Action Plan

Action Plan for: MTSS		
Measurable Goals	**Anticipated Output**	**Monitoring/Evaluation (People, Frequency, and Method)**
• ELA Growth • Math Growth	Action Step 1: Implement Enhanced Core Reading Instruction (ECRI) in K–2 Anticipated Output: Increased % of K–2 students meeting or exceeding DIBELS composite benchmarks by spring 2026. Reduction in % of K–2 students requiring Tier 2/3 reading interventions. Demonstrated growth in foundational reading skills (phonemic awareness, phonics, fluency). Action Step 2: Establish Coherent, Standards-Aligned Math Instruction (Innovamat) Anticipated Output: At least 65% of students meeting or exceeding MAP growth targets in math by spring 2026. Increase in problem-solving performance and conceptual understanding as measured by classroom assessments and MAP sub-skill growth. Reduction in the % of students performing below the 25th percentile on MAP Math. Action Step 3: Implement Weekly Grade-Level & Content Area Meetings Anticipated Output: Consistent structured PLC meetings with documented agendas and action items. Improved teacher capacity to analyze and use student data. Clear alignment of Tier 1 instruction and targeted Tier 2/3 supports. Increased fidelity of MTSS implementation across grades.	Action Step 1: Implement Enhanced Core Reading Instruction (ECRI) in K–2 Monitoring/Evaluation: Alisha Platt/ Principal, Rachel Lucas/ Instructional Lead K-2, Shawn Kohlhepp/ Instructional Lead 3-5 Frequency: DIBELS benchmark testing: 3x per year (BOY, MOY, EOY) Progress monitoring: every 2–4 weeks for Tier 2/3 students Instructional walkthroughs: bi-weekly Method: Review of DIBELS data and small-group progress reports Walkthrough checklists focused on fidelity of ECRI implementation Data discussed in grade-level/content meetings Action Step 2: Establish Coherent, Standards-Aligned Math Instruction (Innovamat) Alisha Platt/ Principal, Rachel Lucas/ Instructional Lead K-2, Shawn Kohlhepp/ Instructional Lead 3-5 Frequency: MAP Growth math testing: 3x per year Formative assessments: ongoing, reviewed weekly Instructional Coaching: bi-weekly Method: Analysis of MAP data and growth reports Review of classroom common assessments and student work samples Walkthrough data collected and shared during team meetings Action Step 3: Implement Weekly Grade-Level & Content Area Meetings People: Alisha Platt/ Principal, Rachel Lucas/ Instructional Lead K-2, Shawn Kohlhepp/ Instructional Lead 3-5 Frequency: Weekly (with monthly review by admin team) Method: Meeting agendas and minutes collected and reviewed for evidence of data analysis and instructional planning Admin team conducts monthly MTSS fidelity checks Staff survey/feedback on effectiveness of data meetings at mid-year and end-of-year

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement Enhanced Core Reading Instruction (ECRI) in K–2 classrooms to strengthen foundational reading	08/26/2024	05/31/2027	Rachel Lucas/ Instructional Lead K-2	ECRI lesson materials, DIBELS data reports, coaching cycles	Yes	Yes

skills and provide structured small-group interventions.						
Establish coherent, standards-aligned math instruction using Innovamat, with an emphasis on conceptual understanding, problem-solving, and application; embed differentiated supports through MAP data analysis and intervention groups.	08/25/2025	05/31/2028	Shawn Kohlhepp/ Instructional Lead 3-5	Innovamat curriculum, MAP growth reports, manipulatives, professional learning communities (PLCs)	Yes	Yes
Implement weekly grade-level and content area meetings focused on analyzing student data (ELA, Math, Attendance, Behavior), monitoring progress of interventions, and aligning instructional practices to ensure fidelity of Tier 1 instruction and responsiveness at Tiers 2 and 3.	09/08/2025	05/31/2028	Alisha Platt/ Principal	Structured agenda template aligned to MTSS cycle (Plan ? Do ? Study ? Act) Access to student data (MAP, DIBELS, attendance, behavior reports) Collaboration protocols (e.g., ASW and Wellness Tracker) Professional learning on effective data analysis and instructional planning	Yes	Yes

Action Plan for: Instructional Coaching

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• ELA Growth • Math Growth	Every teacher participates in two coaching cycles monthly Growth in teacher practice documented in GROW Increase in instructional effectiveness measured by walkthrough/observation data Improved student outcomes in ELA (DIBELS, MAP Reading) and Math (MAP Math)	People: Alisha Platt/ Principal, Rachel Lucas/ Instructional Lead K-2, Shawn Kohlhepp/ Instructional Lead 3-5 Frequency: Coaching cycles: twice monthly per teacher GROW reviewed monthly by Academic Team Method: Analysis of coaching documentation Observation ratings tied to Danielson Framework Progress toward student benchmarks discussed at grade-level/content meetings

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement Urban Pathways' instructional coaching cycle to build teacher capacity in delivering effective Tier 1 ELA and Math instruction.	08/25/2025	05/31/2028	Alisha Platt/ Principal, Rachel Lucas/ Instructional Lead K-2, Shawn Kohlhepp/ Instructional Lead 3-5	Coaching cycle schedule Danielson Framework and GROW Teacher lesson plans and student work samples Time allocated for meetings in teacher schedules	Yes	Yes

Action Plan for: SAIP

Measurable Goals	Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
• Attendance	Overall student attendance rate improves to 92% or higher. Chronic absenteeism (students missing 10%+ of school days) decreases by at least 5 percentage points compared to the prior year. Teachers and staff consistently implement attendance procedures with fidelity.	People: Rachel Butler-Pardi/ Social Worker and Attendance Officer Frequency: Daily attendance reports reviewed by teachers and coordinator Weekly Admin team check-ins on attendance trends Monthly data review shared with staff and families Method: SIS-generated attendance data reports Early warning system flags for at-risk students Progress monitoring of chronic absentee students with intervention logs.

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement a school-wide attendance monitoring and intervention system that includes daily attendance tracking, parent/guardian communication for absences, incentives for improved attendance, and targeted supports for students identified as chronically absent.	08/25/2025	05/31/2028	Rachel Butler-Pardi/ Social Worker and Attendance Officer	SIS attendance reports and early warning system Communication tools (automated calls, letters, parent meetings) Incentives for positive attendance (certificates, recognition, rewards) Community partnerships for family support when barriers to attendance exist	No	Yes