

Willard TSSA	Total Allocated	\$63,264.72								
Goal # Action Step #	List Expense Here	Total	Salaries 100	*1.0725 NonCont *1.3134 Cont Employee Benefits 200	Purchased Professional & Tech Services 300	Other Purchased Services 500	Travel 580	Supplies and Materials 600	Property Including Equipment 700	Other 800
Goal 1 Step 1 & Goal 2 Step 1	Instructional Paras	\$50,480.00	\$47,000.00	\$3,407.50					Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 2	5% Teacher Incentives & Recognition	\$720.00						\$3,163.24	Not allowed	Not allowed
Goal 1 Step 2 & Goal 2 Step 3	Team Leader/Chat Team Stipends	\$5,253.60	\$4,000.00	\$1,253.60					Not allowed	Not allowed
Goal 1 Step 3 & Goal 2 Step 2	Supplies & Materials	\$1,668.50						\$3,052.88	Not allowed	Not allowed
Goal 1 Step 5 & 6	Supplemental Materials	\$5,138.82						\$6,750.00	Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
									Not allowed	Not allowed
	Total Subcategories	\$63,260.92	\$51,000.00	\$4,661.10	\$0.00	\$0.00	\$0.00	\$12,966.12	Not allowed	Not allowed
	24-25 FINAL EXP	\$63,264.72	\$52,205.76	\$3,918.33	\$130.00	\$0.00	\$0.00	\$7,010.63		

Goal 1- ACTION PLAN

Goal 1- 85% of kindergarten students will blend 10 or more Whole Words Read by the EOY benchmark period as determined by the Acadience benchmark assessment. 78% of first grade students will read 47 WPM AND with 90% Accuracy based on the EOY benchmark period.

Tasks/Activities

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

1. Paraprofessionals will be hired to support and reteach tier-1 instruction and provide small-group tier-2 and tier-3 instruction.
2. Prioritize regular collaboration and data discussion to facilitate appropriate response to intervention, improve school climate, and improve behavior. Regular meetings with the leadership teams to determine the needs of the grade levels and school.
3. Coaching cycles and feedback for paraprofessionals and teachers to improve instruction and program implementation.
4. Exit kinder with accuracy through skill 3 on 95% Phonics (extend through skill 5) and 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.
5. Use SuperKids explicit phonics routine, phonemic awareness daily lessons, assessment, and intervention.
6. To ensure we are using explicit phonics routines in first grade, we will be implementing the 95% Core Phonics explicit phonics routines for all first grade students.
7. Kindergarten-Letter names and sounds mastery by December 15
8. First Grade-Begin Acadience Progress Monitoring on Oral Reading Fluency by October 15
9. First Grade-Students will blend 25 or more Whole Words Read by the MOY bench period as determined by the Acadience benchmark assessment.

Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	12/17/24	MOY Acadience	At the middle-of-year assessment, 38% of kindergarten students were able to read 10 or more whole words. In first grade, 44% of students were reading at a rate of 47 words per minute with 90% accuracy. Our plan moving forward is to implement the 95% Blending program in kindergarten. For first grade, we will continue using the 95% Phonics program, tailoring instruction to either address skill gaps or extend students' existing abilities. Our instructional focus will prioritize reading accuracy over speed.
Trimester 2:	3/14/25	Progress Monitoring	Progress monitoring indicates significant improvement in reading proficiency. The percentage of students able to read 10 or more whole words has increased from 38% to 77%. In first grade, the number of students reading 47 words per minute with 90% accuracy has risen to 71%. We will continue to implement small group instruction and increase instructional time for students who are struggling and not projected to meet benchmark goals.
Trimester 3:	5/9/25	EOY Acadience	At the end of year Acadience assessment, we exceeded our goal by 3%, with 88% of kindergarten students able to read 10 or more whole words. Our first-grade goal was for 78% of students to read 47 words per minute with 90% accuracy, and we surpassed that as well—84% of students met this benchmark. We believe our success is a result of our focused instruction on blending, targeted phonics skills, and consistent implementation of strategies from LETRS and the 95% program, with a strong emphasis on reading accuracy.

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

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

At the end of the year, our Acadience assessment data showed strong progress toward our literacy goals. In kindergarten, we surpassed our goal of 85%, with 88% of students able to blend and read 10 or more whole words. In first grade, our target was for 78% of students to read 47 words per minute with 90% accuracy, and we exceeded that as well, with 84% of students meeting the benchmark. These results reflect the effectiveness of our strategic efforts, including targeted phonics instruction, the use of LETRS and 95% routines, paraprofessional support, data-driven collaboration, and consistent implementation of explicit phonics programs like SuperKids and 95% Phonics.

Goal 1- ACTION PLAN

Goal 1- The percentage of students demonstrating proficiency on the Acadience Math benchmark composite score will increase 10% from BOY to EOY.

Tasks/Activities

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

- 1 Hire paraprofessionals to help with small interventions groups and progress monitoring..
- 2 Coaching cycles and feedback for paraprofessionals and teachers to improve instruction, grouping of students, and benchmark implementation.
- 3 Use our HMH program with fidelity.
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Review your progress with your leadership team once each trimester.

Trimester Updates:	Date of Review	Measurement Used	Comments
Trimester 1:	12/17/24	MOY Acadience	At the beginning of the year, Acadience Math data showed that 56% of kindergarten students were performing at or above grade level, while 70% of first-grade students were on grade level. Our goal was to increase the composite benchmark score by 10%. By the middle of the year (MOY) assessment, kindergarten showed significant growth, with 82% of students achieving on-grade-level performance. This improvement aligns with the implementation of a daily math routine focused on number identification and quantity discrimination, which data indicates has been highly effective. In contrast, first grade saw a slight decline, with on-grade-level performance dropping by 2% to 68%. Upon reviewing the data, the first-grade team identified a need to strengthen students' quantity discrimination skills and has since implemented targeted interventions to address this area.
Trimester 2:	3/27/25	Progress Monitoring	Progress monitoring data indicated that kindergarten was on track to exceed the goal of a 10% increase in the benchmark composite score. However, first grade was not demonstrating sufficient growth in advanced quantity discrimination and missing number fluency, which contributed to a lower overall composite score. As a result, targeted intervention groups were established to support students who were not projected to meet grade-level expectations.
Trimester 3:	5/9/25	EOY Acadience	Our goal was to increase students' composite scores by 10% from the beginning of the year (BOY) to the end of the year (EOY). Kindergarten successfully met this goal, with 96% of students performing at or above grade level in math—an impressive 95% of whom were well above grade level. While first grade did not meet the 10% growth target, they did show progress, increasing their composite score by 3%, finishing the year with 73% of students on grade level.

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

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

Our goal for the academic year was to increase the percentage of students demonstrating proficiency on the Acadience Math benchmark composite score by 10% from the beginning of the year (BOY) to the end of the year (EOY). To support this goal, we implemented several key action items: hiring paraprofessionals to assist with small group interventions and progress monitoring, engaging in coaching cycles to provide targeted feedback and improve instructional practices, and using our HMH program with fidelity.

The results showed strong growth in kindergarten, where the goal was successfully met and exceeded. By the end of the year, 96% of kindergarten students were performing at or above grade level in math, with an impressive 95% of those students achieving well above grade level.

First grade, while not meeting the full 10% growth target, did make measurable progress. Their composite score increased by 3%, ending the year with 73% of students on grade level. This reflects positive movement and highlights areas for continued focus, particularly in advanced quantity discrimination and number fluency skills.

