade 6.				
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?		
- Students and staff will engage in daily community circles/morning meetings (using Caring School Community curriculum, morning meetings suggestions) in order to foster a positive and inclusive school climate and enhance relationships, communication, and mutual respect among students and staff - Students will engage in building-wide team-building events, including Team-Building Day and the CARE Assembly. - Students and staff will engage in cross-grade-level team building experiences. - Students and staff will engage in restorative conversations, circles, and other protocols in order to address misbehavior and problem-solve. - Students will use behavioral reflection sheets to further support restorative practices. - SES Team will leverage referrals to identify students who may need additional support, develop interventions, and provide such interventions/support.	Teacher/SES member partnerships Student Panorama surveys Weekly SES team meetings and referrals	Classroom Teachers Principal SES Team	Goal: Implementation of Morning Meeting/Caring Schools; CARE assembly; and referral data action steps noted to the left	Goal: By June of 2027, the percentage of students who respond favorably to the Sense of Belonging competency measure on the Panorama SEL survey will increase to 75% from 68% for Grades 4-5 and to 72% from 68% for Grade 6
			Updated Progress:	Updated Progress:

Department: Climate and Culture				
Goal: By June of 2027, the percentage of students who respond favorably to the Supportive Relationships competency measure on the Panorama SEL survey will increase to 94% from 93% in Grades 4-5; and to 93% from 90 % in Grade 6.				
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?		
Students, teachers, and staff will engage in a CARE assembly at the start of the year to enhance students' comprehension of expected behaviors and core character values in order to cultivate a profound sense of community and belonging through the strategic implementation of CARE initiatives to include: • SES Team will create, develop, and display/distribute classroom visuals related to our CARE initiatives • Students will engage in student-led discussions regarding CARE initiatives to increase student ownership and agency • Students will engage in ongoing reflection on the elements of CARE and their direct correlation to behavior • Students and staff will work together to leverage CARE letter protocol/system to recognize and celebrate student success • SES Team will communicate with all stakeholders regarding the CARE program • Staff/student mentoring	Behavioral referral data SES meetings CARE letter data Panorama survey data	Principal SES Members All teachers/staff	Goal: All students will receive a minimum of 4 CARE letters by mid-year Updated Progress:	Goal: Our building will have recognized 1,800 acts of CARE resulting in a building-wide end of year celebration Updated Progress:

