

Winfield Elementary School School Improvement Plan 2023-2024

School Vision / Mission
<p>Winfield Elementary School Vision:</p> <p>To develop diverse, high achieving lifelong learners who are productive members of the community.</p> <p>Winfield Elementary School Mission:</p> <p>What: Communicate expectations to all stakeholders</p> <p>How: Collaborate to provide meaningful and rigorous instruction</p> <p>Why: Cultivate diverse, lifelong learners</p>

Carroll County Public Schools Strategic Plan 2018-23: Objectives and Priority Focus Areas
<p>Multiple Pathway Opportunities for Student Success</p> <ul style="list-style-type: none"> ➤ Prepare students to exit CCPS college, career, and community ready ➤ Improve the proficiency level of each student group in ELA and mathematics (elementary is bolded). <ul style="list-style-type: none"> ○ Grade 3 Reading ○ Middle School Algebra ○ MCAP ELA Proficiency ○ MCAP Math Proficiency ➤ Provide access to a well-rounded, varied, and rigorous curriculum to all students. <p>Under-represented Student Groups in High School Courses</p>
<p>Family and Community Partnerships</p> <ul style="list-style-type: none"> ➤ Demonstrate transparency, trust, and respect. <ul style="list-style-type: none"> ○ Meaningful, informative, timely, respectful, two-way, and multimodal communication ➤ Seek out, welcome, and engage parent and community volunteers to enhance achievement. <ul style="list-style-type: none"> ○ Outreach to families <p>Partner with local government, businesses, and agencies to support learning.</p>
<p>Successful Workforce</p> <ul style="list-style-type: none"> ➤ Recruit and retain highly qualified and diverse employees reflective of our community. <ul style="list-style-type: none"> ○ Recruit and retain ➤ Provide professional and leadership development for effectiveness and cultural competence. <ul style="list-style-type: none"> ○ Equitable opportunities for employee growth <p>Promote a culture of continuous improvement</p>
<p>Safe, Secure, Healthy, and Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ Establish a welcoming culture of diversity. <ul style="list-style-type: none"> ○ Welcoming, diverse, respectful, and civil culture ➤ Promote respect and civility. ➤ Collaborate internally and externally to support students' health and well-being. ➤ Provide safe and secure schools, facilities, and assets. <ul style="list-style-type: none"> ○ Safe to Learn Act ➤ Maintain modern schools, facilities, and resources that support the educational program. <ul style="list-style-type: none"> ○ Facilities Condition Index (FCI)

School Needs Assessment

Goal 1: In ELA in PreK during the 2022-2023 school year, 82% and 82% (respectively) of the students met the county standard for uppercase letter identification and lowercase letter identification. 95% of the students met the county standards for concepts of print. Therefore, we will continue to focus on letter identification as well as identification of print concepts to meet end-of-year expectations. In ELA in K during the 2022-2023 school year, 83% of the students met the grade level expectation for reading level. In grade 1, 79% met the grade level expectation for reading level. In grade 2, 69% met the grade level expectation for reading level. This data indicates the need to focus on increasing the percentage of students reading on-grade level. As text levels increase, students need to read with fluency, accuracy and to comprehend literary and informational text. In grades 3-5 the percentage of students meeting the grade level expectation on RI was as follows: Grade 3: 58%, Grade 4: 80%, and Grade 5: 84%. For MCAP 2023, in grade 3: 60% met or exceeded expectations, in grade 4: 67% met or exceeded expectations and in grade 5: 57% met or exceeded expectations. The percentage of our students in the approaching or not meeting standards range for MCAP was grade 3: 40%, grade 4: 23%, grade 5: 43%. We will continue to focus on improving RI scores in order to accelerate reading comprehension and improve MCAP scores.

Goal 2: In writing, in K during the 2022-2023 school year, 73% of students met the county standard for HSIW. HSIW is a precursor to writing. By the end of K, students are expected to master HSIW. During the 2022-2023 school year, 85% of our first-grade students mastered HSIW. We will continue to focus on writing in K and 1st grade by developing and organizing ideas, writing with clarity, and improving grammar and mechanics. In grades 2-5, the percentage of students meeting the 80% expectation on the Spring CBA % passing writing expectations was as follows: Grade 2: (Literary: 51%, Informational: 54%*, Opinion: 74%), Grade 3: (Literary: 73%, Informational: 58%*, Opinion: 73%), Grade 4: (Literary: 64%, Informational: 58%*, Opinion: 67%) Grade 5: (Literary: 74%, Informational: 50%*, Opinion: 60%). We will continue to improve overall writing percentages through direct instruction of all writing types in Grades 3-5. *is a composite of two assessments

Goal 3: In math, in PreK-Grade 5 the following percentage of students met 80% or greater on the average of MYA/EYA benchmark for 2022-2023 school year: PreK: *92%, K: *84%, Grade 1: *88%, Grade 2: *73%, Grade 3: *66%, Grade 4: *78%, Grade 5: *62%. For MCAP 2023, in grade 3: 63% of students met or exceeded, while 37% were approaching or not meeting standards. In grade 4: 63% of students met or exceeded standards, while 37% were approaching or not meeting standards. In grade 5: 42% of students met or exceeded the standard, while 58% were approaching or not meeting standards. We will continue to need to increase the percentage of students scoring 80% or better on county assessments and state assessments and will do this by focusing on moving each student group forward on band growth. We need to increase focus on teaching reasoning and number sense. *is a composite of two assessments (MYA and EYA)

Goal 4: In ELA, in Winter 2023 for grades K-2, the following percentage of students in the FARMS student group met the county expectation for high frequency words: K: 68%, Grade 1: 52%, and Grade 2: 75%. Overall, 62% of students in the FARMS student group met the county expectation. We will focus on increasing the percentage of students in the FARMS student group who are meeting the mastery expectation for high frequency words. In turn, this will increase students' overall reading levels. For MCAP 2023 (Reading), in grade 3: 46% of students in the FARMS student group scored in levels 3, while 55% scored in level 1 or 2. In grade 4: 61% of students in the FARMS student group scored in levels 3, while 39% scored in level 1 or level 2. In grade 5: 44% of students in the FARMS student groups scored in level 3, while 57% scored in level 1 or level 2. During the 2022-2023 school year, in grades 3-5, the following percentage of students in the FARMS student group scored 80% or better on Section 1 of the Informational Comprehension Benchmark Assessment (CBA 1): Grade 3: 18%, Grade 4: 32%, and Grade 5: 19%. Overall, 23% of students scored 80% or better on Section 1 of CBA 1. This data indicates the need to focus on comprehending and analyzing informational texts with a specific focus on determining the main idea. During the 2022-2023 school year, in grades 1-5, the following percentage of students in the FARMS student group scored 80% or better on the identified math unit tests: grade 1 (Unit 3 test) 61%, grade 2 (Unit 5 test) 63%, grade 3 (Unit 5) 27%, grade 4 (Units 3 and 4) 63% and grade 5 (Unit 5) 68%. This data indicates the need to focus on place value standards in grades 1-2 and fraction standards in grades 3-5. For MCAP 2023 (Math), in grade 3: 32% of students in the FARMS student group scored in level 3, while 48% scored in level 2 or level 1. In grade 4: 50% of students in the FARMS student group scored in level 3, while 50% scored in level 1 or level 2. In grade 5: 6% of students in the FARMS student groups scored in level 3, while 94% scored in level 1 or level 2.

School Improvement Goals to Target Areas from Needs Assessment

By June 2024, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter ID and Concepts of Print in PreK, Assessed Reading Level in grades K-2 and Reading Inventory score that is on-grade level or greater in grades 3-5, will increase as follows:

Grade	Spring 2023 ELA Data (% meeting on-grade Level)	Spring 2024 ELA Goal (% meeting on-grade Level)
PreK	Letter ID (Uppercase) 82% Letter ID (Lowercase) 82% Concepts of Print 95%	Letter ID (Uppercase) 87% Letter ID (Lowercase) 87% Concepts of Print 97%
K	Reading Level 83%	Reading Level 87%
1	Reading Level 79%	Reading Level 85%
2	Reading Level 69%	Reading Level 80%
3	RI 58%	RI 75%
4	RI 80%	RI 85%
5	RI 84%	RI 87%

By June 2024, the percentage of students meeting or exceeding grade level comprehension and writing expectations, as measured by the end of year HSIW assessment in grades K-1 and the Spring CBA writing score of 80% or greater in grades 2-5, will increase as follows:

Grade	Spring 2023 ELA Data (% meeting 80%)	Spring 2024 ELA Goal (% meeting 80%)
K	HSIW 73%	HSIW 80%
1	HSIW 85%	HSIW 90%
2	CBA writing Literary: 51% Informational: 54%* Opinion: 74%	CBA writing Literary: 70% Informational: 70%* Opinion: 80%
3	CBA writing Literary: 73% Informational: 58%* Opinion: 73%	CBA writing Literary: 80% Informational: 80%* Opinion: 80%
4	CBA writing Literary: 64% Informational: 58%* Opinion: 67%	CBA writing Literary: 80% Informational: 70%* Opinion: 80%
5	CBA writing Literary: 74% Informational: 50%* Opinion: 60%	CBA writing Literary: 80% Informational: 70%* Opinion: 80%

*Data represents the mean score compiled from writing on two CBA assessments.

School Improvement Goals to Target Areas from Needs Assessment continued

By June of 2024, the percentage of students meeting or exceeding grade level math expectations, as measured by the average of the mid-year and end of the year Math Benchmark Assessments, will increase as follows:

Grade	January 2023 MYA Data (% meeting 80%)	Spring 2023 EYA Data % meeting 80%)	*Average of MYA and EYA scores	2024 Goal -(Average of % meeting 80% in MYA and % meeting 80% on EYA)
PreK	95%	89%	*92%	94% or greater
K	82%	85%	*84%	88% or greater
1	86%	89%	*88%	92% or greater
2	74%	72%	*73%	80% or greater
3	67%	65%	*66%	80% or greater
4	78%	78%	*78%	80% or greater
5	66%	57%	*62%	80% or greater

Teachers will use the band growth chart to closely monitor student progress and increase the percentage of students in the 80% band.

May 2023 Benchmark score	May 2024 Benchmark Score Goal
<p>**Pre K and Kindergarten will use the Jan. 2022 score as baseline.</p> <p>Students scoring 80% or greater should maintain while those scoring in another band should increase a band.</p>	
80 - 100%	Maintain or exceed
70 -79% (approaching)	80% or greater
60 – 69%	75% or greater
Below 60%	70% or greater

By June of 2024, the percentage of students in the FARMS student group meeting or exceeding math and reading expectations, as measured by the assessments listed below, will increase as follows:

Grade	Winter 2023 ELA Data (FARMS % meeting mastery or 80%)	Spring 2024 ELA Goal (FARMS % meeting mastery or 80%)
K-2	HFW 62%	HFW 80%
3-5	CBA 1 Informational Section 1 23%	CBA 1 Informational Section 1 60%
Grade	2022-2023 % (FARMS making 80% on Unit Test)	2023-2024 Math Goal (FARMS % making 80% on Unit Test)
1	Units 2 and 3 (NBT) 61%	80%
2	Unit 5 (NBT) 63%	80%
3	Unit 5 (Fraction Equivalence) 27%	65%
4	Unit 3 (Fraction Equivalence) 63%	80%
5	Unit 5 (Fraction Computation) 68%	85%

ELA School Improvement Goal

By June 2024, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter ID and Concepts of Print in PreK, Assessed Reading Level in grades K-1 and Reading Inventory score that is on-grade level or greater in grades 2-5, will increase as follows:

Grade	Spring 2023 ELA Data (% meeting on-grade Level)	Spring 2024 ELA Goal (% meeting on-grade Level)
PreK	Letter ID (Uppercase) 82% Letter ID (Lowercase) 82% Concepts of Print 95%	Letter ID (Uppercase) 87% Letter ID (Lowercase) 87% Concepts of Print 97%
K	Reading Level 83%	Reading Level 87%
1	Reading Level 79%	Reading Level 85%
2	Reading Level 69%	Reading Level 80%
3	RI 58%	RI 75%
4	RI 80%	RI 82%
5	RI 84%	RI 87%

Strategic Actions (Timeline)

Collaborative planning to support best practices in reading instruction (weekly)

- All grades: analyze and implement strategies that align with the Science of Reading and are outlined in Shifting the Balance, LETRS training etc.
- Primary grades: focus on HFW and Reading Levels
- Intermediate grades: focus on grade-level text comprehension and responding to text both orally and in writing

Professional Development for all grades: (monthly)

- Improve close reading strategies, using rigorous online reading tasks when appropriate, to read independently, answer text-dependent questions - including selective responses (with Part A/Part B), and written responses.
- Continue daily instruction of CCPS high frequency word lists and high frequency words aligned with Wonders. Utilize science of reading, orthographic mapping/heart words, and Snap Words intervention.
- Continue direct word-study instruction aligned with *Foundations* as well as Greek and Latin Roots and the Science of Reading
- The staff will empower students through strategic goal setting and progress monitoring (e.g. CBA, RI, Reading Level)
- Administration will conduct weekly walkthroughs focused on MQI model and SIT goals.
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students
- Utilize resources such as Heggerty and Being a Reader

Lessons modeled/co-taught by ELA resource, general educators, special educators, AA, and/or ESOL teacher.

- Use of curriculum resources including Wonders and *Foundations*
- Aligned with the Science of Reading

Utilize the WIN Intervention Plan

- Twice a week, teachers will provide Tier 1 interventions (additional small group using Being a Reader) for identified students.
- Support staff will provide additional Tier 2 interventions for identified students.

Hold monthly collaborative data meetings with General Educators and Special Educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and supports in place for ELL students.

Measures of Success / Desired Performance Level

Progress Monitoring:

- Assessments (as appropriate) identified during monthly data meetings (3x a month on-line reading assessments)
- Collaborative planning meetings with Reading Specialist weekly
- Data meetings (monthly) & walkthroughs (weekly)

Percentage of Students performing

AT/ABOVE STANDARD:

ASSESSED READING LEVEL (K-1)/RI (2nd -5th) during Winter and Spring Testing Windows

Grade	2023	2024
Kdg.	83%	
1st	79%	
2nd	68%	
3rd	58%	
4th	80%	
5th	84%	

Teachers in the primary grades will collect running record data (informal during guided reading) for students prior to data meetings. This will help to monitor student growth of 1 year for on-grade level students and 1.5 years for below grade level students.

Writing School Improvement Goal

By June 2024, the percentage of students meeting or exceeding grade level comprehension and writing expectations, as measured by the end of year HSIW assessment in grades K-1 and the Spring CBA writing score of 80% or greater in grades 2-5, will increase as follows:

Grade	Spring 2023 ELA Data (% meeting 80%)	Spring 2024 ELA Goal (% meeting 80%)
K	HSIW 73%	HSIW 80%
1	HSIW 85%	HSIW 90%
2	CBA writing (Literary: 51%, Informational: 54%*, Opinion: 74%)	CBA writing (Literary: 70%, Informational: 70%*, Opinion: 80%)
3	CBA writing (Literary: 73%, Informational: 58%*, Opinion: 73%)	CBA writing (Literary: 80%, Informational: 80%*, Opinion: 80%)
4	CBA writing (Literary: 64%, Informational: 58%*, Opinion: 67%)	CBA writing (Literary: 80%, Informational: 70%*, Opinion: 80%)
5	CBA writing (Literary: 74%, Informational: 50%*, Opinion: 60%)	CBA writing (Literary: 80%, Informational: 70%*, Opinion: 80%)

Strategic Actions (Timeline)

Collaborative planning to support best practices in writing instruction (weekly)

- Primary grades: focus on HSIW (Foundations dictation practice)
- Intermediate grades: focus on comprehension and responding to text (digitally and on paper) Report Form

Professional Development for all grades: (monthly)

- Develop response exemplars, find paired text, and utilize CCPS 10-point writing rubrics across grade levels
- Continue to support students with effective, well-organized use of State Cite Explain when responding to text (**assessed at least weekly**) Use Weekly Wonders Assessments for a resource as appropriate
- Use common rubrics (10 point) for writing responses with students, including self-assessment, during first pass instruction common organizer, Unlocking the Prompt
- The staff will empower students through strategic goal setting and progress monitoring (e.g., CBA, writing rubric expectations)
- Explicit instruction of rubric components for literary, informational, and opinion writing tasks
- Administration will conduct weekly walk-throughs focused on MQI model and SIT goals
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.

Lessons modeled/co-taught by ELA resource, gen. ed., special educators, G&T and/or ESOL teacher.

Use of curriculum resources: (daily)

Framing Your Thoughts (K-2) Report Form (3-5)

Utilize the WIN Intervention Plan

- Twice a week, teachers will provide Tier 1 interventions for students identified based on data discussed at data meetings
- Support staff will provide additional Tier 2 interventions for identified students (Framing Your Thoughts/Report Form)

Hold monthly collaborative data meetings with General Educators and Special Educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and supports in place for ELL students.

Measures of Success / Desired Performance Level

Progress Monitoring:

- Assessments (as appropriate) identified during monthly data meetings (At least weekly use of State-Cite-Explain). Teachers will do on-line writing tasks at least 3 times a month.
- Collaborative planning meetings with Reading Specialist
- Data meetings (monthly) & walkthroughs (weekly)

Percentage of Students performing **AT/ABOVE STANDARD:**

Hearing Sounds in Words: (Winter Testing Window)

Grade	2023	2024
Kdg.	73%	
1st Grade	85%	

CBA (% at or above)

Grade	2022	2023
2nd Grade	60%	
3rd Grade	68%	
4th Grade	63%	
5th Grade	61%	

2022 column is an average % passing of all three CBA assessments for 22-23 school year

- Teachers in grades 2-5 will use weekly writing assessments to monitor student growth. Students need to score an 8 out of 10 on the CCPS writing rubrics to demonstrate grade level mastery, which is a predictor of 80% on the CBA written responses for narrative, opinion, and informational writing.

Math School Improvement Goal

By June of 2024, the percentage of students meeting or exceeding grade level math expectations, as measured by the average of the mid-year and end of the year Math Benchmark Assessments, will increase as follows:

Grade	January 2023 MYA Data (% meeting 80%)	Spring 2023 EYA Data (% meeting 80%)	*Average of MYA and EYA scores	2024 Goal - (Average of % meeting 80% in MYA and % meeting 80% on EYA)
PreK	95%	89%	*92%	94% or greater
K	82%	85%	*84%	88% or greater
1	86%	89%	*88%	92% or greater
2	74%	72%	*73%	80% or greater
3	67%	65%	*66%	80% or greater
4	78%	78%	*78%	80% or greater
5	66%	57%	*62%	80% or greater

Strategic Actions (Timeline)

- To build reasoning and encourage productive struggle, teachers will utilize their anticipatory set or closure time to spiral review concepts with word problems and/or number talks.
- Following data meetings, lessons will be modeled/co-taught by Math resource, general educator, special educator, AA teacher and/or ESOL teacher (as needed).
- On-going professional development: encouraging productive struggle when using math tasks, utilizing independent time in a meaningful way, and developing consistent language across grade levels for teaching problem solving.
- Teachers will utilize the school-made problem-solving resource that is developed during professional development.
- The staff will empower students through strategic goal setting and progress monitoring for content standards and fact fluency (monthly).
- Hold monthly collaborative data meetings with general educators and special educators to plan and review students participating in Tier 1 and Tier 2 interventions, advanced academics, students receiving special education services, and support in place for ELL students (monthly).
- Twice a week, teachers will provide Tier 1 interventions for students identified based on data (weekly).
- Support staff will provide additional Tier 2 interventions for identified students (4-6 weeklong interventions). (Bridges and The Number Sense Intervention)
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.
- Administration will conduct weekly walkthroughs focused on MQI model and SIT goals.

Measures of Success / Desired Performance Level

Progress Monitoring MYA % meeting 80%

Grade	22-23 MYA/EYA	23-24
PreK	95/89%	
K	82/85%	
1	86/89%	
2	74/72%	
3	67/65%	
4	78/78%	
5	66/57%	

- Formative and Unit Assessments (as appropriate) determined monthly during data meetings
- Planning meetings with MRT (Focused on developing reasoning and number sense plans)
- Monthly Data/Planning Meetings
- January and May Benchmark scores will be used to monitor students for band growth
- Teachers will use the band growth chart to closely monitor student progress and increase the percent of students in the 80% band

Band Growth Expectations

May 2022 Benchmark score **Pre K and Kindergarten will use Jan. 2022 score	May 2023 Benchmark Score Goal
80 - 100%	Maintain or exceed
70 -79% (approaching)	80% or greater
60 – 69%	75% or greater
Below 60%	70% or greater

Achievement Gap School Improvement Goal

By June of 2024, the percentage of students in the FARMS student group meeting or exceeding math and reading expectations, as measured by the assessments listed below, will increase as follows:

Grade	Winter 2023 ELA Data (FaRMS % meeting mastery or 80%)	Spring 2024 ELA Goal (FaRMS % meeting mastery or 80%)
K-2	HFW 62%	HFW 80%
3-5	CBA 1 Informational Section 1 23%	CBA 1 Informational Section 1 60%
Grade	2022-2023 % (FARMS making 80% on Unit Test)	2023-2024 Math Goal (FARMS % making 80% on Unit Test)
1	Units 2 and 3 (NBT) 61%	80%
2	Unit 5 (NBT) 63%	80%
3	Unit 5 (Fraction Equivalence) 27%	65%
4	Unit 3 (Fraction Equivalence) 63%	80%
5	Unit 5 (Fraction Computation) 68%	85%

Strategic Actions (Timeline)

ELA K-2

- Students in the FARMS student group in grades 1 and 2 who did not meet the HFW goal for their grade level in 2022-2023 will be pulled by the ELA Specialist for intervention. After their first HFW assessment, students in the FARMS student group in K who do not meet the mastery goal will be pulled by the ELA specialist and or interventionist for intervention as well.
- Snap Words HFW multi-sensory approach: Students will receive this as a Tier 2 intervention (along with goal setting) in order to increase the number of mastered HFW.
- Lexia: Students in the FARMS student group will be placed into a level which targets high frequency words and will receive teacher-led lessons and independent practice skill-builders that will target additional high frequency word practice.

ELA 3-5

- Students in the FARMS student group in grades 3-5 who did not meet the 80% goal for Section 1 of CBA 1 Informational will be pulled by the ELA Specialist and or interventionist for intervention.
- Utilize Wonders Assessments with a variety of question types and Tier 2 Wonders Intervention materials weekly to practice reading informational texts and responding to text dependent questions.
- Utilize Report Form as a tier 2 intervention in targeted small group instruction.

Math

- After the unit test, students in the FARMS student group not meeting the 80% goal will be pulled by the Math Resource Teacher and or interventionist for intervention.
- Utilize the Basic Fact Fluency program with 3rd-5th graders as a Tier 2 intervention (along with goal setting)
- Brunch Bunch 2 times a week to explore fractions with concrete math tools (3-5) and 2 times a week to explore Base Ten standards (1-2) with Mathematics resource teacher and or interventionist.
- Teachers will contact families of FARMS students after two consecutive days of absence to check in, The SST team will closely monitor attendance and provide necessary resources and interventions to promote school engagement.

Measures of Success / Desired Performance Level

Progress Monitoring:

Grade	Unit Test (% Passing)	Second Chance Unit Test Score (% passing)
1	Unit 3	
2	Unit 5	
3	Unit 5	
4	Unit 3 Unit 4	Unit 3 Unit 4
5	Unit 5	

Grade	CBA 1 Informational Section 1 (% Passing)	School Created Informational Multiple Choice Assessment
3		
4		
5		

Grade	Mid Year HFW Assessment (# of words mastered)	End of Year HFW Assessment (# of words mastered)
K		
1		
2		

- Formative and Unit Assessments (as appropriate) determined monthly during data meetings.
- Planning meetings with MRT and Reading Specialist (Focused on NBT and Fraction standards and HFW and informational text dependent questions)
- Monthly Data/Planning Meetings
- Specified unit tests, January, and May Benchmark scores will be used to monitor students for growth and tier 2 intervention needs.

Teachers will use the band growth chart to closely monitor student progress and increase the percent of students in the FARMS student group reaching the passing percentage for each specified assessment (math unit tests, HFW assessment, MYA and EOY mathematics assessments, CBA informational text assessment)

