



## Mountainside Elementary School 2023-2024 Mid-Year Progress Report

Dear Mountainside Families:

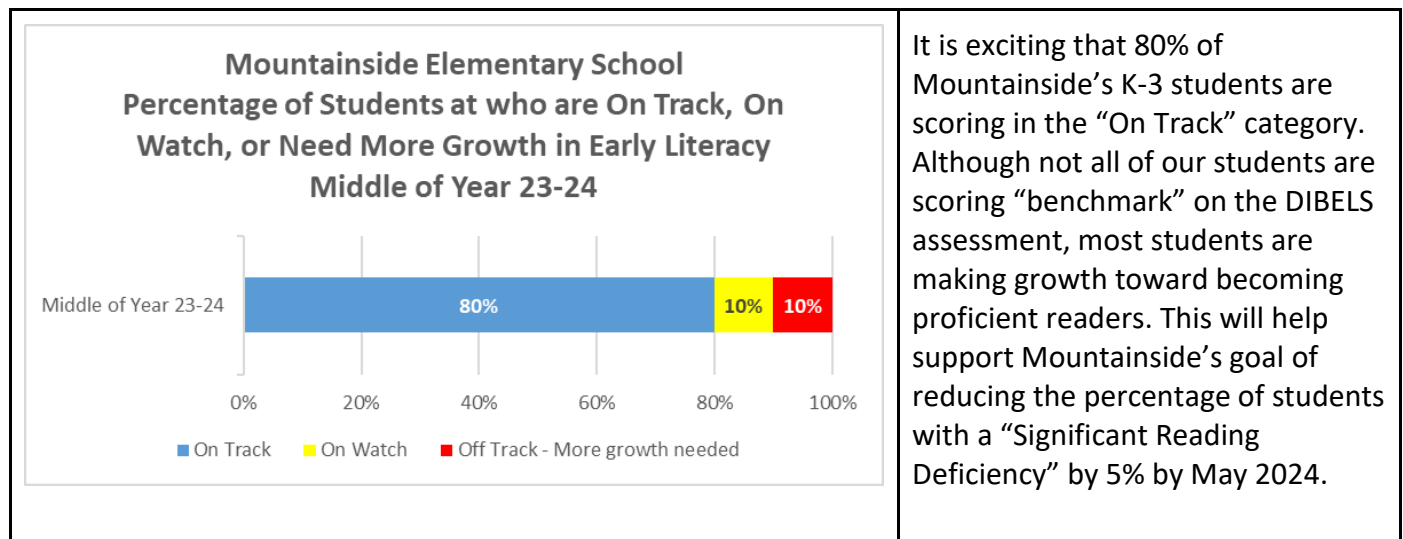
Thank you for investing in our children and community! Through curiosity, ingenuity, and a passion for knowledge, our students continue to address new difficulties. We'd like to take this opportunity to provide you with a progress report on priorities and goals for academic achievement and school culture and climate.

### Early Literacy Achievement and Growth (K-3)

How are our students progressing in their acquisition of reading skills?

The DIBELS assessment is given to all grades K-3 students to assess their progress in acquiring early literacy skills. Grades 4 and 5 students are given the assessment on an as-needed basis. Students are considered:

- **"On Track"** if they are scoring at benchmark with average or above average growth, or below benchmark with above average growth or higher.
- **"On Watch"** if they are scoring at benchmark with below or well below average growth, or below benchmark with average growth or lower.
- **"Off Track"** if they are scoring at below, or well below benchmark with below or well below average growth.



[Additional, grade specific, data can be reviewed here.](#)

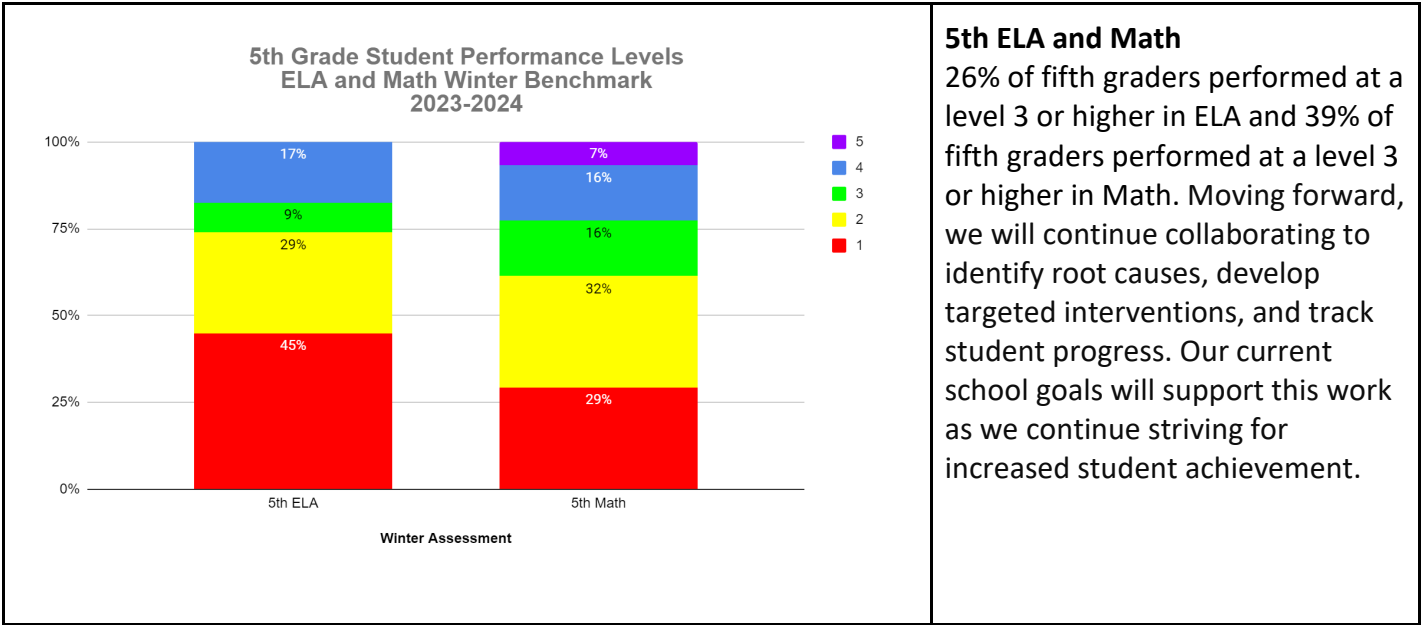
**Mountainside addresses instructional needs in the area of reading using the following strategies:**

1. Mountainside kindergarten and first grade teachers use the district-adjusted phonics scope and sequence and Orton Gillingham intervention strategies.
2. Mountainside teachers monitor student growth through DIBELS progress monitoring and adjust instruction based on student needs presented in that data.
3. Mountainside teachers identify students with a “Significant Reading Deficiency” and create goals and interventions for those students through developing READ plans.

**ELA and Math Achievement**

**What type of progress did our students make in mastering standards in ELA and Math?**

<p style="text-align: center;"><b>3rd Grade Student Performance Levels ELA and Math Winter Benchmark 2023-2024</b></p> <table border="1"> <caption>3rd Grade Student Performance Levels Data</caption> <thead> <tr> <th>Subject</th> <th>Level 4</th> <th>Level 3</th> <th>Level 2</th> <th>Level 1</th> </tr> </thead> <tbody> <tr> <td>3rd ELA</td> <td>26%</td> <td>43%</td> <td>19%</td> <td>12%</td> </tr> <tr> <td>3rd Math</td> <td>21%</td> <td>40%</td> <td>25%</td> <td>14%</td> </tr> </tbody> </table> <p style="text-align: center;">Winter Assessment</p>	Subject	Level 4	Level 3	Level 2	Level 1	3rd ELA	26%	43%	19%	12%	3rd Math	21%	40%	25%	14%	<p><b>3rd ELA and Math</b></p> <p>69% of third graders performed at a level 3 or higher in ELA and 61% of third graders performed at a level 3 or higher in Math. Moving forward, we will continue collaborating to identify root causes, develop targeted interventions, and track student progress. Our current school goals will support this work as we continue striving for increased student achievement.</p>
Subject	Level 4	Level 3	Level 2	Level 1												
3rd ELA	26%	43%	19%	12%												
3rd Math	21%	40%	25%	14%												
<p style="text-align: center;"><b>4th Grade Student Performance Levels ELA and Math Winter Benchmark 2023-2024</b></p> <table border="1"> <caption>4th Grade Student Performance Levels Data</caption> <thead> <tr> <th>Subject</th> <th>Level 4</th> <th>Level 3</th> <th>Level 2</th> <th>Level 1</th> </tr> </thead> <tbody> <tr> <td>4th ELA</td> <td>0%</td> <td>22%</td> <td>26%</td> <td>51%</td> </tr> <tr> <td>4th Math</td> <td>6%</td> <td>30%</td> <td>34%</td> <td>31%</td> </tr> </tbody> </table> <p style="text-align: center;">Winter Assessment</p>	Subject	Level 4	Level 3	Level 2	Level 1	4th ELA	0%	22%	26%	51%	4th Math	6%	30%	34%	31%	<p><b>4th ELA and Math</b></p> <p>22% of fourth graders performed at a level 3 or higher in ELA and 36% of fourth graders performed at a level 3 or higher in Math. Moving forward, we will continue collaborating to identify root causes, develop targeted interventions, and track student progress. Our current school goals will support this work as we continue striving for increased student achievement.</p>
Subject	Level 4	Level 3	Level 2	Level 1												
4th ELA	0%	22%	26%	51%												
4th Math	6%	30%	34%	31%												



**5th ELA and Math**  
 26% of fifth graders performed at a level 3 or higher in ELA and 39% of fifth graders performed at a level 3 or higher in Math. Moving forward, we will continue collaborating to identify root causes, develop targeted interventions, and track student progress. Our current school goals will support this work as we continue striving for increased student achievement.

**Mountainside addresses achievement and growth in the area of math using the following strategies:**

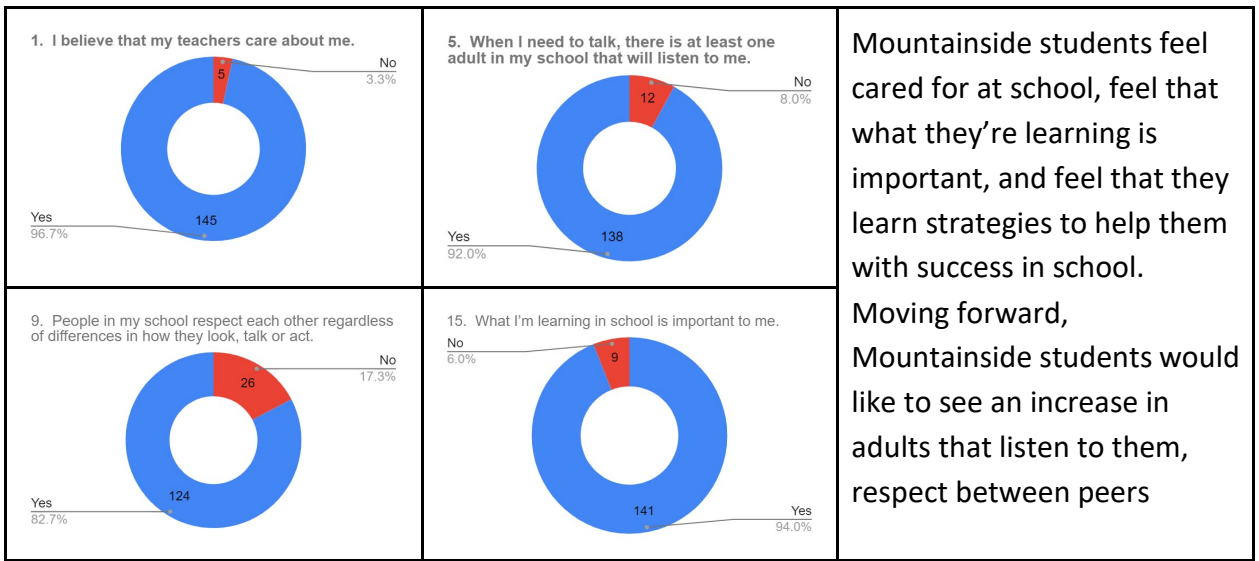
1. Mountainside teachers adjust math lessons for whole-group based on student needs.
2. Mountainside teachers provide differentiation based on pre-assessment and formative assessment
3. Mountainside teachers work to provide opportunities for students to engage in productive struggle and discourse with their peers.

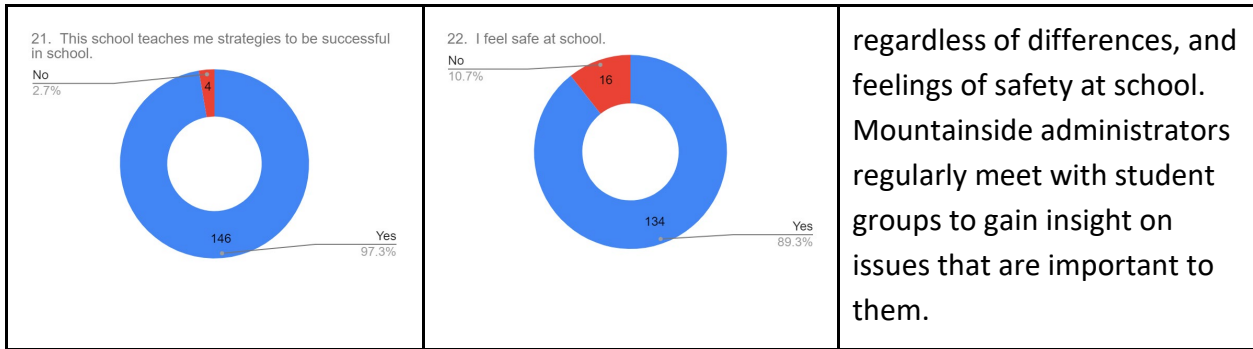
**Mountainside addresses achievement and growth in the area of ELA using the following strategies:**

1. Mountainside teachers build student agency by allowing students to have productive struggle and student discourse throughout the learning process.
2. Mountainside teachers utilize the writing component of the Wonders ELA curriculum.

## Student Climate Survey Data

What are students saying about their school and the district?

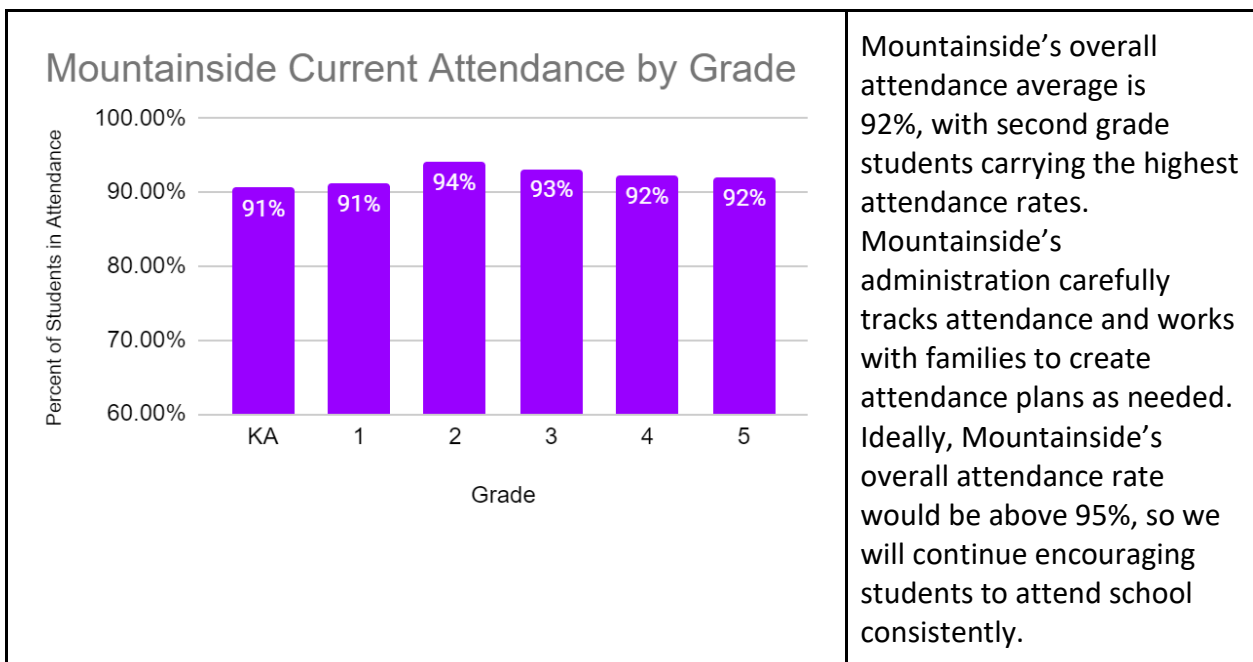




**Full Student Survey Results**

**Attendance Data**

**How are students actively engaged in school?**



**What are our areas of strength and opportunities for growth in building a strong school community and culture?**

**Areas of Strength:**

- Every Mountainside student begins their day with a Morning Meeting and ends their day with a Closing Circle. These practices from Responsive Classroom support a positive classroom atmosphere and increase peer relationships.
- The majority of Mountainside’s classrooms have Zones of Regulation visuals to help students identify their feelings and have designated “Chill Zones” for students to use when they are feeling escalated.
- As of mid-year, there has been a 62% reduction in the number of documented office referrals as compared to the same time last year.

**Areas for continued growth:**

- We are working toward having behavior expectations posted in 100% of school locations. Several locations, including most classrooms, have these posted, but they are not yet consistent in language

- We are working toward a school-wide process for teaching, supporting, and recognizing positive behaviors to be implemented in the fall of 2024.
- We are working toward regularly reviewing school-wide behavior data, which will allow staff to respond to the changing needs of students and proactively plan a targeted response.
- Additionally, Mountainside is making progress in its goal to establish equitable grading and reporting practices. Most students were given the opportunity to discuss their essential skills performance with parents during conferences. Mountainside students regularly set academic goals. A next step would be for all students to more frequently monitor their progress toward those goals. As a school, we have made great progress toward ensuring that academic rigor matches district proficiency scales. Mountainside staff are working toward making clear success criteria for lessons and having exemplars utilized in the classroom setting so that students can clearly and accurately describe their intended learning.

At Mountainside, we encourage parents to get involved in their children's education! Mountainside held Parent Forums in October (Morning Meetings) and February (ELA instruction), and we are excited to hold one more Parent Forum on May 7<sup>th</sup>, focused on Math instruction. Parents that attend will observe high quality math instruction in their child's classroom and participate in a discussion about strengths, questions, and suggestions for improvement. We hope to see you there!

Melanie Baker, Principal