Seneca School

School Based Plan

2026-2027

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	34	100%	1	3%	0	0%	20	59%	6	18%	7	21%	97%
Gender	F	18	53%	0	0%	0	0%	9	50%	3	17%	6	33%	100%
	M	16	47%	1	6%	0	0%	11	69%	3	19%	1	6%	94%
Race	A	1	3%	1	100%	0	0%	0	0%	0	0%	0	0%	0%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	2	6%	0	0%	0	0%	0	0%	1	50%	1	50%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	4	12%	0	0%	0	0%	1	25%	2	50%	1	25%	100%
	W	27	79%	0	0%	0	0%	19	70%	3	11%	5	19%	100%
	ELL	4	12%	1	25%	0	0%	2	50%	1	25%	0	0%	75%
	SpEd	2	6%	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	EcoDis	9	26%	1	11%	0	0%	5	56%	2	22%	1	11%	89%

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	34	100%	1	3%	0	0%	20	59%	6	18%	7	21%	97%
Gender	**F**	18	53%	0	0%	0	0%	9	50%	3	17%	6	33%	100%
	M	16	47%	1	6%	0	0%	11	69%	3	19%	1	6%	94%
Race	**A**	1	3%	1	100%	0	0%	0	0%	0	0%	0	0%	0%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	2	6%	0	0%	0	0%	0	0%	1	50%	1	50%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	4	12%	0	0%	0	0%	1	25%	2	50%	1	25%	100%
	W	27	79%	0	0%	0	0%	19	70%	3	11%	5	19%	100%
	ELL	4	12%	1	25%	0	0%	2	50%	1	25%	0	0%	75%
	SpEd	2	6%	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	EcoDis	9	26%	1	11%	0	0%	5	56%	2	22%	1	11%	89%

Kindergarten Early Literacy				Nonsense Word 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	34	53%	1	3%	1	3%	17	50%	6	18%	9	26%	94%
Gender	F	18	47%	0	0%	1	6%	7	39%	4	22%	6	33%	94%
	M	16	3%	1	6%	0	0%	10	63%	2	13%	3	19%	94%
Race	A	1	0%	1	100%	0	0%	0	0%	0	0%	0	0%	0%
	B	0	6%	0	-	0	-	0	-	0	-	0	-	0%
	H	2	0%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	I	0	12%	0	-	0	-	0	-	0	-	0	-	0%
	M	4	79%	0	0%	0	0%	1	25%	1	25%	2	50%	100%
	W	27	12%	0	0%	1	4%	15	56%	4	15%	7	26%	96%
	ELL	4	6%	1	25%	0	0%	2	50%	0	0%	1	25%	75%
	SpEd	2	26%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	EcoDis			1	11%	1	11%	5	56%	1	11%	1	11%	78%

Kindergarten 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	34	100%	1	3%	1	3%	11	32%	12	35%	9	26%	94%
Gender	F	18	53%	0	0%	0	0%	6	33%	6	33%	6	33%	100%
	M	16	47%	1	6%	1	6%	5	31%	6	38%	3	19%	88%
	A	1	3%	1	100%	0	0%	0	0%	0	0%	0	0%	0%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
Race	H	2	6%	0	0%	0	0%	0	0%	1	50%	1	50%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	4	12%	0	0%	1	25%	0	0%	0	0%	3	75%	75%
	W	27	79%	0	0%	0	0%	11	41%	11	41%	5	19%	100%
	ELL	4	12%	1	25%	1	25%	1	25%	1	25%	0	0%	50%
	SpEd	2	6%	0	0%	0	0%	0	0%	2	100%	0	0%	100%
	EcoDis			1	11%	1	11%	3	33%	1	11%	3	33%	78%

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	34	100%	0	0%	5	15%	17	50%	7	21%	5	15%	85%
Gender	F	18	53%	0	0%	0	0%	10	56%	5	28%	3	17%	100%
	M	16	47%	0	0%	5	31%	7	44%	2	13%	2	13%	69%
Race	A	1	3%	0	0%	1	100%	0	0%	0	0%	0	0%	0%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	2	6%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	4	12%	0	0%	1	25%	1	25%	1	25%	1	25%	75%
	W	27	79%	0	0%	3	11%	15	56%	5	19%	4	15%	89%
	ELL	4	12%	0	0%	2	50%	0	0%	2	50%	0	0%	50%
	SpEd	2	6%	0	0%	0	0%	2	100%	0	0%	0	0%	100%
	EcoDis	9	26%	0	0%	3	33%	4	44%	1	11%	1	11%	67%

Kindergarten Early Numeracy		Quantity Total 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	34	100%	0	0%	1	3%	12	36%	9	27%	11	33%	97%
Gender	F	18	53%	0	0%	0	0%	8	44%	3	17%	7	39%	100%
	M	16	47%	0	0%	1	7%	4	27%	6	40%	4	27%	93%
Race	A	1	3%	0	0%	0	0%	0	0%	0	0%	1	100%	100%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	2	6%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	4	12%	0	0%	1	25%	2	50%	0	0%	1	25%	75%
	W	27	79%	0	0%	0	0%	9	35%	8	31%	9	35%	100%
	ELL	4	12%	0	0%	1	25%	0	0%	2	50%	1	25%	75%
	SpEd	2	6%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	EcoDis	9	26%	0	0%	1	11%	2	22%	3	33%	3	33%	89%

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%	2	4%	6	13%	23	51%	6	13%	8	18%	82%
Gender	F	23	51%	1	4%	2	9%	12	52%	2	9%	6	26%	87%
	M	22	49%	1	5%	4	18%	11	50%	4	18%	2	9%	77%
Race	A	2	4%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	3	7%	0	0%	2	67%	1	33%	0	0%	0	0%	33%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	5	11%	0	0%	1	20%	3	60%	1	20%	0	0%	80%
	W	35	78%	1	3%	3	9%	18	51%	5	14%	8	23%	89%
	ELL	10	22%	2	20%	1	10%	6	60%	0	0%	1	10%	70%
	SpEd	3	7%	0	0%	0	0%	3	100%	0	0%	0	0%	100%
	EcoDis	12	27%	1	8%	3	25%	6	50%	1	8%	1	8%	67%

1st grade Early Literacy				Oral 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%	3	7%	5	11%	22	49%	8	18%	7	16%	82%
Gender	F	23	51%	2	9%	1	4%	11	48%	5	22%	4	17%	87%
	M	22	49%	1	5%	4	18%	11	50%	3	14%	3	14%	77%
Race	A	2	4%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	3	7%	0	0%	2	67%	0	0%	1	33%	0	0%	33%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	5	11%	1	20%	0	0%	3	60%	0	0%	1	20%	80%
	W	35	78%	1	3%	3	9%	18	51%	7	20%	6	17%	89%
	ELL	10	22%	2	20%	1	10%	6	60%	1	10%	0	0%	70%
	SpEd	3	7%	0	0%	0	0%	3	100%	0	0%	0	0%	100%
	EcoDis	12	27%	1	8%	3	25%	6	50%	2	17%	0	0%	67%

1st grade Early Literacy				Nonsense Word 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%	1	2%	4	9%	22	49%	10	22%	8	18%	89%
Gender	F	23	51%	0	0%	1	4%	12	52%	5	22%	5	22%	96%
	M	22	49%	1	5%	3	14%	10	45%	5	23%	3	14%	82%
Race	A	2	4%	1	50%	0	0%	0	0%	1	50%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	3	7%	0	0%	1	33%	1	33%	1	33%	0	0%	67%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	5	11%	0	0%	0	0%	3	60%	2	40%	0	0%	100%
	W	35	78%	0	0%	3	9%	18	51%	6	17%	8	23%	91%
	ELL	10	22%	1	10%	1	10%	6	60%	2	20%	0	0%	80%
	SpEd	3	7%	0	0%	1	33%	0	0%	2	67%	0	0%	67%
	EcoDis	12	27%	0	0%	1	8%	8	67%	2	17%	1	8%	92%

1st grade Early Literacy				Phoneme Segmentation										
		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%	2	4%	8	18%	27	60%	8	18%	0	0%	78%
Gender	F	23	51%	0	0%	4	17%	14	61%	5	22%	0	0%	83%
	M	22	49%	2	9%	4	18%	13	59%	3	14%	0	0%	73%
Race	A	2	4%	1	50%	0	0%	0	0%	1	50%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	3	7%	1	33%	0	0%	1	33%	1	33%	0	0%	67%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	5	11%	0	0%	3	60%	1	20%	1	20%	0	0%	40%
	W	35	78%	0	0%	5	14%	25	71%	5	14%	0	0%	86%
	ELL	10	22%	2	20%	3	30%	3	30%	2	20%	0	0%	50%
	SpEd	3	7%	0	0%	2	67%	0	0%	1	33%	0	0%	33%
	EcoDis	12	27%	1	8%	2	17%	6	50%	3	25%	0	0%	75%

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%	4	9%	4	9%	23	51%	6	13%	8	18%	82%
Gender	F	23	51%	3	13%	3	13%	11	48%	2	9%	4	17%	74%
	M	22	49%	1	5%	1	5%	12	55%	4	18%	4	18%	91%
Race	A	2	4%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	3	7%	0	0%	0	0%	3	100%	0	0%	0	0%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	5	11%	1	20%	0	0%	3	60%	1	20%	0	0%	80%
	W	35	78%	2	6%	4	11%	16	46%	5	14%	8	23%	83%
	ELL	10	22%	1	10%	2	20%	5	50%	1	10%	1	10%	70%
	SpEd	3	7%	0	0%	0	0%	2	67%	1	33%	0	0%	100%
	EcoDis	12	27%	0	0%	3	25%	7	58%	1	8%	1	8%	75%

2nd grade Reading		Oral 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%	3	7%	5	11%	27	60%	8	18%	2	4%	82%
Gender	F	22	49%	0	0%	3	14%	17	77%	2	9%	0	0%	86%
	M	23	51%	3	13%	2	9%	10	43%	6	26%	2	9%	78%
Race	A	4	9%	1	25%	1	25%	2	50%	0	0%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	7	16%	0	0%	1	14%	4	57%	2	29%	0	0%	86%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	7%	0	0%	1	33%	2	67%	0	0%	0	0%	67%
	W	31	69%	2	6%	2	6%	19	61%	6	19%	2	6%	87%
	ELL	13	29%	3	23%	3	23%	7	54%	0	0%	0	0%	54%
	SpEd	1	2%	0	0%	1	100%	0	0%	0	0%	0	0%	0%
	EcoDis	16	36%	3	19%	3	19%	10	63%	0	0%	0	0%	63%

2nd grade Reading				Vocabulary										
		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%	3	7%	2	4%	22	49%	7	16%	11	24%	89%
Gender	F	22	49%	0	0%	2	9%	14	64%	3	14%	3	14%	91%
	M	23	51%	3	13%	0	0%	8	35%	4	17%	8	35%	87%
Race	A	4	9%	1	25%	1	25%	2	50%	0	0%	0	0%	50%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	7	16%	0	0%	1	14%	5	71%	0	0%	1	14%	86%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	7%	0	0%	0	0%	1	33%	0	0%	2	67%	100%
	W	31	69%	2	6%	0	0%	14	45%	7	23%	8	26%	94%
	ELL	13	29%	3	23%	2	15%	8	62%	0	0%	0	0%	62%
	SpEd	1	2%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	EcoDis	16	36%	3	19%	2	13%	9	56%	1	6%	1	6%	69%

2nd grade Math				Concepts and Application										
		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%	5	11%	1	2%	14	32%	14	32%	10	23%	86%
Gender	F	22	49%	3	14%	1	5%	8	36%	7	32%	3	14%	82%
	M	23	51%	2	9%	0	0%	6	27%	7	32%	7	32%	91%
Race	A	4	9%	1	25%	0	0%	2	50%	1	25%	0	0%	75%
	B	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	H	7	16%	2	29%	0	0%	2	29%	2	29%	1	14%	71%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	7%	0	0%	0	0%	2	67%	1	33%	0	0%	100%
	W	31	69%	2	7%	1	3%	8	27%	10	33%	9	30%	90%
	ELL	13	29%	4	33%	0	0%	5	42%	3	25%	0	0%	67%
	SpEd	1	2%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	EcoDis	16	36%	4	27%	1	7%	6	40%	4	27%	0	0%	67%

3rd grade Reading								Oral 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	49	100%	5	10%	3	6%	14	29%	10	20%	17	35%	84%
Gender	F	27	55%	4	15%	2	7%	6	22%	6	22%	9	33%	78%
	M	22	45%	1	5%	1	5%	8	36%	4	18%	8	36%	91%
Race	A	3	6%	0	0%	0	0%	1	33%	2	67%	0	0%	100%
	B	2	4%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	H	5	10%	2	40%	0	0%	0	0%	1	20%	2	40%	60%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	6%	1	33%	0	0%	1	33%	1	33%	0	0%	67%
	W	36	73%	2	6%	3	8%	11	31%	5	14%	15	42%	86%
	ELL	12	24%	4	33%	1	8%	5	42%	2	17%	0	0%	58%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	18	37%	4	22%	1	6%	6	33%	4	22%	3	17%	72%

3rd grade Reading							Vocabulary							
		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	49	100%	2	4%	8	16%	17	35%	6	12%	16	33%	80%
Gender	F	27	55%	2	7%	6	22%	9	33%	2	7%	8	30%	70%
	M	22	45%	0	0%	2	9%	8	36%	4	18%	8	36%	91%
Race	A	3	6%	0	0%	2	67%	1	33%	0	0%	0	0%	33%
	B	2	4%	0	0%	0	0%	1	50%	1	50%	0	0%	100%
	H	5	10%	1	20%	1	20%	1	20%	1	20%	1	20%	60%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	6%	1	33%	0	0%	2	67%	0	0%	0	0%	67%
	W	36	73%	0	0%	5	14%	12	33%	4	11%	15	42%	86%
	ELL	12	24%	2	17%	5	42%	5	42%	0	0%	0	0%	42%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	18	37%	1	6%	7	39%	7	39%	1	6%	2	11%	56%

3rd grade Math								Mental Computation 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	49	100%	5	10%	5	10%	23	47%	4	8%	12	24%	80%
Gender	F	27	55%	4	15%	3	11%	16	59%	2	7%	2	7%	74%
	M	22	45%	1	5%	2	9%	7	32%	2	9%	10	45%	86%
Race	A	3	6%	0	0%	0	0%	2	67%	1	33%	0	0%	100%
	B	2	4%	1	50%	0	0%	0	0%	0	0%	1	50%	50%
	H	5	10%	1	20%	1	20%	2	40%	0	0%	1	20%	60%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	6%	1	33%	0	0%	2	67%	0	0%	0	0%	67%
	W	36	73%	2	6%	4	11%	17	47%	3	8%	10	28%	83%
	ELL	12	24%	3	25%	2	17%	5	42%	2	17%	0	0%	58%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	18	37%	2	11%	3	17%	7	39%	3	17%	3	17%	72%

3rd grade Math								Concepts and Application						
		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	49	100%	6	12%	2	4%	19	39%	7	14%	15	31%	84%
Gender	F	27	55%	4	15%	1	4%	11	41%	3	11%	8	30%	81%
	M	22	45%	2	9%	1	5%	8	36%	4	18%	7	32%	86%
Race	A	3	6%	0	0%	0	0%	2	67%	0	0%	1	33%	100%
	B	2	4%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
	H	5	10%	1	20%	1	20%	2	40%	0	0%	1	20%	60%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	3	6%	0	0%	0	0%	2	67%	1	33%	0	0%	100%
	W	36	73%	4	11%	1	3%	12	33%	6	17%	13	36%	86%
	ELL	12	24%	4	33%	1	8%	6	50%	1	8%	0	0%	58%
	SpEd	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	EcoDis	18	37%	3	17%	1	6%	10	56%	2	11%	2	11%	78%

Building Based Goals

Focus Area: Instruction & Curriculum

Deepen instructional practice around the Science of Learning to positively impact student achievement through continued incremental shifts in teaching and learning, while implementing the district instructional model with fidelity. Educators will consistently apply evidence-based strategies aligned to the Science of Learning, monitor student progress, and refine instructional practices to ensure equitable outcomes and improved academic growth for all students.

Goal(s):

Kindergarten - Literacy
By June 2027, 90% of English Language Learners will be proficient in letter-naming fluency
By June 2027, 80% of English Language Learners will be proficient in nonsense word fluency

Kindergarten – Numeracy
By June 2027, 100% of English Language Learners will be proficient in number naming fluency, with numbers 1-20.
By June 2027, 80% of English Language Learners will demonstrate proficiency in quantity total fluency (addition up to 12)

First Grade - Literacy
By June 2027, 90% of English Language Learners will be proficient in Letter Naming Fluency
By June 2027, 75% of English Language Learners will be proficient in Word Reading Fluency while 90% of Economically Disadvantaged students will be proficient in Word Reading Fluency

First Grade – Numeracy
By June 2027, 90% of English Language Learners will be proficient in Quantity Total Fluency
By June 2027, 75% of English Language Learners will be proficient in Number Naming Fluency while 85% of Economically Disadvantaged students will be proficient in Number Naming Fluency

Second Grade - Literacy
By June 2027, English Language Learners and students who are economically disadvantaged will reach 80% proficiency or higher on the EOY oral reading fluency goal.

Second Grade – Numeracy
By June 2027, all students will reach 85% proficiency or higher on the EOY of AimswebPlus Number Comparison Fluency-Triads.

Third Grade - Literacy
By June 2027, 80% of ELL students will meet the EOY goal for oral reading fluency.

Third Grade – Numeracy
By June 2027, 80% of ELL students will meet the EOY goal for Math Concepts and Applications.

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: Early Literacy ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction, implement and assess. ▪ Integration of early school readiness skills ▪ Multi-sensory play-based experiences to letter names. ▪ Utilize RTI teacher/TOSA/TA/Kinder TA to collaboratively plan and deliver intervention instruction. ▪ Utilize LN AIMSWeb probes to target instruction. (K) ▪ Use small groups to target specific LN (K) ▪ Consistency in assessment administration/scoring ▪ Implementation of CKLA phonics program with fidelity ▪ Continuous repetition and recall of LN throughout the duration of the year. (K) ▪ LN drills through bursts that encourage errorless learning . (K) ▪ Utilize Heggerty instruction, letter inventories assessments to drive instruction. (K) ▪ Implementation of CKLA phonics program with fidelity ▪ Continuous repetition and recall of LWSF throughout the duration of the year. (K) ▪ LWSF drills through bursts that encourage errorless learning (K) ▪ Provide opportunities for students to share/demonstrate what they have learned ▪ Activate prior knowledge Early Numeracy ▪ Utilize Data Wise protocol to analyze data and plan next steps of instruction	AIMSWeb Teacher Probes Letter Inventory IST and Team Meetings	Classroom Teacher Intervention Teacher/TA ENL Teacher/TA	Kindergarten Literacy Goal 1: By February 2027 70% of English Language Learners will be proficient in letter-naming fluency. Goal 2: By February 2027, 70% of English Language Learners will be proficient in nonsense word fluency Kindergarten Numeracy Goal 1: February 2027, 80% of English Language Learners will be proficient in number naming fluency, with numbers 1-20. Goal 2: February 2027, 65% of English Language Learners will demonstrate proficiency in quantity total fluency (addition up to 12). First Grade Goal 1: By February 2027, By June 2027, 80% of English Language Learners will be proficient in Letter Naming Fluency	Kindergarten Goal 1: By June 2027, 90% of English Language Learners will be proficient in letter-naming fluency. Goal 2: By June 2027, 80% of English Language Learners will be proficient in nonsense word fluency. Kindergarten Numeracy Goal 1: By June 2027, 100% of English Language Learners will be proficient in number naming fluency, with numbers 1-20. Goal 2: By June 2027, 85% of English Language Learners will demonstrate proficiency in quantity total fluency (addition up to 12). First Grade Goal 1: By June 2027, By June 2027, 90% of English Language Learners will be proficient in Letter Naming Fluency Goal 2: By June 2027, 75% of English Language Learners will be proficient in Word Reading Fluency while 90% of Economically

▪ Utilize RTI teacher/TOSA/TA/Kinder TA to collaboratively plan and deliver intervention instruction. ▪ Consistency in assessment administration/scoring ▪ Multi-sensory play-based experiences to number names ▪ Utilize AIMSWeb numeracy probes to target instruction. ▪ Use small groups to target specific numeracy goals. ▪ Provide opportunities for students to share/demonstrate what they have learned ▪ Activate prior knowledge ▪ Continuous repetition and recall/drills of AIMSWeb probes throughout the duration of the year. ▪ Fluency drills/bursts with TA's			Goal 2: By February 2027, 60% of English Language Learners will be proficient in Word Reading Fluency while 85% of Economically Disadvantaged students will be proficient in Word Reading Fluency Second Grade Goal 1: By February 2027, students will reach 70% proficiency or higher on the EOY of AimswebPlus Number Comparison Fluency-Triads. Goal 2: By February 2027, Third Grade Goal 1: By February 2027, 65% of ELL students will meet the EOY ORF Goal. Goal 2: By February 2027, 70% of ELL students will meet the EOY Goal for Aimsweb Math Concepts and Applications.	Disadvantaged students will be proficient in Word Reading Fluency Second Grade By June 2027, all students will reach 85% proficiency or higher on the EOY of AimswebPlus Number Comparison Fluency-Triads. Goal 2: By June 2027, Third Grade Goal 1: By June 2027, 85% of ELL students will meet the EOY ORF Goal. Goal 2: By June 2027, 85% of ELL students will meet the EOY Goal for Aimsweb Math Concepts and Applications.
			Mid- Year Data Kindergarten Goal 1: February 2027, Goal 2: February 2027, First Grade	End of Year Data Kindergarten Goal 1: Goal 2: First Grade

			Goal 1: February 2027, 80% of English Language Learners will be proficient in Quantity Total Fluency Goal 2: February 2027, 60% of English Language Learners will be proficient in Number Naming Fluency while 75% of Economically Disadvantaged students will be proficient in Number Naming Fluency Second Grade Goal 1: By February 2027, English Language Learners and students who are economically disadvantaged will reach 75% proficiency or higher on the EOY oral reading fluency goal. Goal 2: February 2027, Third Grade Goal 1: February 2027, Goal 2: February 2027,	Goal 1: By June 2027, 90% of English Language Learners will be proficient in Quantity Total Fluency Goal 2: By June 2027, 75% of English Language Learners will be proficient in Number Naming Fluency while 85% of Economically Disadvantaged students will be proficient in Number Naming Fluency Second Grade Goal 1: By June 2027, English Language Learners and students who are economically disadvantaged will reach 80% proficiency or higher on the EOY oral reading fluency goal. Goal 2: Third Grade Goal 1: Goal 2:

Focus Area: Instruction & Curriculum				
During the 2026-2027 school year, staff will increase their understanding and implementation of NY Inspires and the Portrait of a Graduate through targeted professional learning, collaborative planning, and classroom application. By June 2027, at least 80% of staff will demonstrate evidence of integrating Portrait of a Graduate competencies into instruction, learning tasks, and/or student goal-setting, as measured through lesson plans, classroom observations, and professional learning reflections.				
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?**		
Professional learning through faculty meetings and Superintendent's Day ▪ Academically Prepared tied to NYS Learning Standards ▪ Creative Innovator o Flexible thinking within changing environment o Problem solving social situations appropriately o Science curriculum (each unit requires creativity and ingenuity) ▪ Critical Thinker o Teach the growth mindset o Understanding media literacy o Transferrable skills across content areas ▪ Effective Communicator o Morning Meetings (Daily) o Actively listen to effectively understand different perspectives o Effective problem solving o Classroom Guidance lessons connected to effective communication and advocation ▪ Global Citizen o Humanities tied to Social Studies Practices o Active community engagement (i.e. culture fair, Holidays Around the World) ▪ Reflective and Future Focused	Number of discipline referrals Number of Gotcha Tickets SEL Survey Report Card Indicators	Classroom Teachers Intervention Teachers ELL Teachers SPED Teachers Related Service Providers SES Members Principal Assistant Principal	Goal: By February 2027, at least 50% of staff will demonstrate evidence of integrating Portrait of a Graduate competencies into instruction, learning tasks, and/or student goal-setting, as measured through lesson plans, classroom observations, and professional learning reflections. Updated Progress: Mid- Year Data	Goal: By June 2027, at least 80% of staff will demonstrate evidence of integrating Portrait of a Graduate competencies into instruction, learning tasks, and/or student goal-setting, as measured through lesson plans, classroom observations, and professional learning reflections. End of Year Data

○ Student Goal Setting ○ Self-Reflection ○ Classroom guidance lessons (i.e. social awareness)				

Focus Area: Implementation Systems

Goal(s):

Build capacity to effectively use Panorama as a system for data inquiry and decision-making. As a building team, we will identify subgroup(s) demonstrating disparities in our building data, engage in ongoing analysis of student needs, and implement targeted supports and progress-monitoring practices to reduce achievement and opportunity gaps.

Identified Subgroups and Areas of Need:
English Language Learners (k-3)

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?**		
▪ Professional learning tied to Panorama and how to access the different components ▪ Use of Panorama during all meetings to support problem solving (Embed into IST/PST Agenda) ▪ Coordination of planning to be support identified subgroups of students within the classrooms ▪ Use of Panorama to prepare for Parent Teacher Conferences	IST/PST Team Meetings Intervention Reviews ENL Reviews	Classroom Teachers Intervention Teachers ENL Teachers SPED Teachers Related Service Providers SES Members Principal Assistant Principal	Goal: By February 2027, teams will use Panorama and other relevant data sources to monitor the effectiveness of interventions for identified students and subgroups. At least 70% of identified students receiving targeted supports will have documented progress-monitoring data reviewed during team meetings, with interventions adjusted as needed based on student outcomes.	Goal: By June 2027, teams will use Panorama and other relevant data sources to monitor the effectiveness of interventions for identified students and subgroups. At least 90% of identified students receiving targeted supports will have documented progress-monitoring data reviewed during team meetings, with interventions adjusted as needed based on student outcomes.

			Updated Progress Mid-Year Data	End-of-Year Data

Focus Area: Well-Being of Self and Others

Goal(s): By June 2027, our ELL chronic absenteeism rate will decrease from 37% to 30%, overall.

Note: Our chronic absenteeism rate, overall, was 10.0% during the 2025-26 school year. Looking at our ELL subgroup, 37% of our students fell in the chronic absenteeism category, compared to 11% of our non-ELL student population.

<table>
<tr><th rowspan="2">Action Plan
Include targeted instructional practice to examine</th><th colspan="2">Plan to Assess</th><th rowspan="2">Mid-Year Goal & Progress</th><th rowspan="2">End of the Year Goal & Progress</th></tr>
<tr><th>How will it be monitored?</th><th>Who is responsible?</th></tr>
<tr><td>
<table>
<tr><th>Tier</th><th>Data Points</th><th>Interventions</th></tr>
<tr><td>1</td><td>Everyone</td><td>Communication to everyone at the beginning of the year (available in all languages)

Communication to everyone in January as a reminder of attendance goals

All students' data reviewed at periodic checkpoints throughout the school year

Report cards include attendance rates and data for every student

Attendance plans shared with teachers as applicable

Improved attendance letters

ParentSquare support/sign-up at curriculum night</td></tr>
<tr><td>2</td><td>90%>95% or top 15%</td><td>Phone Call Home from Teacher</td></tr>
</table>
</td><td>Monthly attendance reports

Panorama attendance plans</td><td>Principal

Assistant Principal

ELL team

Service Providers

Classroom teachers</td><td>Goal:

By February 2027, ELL chronic absenteeism rate will decrease to 34% overall.

Updated Progress Mid-Year Data</td><td>Goal:

By June 2027, ELL chronic absenteeism rate will decrease to 30% overall.

End-of-Year Data</td></tr>
</table>

	of all students	Letter #1 sent home Panorama attendance plan Attendance lunch-bunch Student motivational interview SES attends PT Conference as applicable Attendance check-in-check-out Attendance mentor Short-term goals Visual attendance tracker Positive attendance phone calls/letters Barrier assessment Peer buddy Arrival support Connection plan for missed schoolwork Transportation support Targeted intervention to ELL families, invitations to school events, relationship building, exploring barriers				
3	>90% or top 5% of all students	Letter #2 (and #3 as needed) sent home				

		SES and/or admin call home Schedule a parent meeting Postcards from staff members Home visits as needed Cross-district collaborative teams Collaboration with outside providers Referrals to outside resources				

- Communication home in all languages
- ELL Team Members invited to attendance meetings as applicable
- Inclusion at events (Curriculum night, etc) w/ targeted tech support