

Goal 1- ACTION PLAN

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We will increase the percentage of kindergarten students that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards by 28% from the BOY to EOY benchmark periods.

We will increase the percentage of 1-5 students, in each grade level, that demonstrate benchmark (move from red/yellow to green/blue) based on grade level standards by 5% from the BOY to EOY benchmark periods.

Tasks/Activities

What specific tasks/activities will need to be done to help reach your goal?

1 Use adopted tier 1 programs with fidelity (SuperKids and Wonders); purchase necessary supplies and materials to meet the needs of students.

2 Use LETRS Instruction to improve literacy instruction, provide coaching and PD on Science of Reading and LETRS Strategies

3 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.

4 Begin progress monitoring at the beginning of the year according to district PM expectations for all students, set Pathways goals by October 15 and monitor regularly.

5 Hire Paraprofessionals to support tier 1 instruction and provide reteaching and small-group tier 2 and tier 3 instruction as well as to support students who's behavior may impede the learning of others.

6 Focus on regular and targeted collaboration (through collaboration and weekly PLC), focusing on tier 1 instruction, response to intervention, student learning, and school climate. Hold regular meetings with the leadership teams to determine the needs of the grade levels and school where both academic and school climate needs are addressed.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	Friday Collaborations monthly	Acadience/RISE data PSI data	Reviewed kindergarten to determine if we were making our letter names and sounds goals. Reviewed first grade to determine WWR, and accuracy. Reviewed 2-5 to see if accuracy is improving, and if not continue to focus on phonic skills.
Trimester 2:	MOY Deep Dive after each team finished MOY test	Acadience MOY data	Reviewed MOY data, and set goals for EOY. Determined our target students, and how to adjust our tier 1 instruction.
Trimester 3:	EOY Data Dive in RTI mtg. 5/23/25	Acadience EOY data	Reviewed EOY data to reflect on what went well, what did not work, and what need to be adjusted for another year.

Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report?

Kindergarten

Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5)

Letter names and sounds mastery by December 15

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

First Grade Begin Acadience Progress Monitoring on Oral Reading Fluency by October 15.

Exit first grade with accuracy through skill 9 on 95% Phonics (extend through skill 15); assess students on the 95% fluency passage prior to advancing to the next skill. (SKILL ACCURACY THROUGH 9)

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

Second Grade

Exit second grade with accuracy through skill 9 on 95% Phonics (extend through skill 15). (SKILL ACCURACY/FLUENCY THROUGH SKILL 12)

Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.

Third Grade

Exit third grade with accuracy through skill 15 on 95% Phonics

Use Bridge the Gap daily for phonemic awareness

Fourth Grade

Exit fourth grade with accuracy through skill 15 on 95% Phonics (SKILL ACCURACY AND FLUENCY THROUGH 15)

Utilize REWARDS and Vocabulary Surge A

Fifth Grade

Provide interventions for students who have not shown accuracy through skill 15 on 95% Phonics.

Utilize REWARDS and Vocabulary Surge B

Final Report- Complete after January 15 of the following year. What were the results?

In the 2024-2025 school year, all grade levels met our SLT goal except for 2nd grade.

Kindergarten increased 62% from BOY to EOY.

First Grade increased 26% from BOY to EOY.

Second Grade did not have an increase or a decrease. We were at 72% at BOY and 72% EOY.

Third Grade increased 9% from BOY to EOY.

Fourth Grade increased 8% from BOY to EOY.

Fifth Grade increased 5% from BOY to EOY.

Paraprofessionals that were hired with our SLT funds made a big impact on student growth in literacy, and allowed us to focus individual students needs.

Goal 2- ACTION PLAN			
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Students in grades 1-3 will increase their proficiency by 15% from BOY to EOY according to Acadience Math Benchmark Assessment.			
Tasks/Activities			
<i>What specific tasks/activities will need to be done to help reach your goal?</i>			
1. Use EOY 2024-2025 Acadience data to track the effectiveness of current interventions and adjust for any areas of weakness.			
2. Create groups and implement interventions as soon as possible at the BOY by analyzing Acadience data and focusing on specific skill levels needed by students.			
3. Consistently track and monitor student progress.			
4. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention and improve school climate. Regular meetings with the leadership teams to determine the needs of the grade levels and school.			
5. Focus on quality whole-group Tier 1 instruction, and provide targeted Tier 2 and 3 interventions when needed with the support of paraprofessionals. Use State & District approved materials and curriculum to provide high-quality, targeted instruction with the needed supplies and materials.			
6. Provide ongoing PD to support high levels of learning using best practices, effective teaching strategies, and correct implementation of programs.			
Review your progress with your leadership team once each trimester.			
Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	10/23/2024	Acadience Math Composite	Reviewed baseline assessment data and discussed intervention strategies.
Trimester 2:	1/23/2025	Acadience Math Composite	We examined growth trends and instructional adjustments. We were able to discuss strategies that are working at
Trimester 3:	5/23/2025	Acadience Math Composite	Our team analyzed summative outcomes and started planning for next year.
Procedures for evaluating success in reaching this goal. What summative evidence will be used to show you reached this goal on the final report? Acadience EOY Benchmark			
North Park Elementary Math Data: Kindergarten Acadience Math Composite : 2024-25- BOY 41%-EOY-75; First Grade Acadience Math Composite BOY 33%-EOY 67; Second Grade Acadience Math Composite: BOY-30%- EOY-76%; Third Grade Acadience Math Composite: BOY-53%-73%. School-Wide Average Percentage of Kindergarten-Third Grade Students at Math Benchmark BOY: 39.25%- EOY: 72.75% This is a 33.5% increase from BOY-EOY 2024-2025.			
By implementing these targeted actions, forming instructional groups based on specific skill needs identified through data analysis, consistently monitoring student progress and engaging in ongoing collaboration, North Park Elementary successfully exceeded its goal. Grades 1–3 increased proficiency by more than the targeted 15% from BOY to EOY according to the Acadience Math Benchmark Assessment. Kindergarten improved from 41% to 75%, first grade from 33% to 67%, second grade from 30% to 76%, and third grade from 53% to 73%. Overall, the school-wide average for grades K–3 increased from 39.25% at BOY to 72.75% at EOY, reflecting an impressive 33.5% gain during the 2024–2025 school year.			

