



SENECA SCHOOL
SCHOOL BASED PLAN
2020-2021

Key Focus Area: Learning and Achievement – English Language Arts and Reading

Overarching Goal: 100% of our students will be reading on grade level by the time they leave 3rd grade.

Grade Specific Goals:

Kindergarten:

- Letter Name Fluency (LNF): Students will be able to increase their LNF from 50% At or Above Grade Level to 95%.
 - English Language Learners: 0%
 - Hispanic Students: 0%
 - Asian Students: 0%
- Letter Sound Fluency (LSF): Students will be able to increase their LSF from 50% At or Above Grade Level to 95%.
 - Hispanic Students: 0%
 - Asian Students: 0%
 - English Language Learners: 33%

1st grade:

- Letter Name Fluency (LNF): Students will be able to increase their LNF from 50% At or Above Grade Level to 95%.
 - Asian Students: 0%
 - English Language Learners: 33%
- Letter Sound Fluency (LSF): Students will be able to increase their LSF from 50% At or Above Grade Level to 95%.
 - Asian Students: 0%
 - English Language Learners: 33%

2nd grade: 100% of students will be able to increase their oral reading fluency from 55 WCPM to a minimum of 92 WCPM with special attention given to students in the following subgroups:

- Male Students (Fall= 37.6 WCPM)
- Asian Students (Fall= 15 WCPM)
- Black Students (Fall= 9 WCPM)
- English Language Learners (Fall= 19.3 WCPM)
- Socio-Economically Disadvantaged Students (Fall= 34.6 WCPM)

3rd grade: 100% of students will be able to increase their oral reading fluency from 77 WCPM to a minimum of 119 WCPM with special attention given to students in the following subgroups:

- Black Students (Fall= 48 WCPM)
- Multi-Racial Students (Fall= 50.5 WCPM)
- English Language Learners (Fall= 50.7 WCPM)
- Socio-Economically Disadvantaged Students (Fall= 54.1 WCPM)

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<p>Kindergarten and 1st Grade:</p> <ul style="list-style-type: none"> ▪ Research-based targeted instruction (Heggerty, etc.) for whole group, small group related to foundational literacy skills. ▪ Targeted individual bursts of targeted instruction based on student-specific goals. ▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school. 	<ul style="list-style-type: none"> ▪ Continued LETRS training for all ▪ Continued PD to best meet these goals <ul style="list-style-type: none"> ▪ Implicit Bias ▪ Culturally Responsive Pedagogy 	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> ▪ AIMSWeb assessments (LNF and LSF)
<p>2nd and 3rd Grade:</p> <p>Reading Fluency:</p> <ul style="list-style-type: none"> ▪ Targeted guided reading instruction ▪ Explicit teaching on components of fluent reading ▪ Modeling fluent reading ▪ Explicit instruction on syllable types to support decoding/encoding ▪ High level of independent reading with books at students' independent reading levels. ▪ Targeted individual bursts of targeted instruction based on student-specific goals. ▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school. 	<ul style="list-style-type: none"> ▪ Continued LETRS training for all ▪ Continued PD to best meet these goals <ul style="list-style-type: none"> ▪ Implicit Bias ▪ Culturally Responsive Pedagogy 	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> ▪ Oral Reading Fluency

Key Focus Area: Learning and Achievement – Mathematics

Overarching Goal: 100% of our students will be on grade level mathematicians by the time they leave 3rd grade.

Grade Specific Goals:

Kindergarten: Students will develop mathematical fluency in relation to foundational skills: Oral Counting Fluency, Number Identification Fluency, Quantity Discrimination Fluency, Missing Number Identification Fluency, Untimed Addition Fluency, Untimed Subtraction Fluency, Untimed Addition/Subtraction Fluency

1st grade: Students will increase their math proficiency on iReady from 12% of students performing on grade level to 75% of students performing on grade level with special attention given to students in the following subgroups:

- Black Students (Fall= 0%)
- Hispanic Students (Fall= 0%)
- Multi-Racial Students (Fall= 0%)

2nd grade: Students will increase their math proficiency on iReady from 12% of students performing on grade level to 75% of students performing on grade level with special attention given to students in the following subgroups:

- Female Students (Fall= 0%)
- Black Students (Fall= 0%)
- Hispanic Students (Fall= 0%)
- Multi-Racial Students (Fall= 0%)

3rd grade: Students will increase their math proficiency on iReady from 8% of students performing on grade level to 75% of students performing on grade level with special attention given to students in the following subgroups:

- Female Students (Fall= 0%)
- Students of Color (Fall= 0%)
- English Language Learners (Fall= 0%)

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<p>Kindergarten:</p> <ul style="list-style-type: none"> ▪ Targeted bursts of fluency practice in both whole and small group settings. ▪ Utilization of “Math Talks” in daily routine to foster student understanding of math concepts. ▪ Exposure to a variety of math strategies using hands-on, engaging activities. ▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school. 	<ul style="list-style-type: none"> ▪ Math vocabulary building opportunities specific to ELLS ▪ Continued PD to best meet these goals <ul style="list-style-type: none"> ▪ Implicit Bias ▪ Culturally Responsive Pedagogy 	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> ▪ AIMSWeb ▪ Fluency Assessments
<p>1st, 2nd and 3rd Grade</p> <ul style="list-style-type: none"> ▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school. ▪ Targeted whole group and small group fluency practice ▪ Engage in a whole group meaningful conversation about the purpose of iReady at the beginning of the year ▪ Explicit instruction and modeling on how to appropriately engage in iReady lessons and assessments ▪ Utilize iReady features to increase student accountability 	<ul style="list-style-type: none"> ▪ Determine how to best utilize iReady to purposefully engage students in lessons (increase on-task time) ▪ Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school. 	<p>Progress Monitoring using:</p> <ul style="list-style-type: none"> ▪ Fluency assessments ▪ IReady lesson data/assessments

Key Focus Area: Social-Emotional Learning – Climate and Culture

Overarching Goal: Students will develop a growth mindset in order to succeed as lifelong learners.
Culturally Responsive Goal: Teachers will foster opportunities for authentic learning experiences that will validate an honor student identity, diversity and experience.

School Wide Goals: Students will build strong relationships in their classroom and school community so that they feel safe, gain a sense of belonging, and develop tools to promote self-advocacy and resilience.

Action Steps and Strategies	Professional Learning	Evidence and Methods for Monitoring
<ul style="list-style-type: none"> ▪ Create a culturally responsive classroom that fosters kindness and a sense of belonging. 	<p>Explore implicit bias, culturally relevant pedagogy and a way to meet diverse culture of our school.</p>	<ul style="list-style-type: none"> ▪ Morning Meeting ▪ Bucket Filling ▪ Tree of Kindness
<ul style="list-style-type: none"> ▪ Provide students with specific tools (self-talk, coping strategies, restorative practices, communication skills, etc.) for problem solving through direct instruction and modeling. ▪ Direct instruction will take place at the beginning of the year within the classroom on growth mindset and continue all year long with buddies. ▪ September: Health and Safety ▪ October: Respect ▪ November: Gratitude ▪ December: Leadership ▪ January: Kindness ▪ February: Compassion ▪ March: Patience ▪ April: Responsibility ▪ May: Cooperation ▪ June: Honesty <p>*** Connect all lessons to diversity and culture ***</p>	<ul style="list-style-type: none"> ▪ Restorative practices ▪ Growth mindset tools ▪ Utilize school counselor with our monthly classroom lessons 	<ul style="list-style-type: none"> ▪ Student observations ▪ Collaboration with buddy teachers

	<ul style="list-style-type: none"> ▪ Lockdown ▪ Feedback on how drills went from principal ▪ Common language used across grade levels to explain all safety drills and their purposes. 	<p>teacher support staff hold doors open so we avoid backup (K & 1 door)</p> <ul style="list-style-type: none"> ▪ PowerPoint for lockdown 	
All staff members will provide support to students during significant transition times (i.e. new entrants, ELL students, grade level transitions, beginning of year support, 3 go 4 transition, Kindergarten orientation/visitation)	<ul style="list-style-type: none"> ▪ Proactive support schedule at beginning of the year 	<ul style="list-style-type: none"> ▪ Proactive support schedule at beginning of the year 	<ul style="list-style-type: none"> ▪ New entrant screening process- notes/PST minutes ▪ Student interviews on how transition support helped ▪ Principal meetings with parents and students
Behavioral Support Need Protocol	<ul style="list-style-type: none"> ▪ Schedule of support staff to reference and who is available for school secretary ▪ Classroom teachers call school secretary to alert SES members for support ▪ Throughout the year, consistent communication with service providers to support social emotional needs. 	<ul style="list-style-type: none"> ▪ Schedule of support staff to reference and who is available ▪ Visual reference of daily support staff availability 	<ul style="list-style-type: none"> ▪ PST/IST/Team minutes to structure and share communication.