Kluge School

Instruction

Root Cause	EBIS	Theory of Action	Instructional Lever	Instructional Practices	Educator Data	Student Outcome
We believe our students are not demonstrating increased proficiency in the area of English Languages Arts because of inconsistent implementation of Tier 2 and Tier 3 Interventions.	Professional Learning Communities (PLCs)	If we implement Professional Learning Communities (PLCs), including the following specific components analyzing progress monitoring data and leading small group instruction then teachers/staff will form small groups based on progress monitoring data focused on specific skill deficits and students will make progress towards grade level proficiency in ELA as evidenced by a 5% increase in student meeting proficiency and 10% decrease in students performing below basic in ELA as measured by STAR Benchmark by the end of the 2024-25 school year.	Formative Practices + Student Engagement	**Item #4** Analyzing Progress Monitoring Data	Grade Level/Department Minutes	STAR* - Specific strand/skill/report identified

Culture/Climate

Root Cause	EBIS	Theory of Action	Pathway	Components	Educator Data	Student Outcome
We believe our school does not have enough students attending school 90% of the time or more because of lack of family/school accountability regarding school procedures/attendance procedures and identifying/helping address family barriers to attendance.	Social and Emotional Learning	If we implement Social and Emotional Learning, including the following specific components consistently implementing Second Step with fidelity then teachers/staff will 30-45 minute time slot allocated for Second Step instruction in weekly instructional schedule and students will Increase student attitudes and efficacy about school as evidenced by increased student competency on Second Step skills (performance task tracking tool) by the end of the 2024-25 school year.	Social Emotional Learning (SEL)	**Universal Support #1** Relationships and Community	2nd Step Data	Student Attitude Survey