



2023-2024 Mid-Year Progress Report

Dear Eagleside Families:

Our staff at Eagleside are highly dedicated to your child's growth and development, working diligently to provide rigorous and meaningful educational opportunities for students. We value relationships and strive to provide a safe, nurturing academic environment where students are heard, valued, and take ownership of their learning. We want to take this opportunity to provide you with an update on our progress thus far for the 2023-2024 school year.

Thank you for your continued collaboration and support of our students!

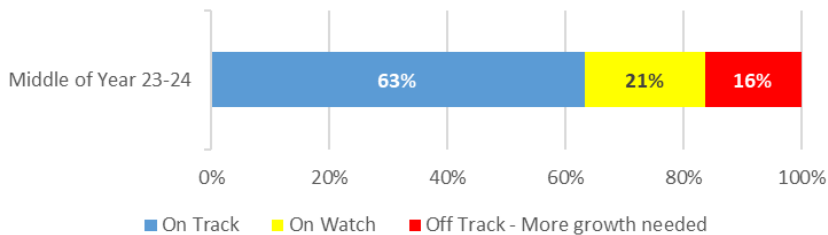
Early Literacy Achievement and Growth (K-3)

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

The DIBELS assessment is given to K-3 students to assess their progress in acquiring early literacy skills; grades 4 and 5 students are given the assessment to monitor foundational skills. 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.

**Eagleside Elementary school
Percentage of Students at who are On Track, On
Watch, or Need More Growth in Early Literacy
Middle of Year 23-24**



The DIBELS literacy data, referred to in the chart to the left, helps Eagleside staff understand each student's reading ability, allowing for tailored instruction and support in the identified areas of need. In looking at the data, 63% of our K-3 students are on track for making average or above average growth in reading this year, while 37% of our students are continuing to receive targeted, small group instruction to support early literacy skills.

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

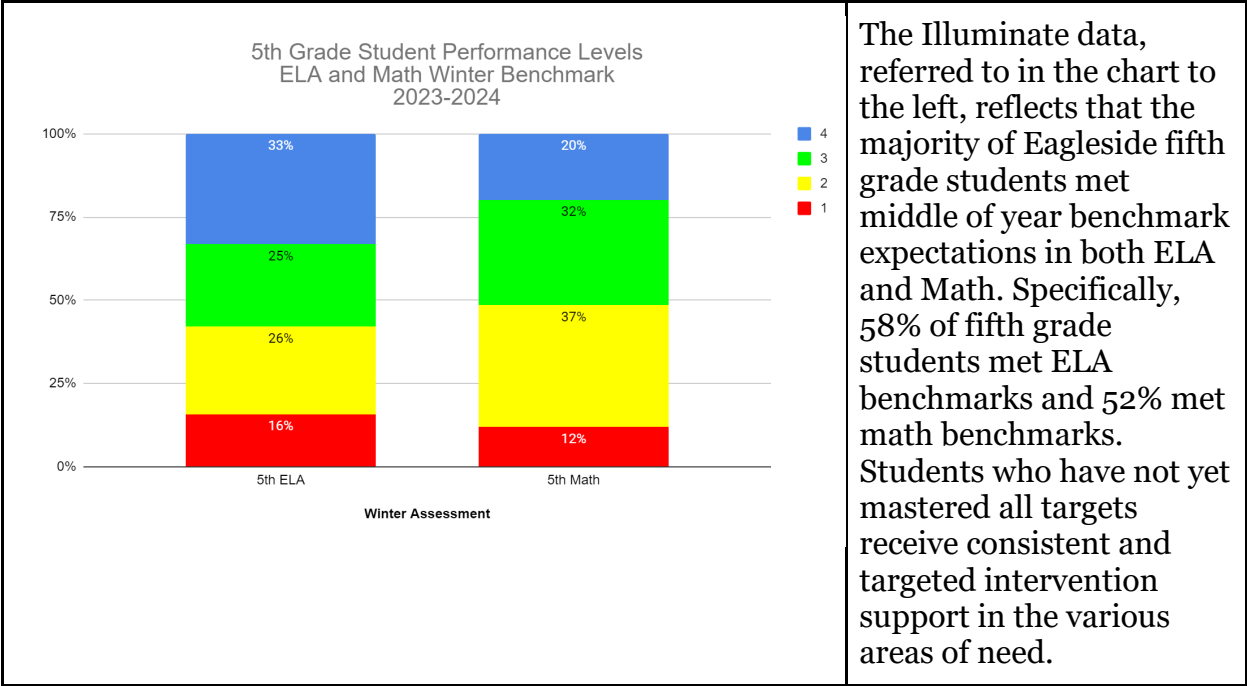
- Targeted, small group instruction occurring in the classroom, as well as through intervention and special education as appropriate
- Monthly Kid-Talks during PLCs where individual student data and instructional strategies are discussed
- Weekly Professional Learning Communities at each grade level (PLCs)
- Calibration of student work aligned to state standards
- Professional monthly learning walks for colleagues to see instructional best practices in action

[Additional, grade specific, early literacy data can be found here.](#)

ELA and Math Achievement

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

<div style="text-align: center;"> <p>3rd Grade Student Performance Levels ELA and Math Winter Benchmark 2023-2024</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>18%</td> <td>44%</td> <td>26%</td> <td>12%</td> </tr> <tr> <td>3rd Math</td> <td>54%</td> <td>25%</td> <td>15%</td> <td>7%</td> </tr> </tbody> </table> <p style="text-align: center;">Winter Assessment</p> </div>	Subject	Level 4	Level 3	Level 2	Level 1	3rd ELA	18%	44%	26%	12%	3rd Math	54%	25%	15%	7%	<p>The Illuminate data, referred to in the chart to the left, reflects that the majority of Eagleside third grade students met middle of year benchmark expectations in both ELA and Math. Specifically, 62% of third grade students met ELA benchmarks and 79% met math benchmarks. Students who have not yet mastered all targets receive consistent and targeted intervention support in the various areas of need.</p>
Subject	Level 4	Level 3	Level 2	Level 1												
3rd ELA	18%	44%	26%	12%												
3rd Math	54%	25%	15%	7%												
<div style="text-align: center;"> <p>4th Grade Student Performance Levels ELA and Math Winter Benchmark 2023-2024</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <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>22%</td> <td>8%</td> <td>39%</td> <td>30%</td> </tr> <tr> <td>4th Math</td> <td>27%</td> <td>37%</td> <td>25%</td> <td>11%</td> </tr> </tbody> </table> <p style="text-align: center;">Winter Assessment</p> </div>	Subject	Level 4	Level 3	Level 2	Level 1	4th ELA	22%	8%	39%	30%	4th Math	27%	37%	25%	11%	<p>The Illuminate data, displayed in the chart to the left, reflects that the majority (64%) of Eagleside fourth grade students met middle of year benchmark expectations in math. The remaining 36% continue to work in small groups with teachers and interventionists to target skills not yet mastered. In ELA, 69% of our students continue to work towards expected benchmarks through targeted small group instruction.</p>
Subject	Level 4	Level 3	Level 2	Level 1												
4th ELA	22%	8%	39%	30%												
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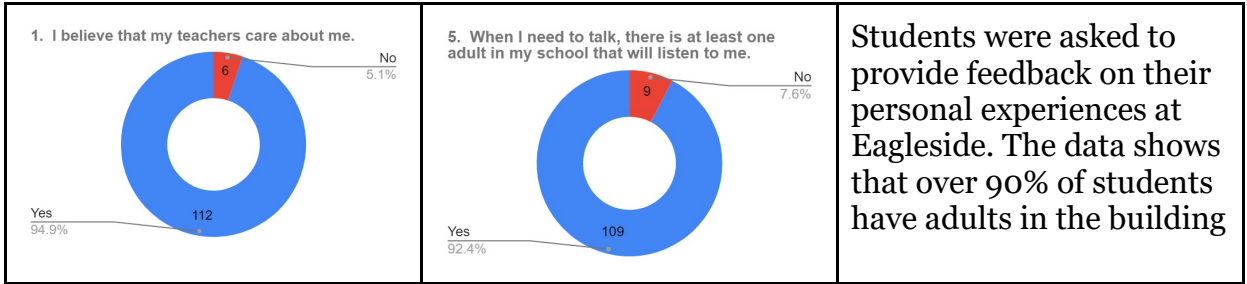


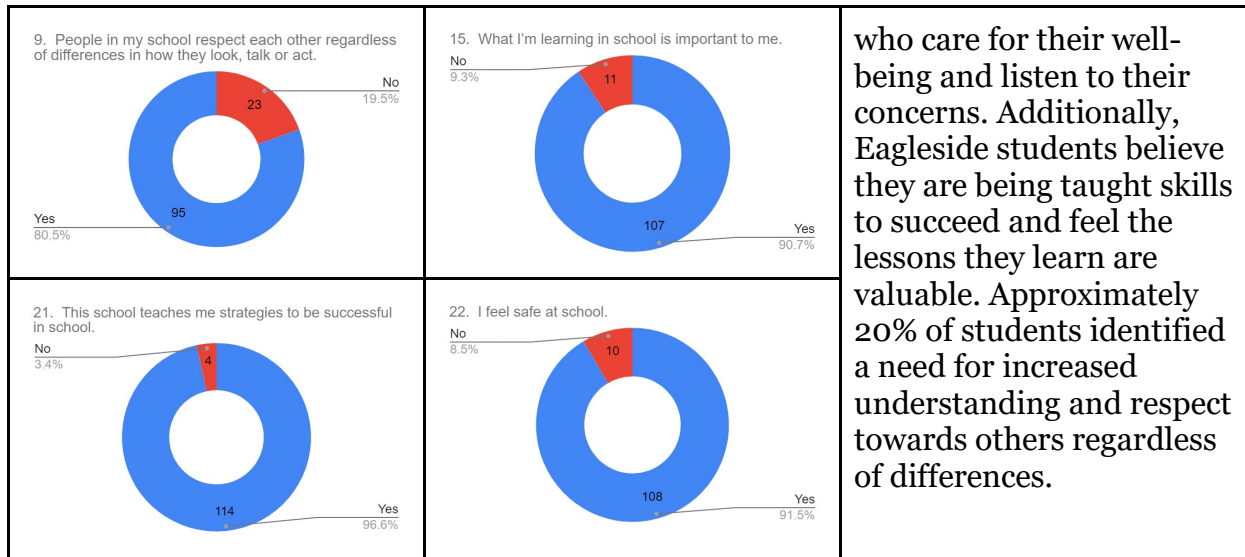
Eagleside addresses achievement and growth in the areas of math and ELA using the following strategies:

- Targeted, small group instruction occurring in the classroom, as well as through intervention and special education as appropriate
- Monthly Kid-Talks during PLCs where individual student data and instructional strategies are discussed
- Weekly Professional Learning Communities at each grade level (PLCs)
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Student Climate Survey Data

What are students saying about their school and the district?

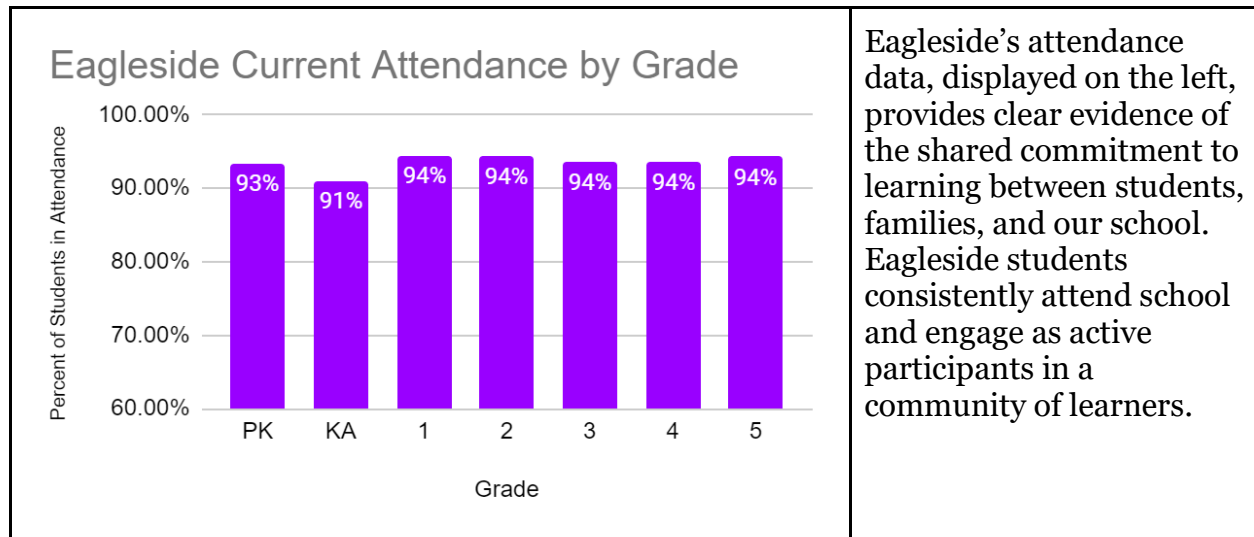




[Full Student Survey Results](#)

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:

- Math instruction: 2nd year of implementation of new curriculum resource, explicit instruction in problem solving using the Read/Draw/Write strategy, professional learning walks, increased student discourse, peer feedback, and teacher feedback directly related to success criteria

- Students indicate they have trusted adults they can go to. This speaks to the effectiveness of Responsive Classroom practices and consistent classroom lessons from the school counselor
- Early literacy data show students are on track with foundational skills: explicit instruction in early literacy skills (phonemic awareness, phonics, and application of skills within text), increased student discourse, peer feedback, and teacher feedback directly related to success criteria.

Areas for continued growth:

- Students indicate that people in the school are not always accepting and respectful towards one another. Our administration, behavior/mental health team, and teachers have begun to target this area through collaboration to provide learning opportunities that support greater understanding of differences. Additionally, we will be establishing a community culture committee to seek input and plan learning opportunities for our students consistently throughout the school year.
- Students indicate they would like more support with conflict resolution (with peers and adults) strategies. Through whole class counseling lessons, Responsive Classroom structures, and parent collaboration, Eagleside staff will support students with restorative practices and increased student self-advocacy.
- Illuminate data indicates that approximately a third of our students had not achieved benchmark expectations by mid-year. In order to maximize instructional time, we will be establishing a common school-wide data tracking cycle to increase efficiency in data analysis and responding with adjustment in small group instruction.

At Eagleside, we appreciate the continued support from our community. We value input and feedback from families and have created opportunities for such through events including Morning Meetings and Coffee with the Counselor. Moving forward we will be expanding this with Academic Learning Walks and quarterly community forums with building leadership. We will further develop relationship building through our morning meetings and increase consistency with closing circles at the end of the day as we continue to build our Responsive Classroom practices. Our students recognize and value the importance of essential skills and the application of these skills will be an ongoing focus as we move into the 2024-2025 school year.

Working with your child(ren) is a privilege and we thank you for your continued support.

Sincerely,

Anne Warren, Principal

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