



2024-2025 School Improvement Plan

Quarterly Impact Checks

School: Marlow Elementary	Leadership Team: Tony Murray, Nivea Lee, Ginger Kessler, Matt Hunnewell, Holly McNally, Paige Robbins, Emily Long
Our Vision: Engaging learners for future success	
Our Mission: Make every moment count because every student matters	
We Believe: <ul style="list-style-type: none">● student engagement is key to success● in high expectations for all● that learning is a shared responsibility● in supporting the whole child● a positive, caring staff makes a difference● in safe learning environments● everyone should be treated with respect	
The ECSD Learner Profile: <ul style="list-style-type: none">● CONNECT through effective collaboration and communication● CREATE innovative solutions to problems through critical thinking● CONTRIBUTE to the world through ethical and responsible actions● CARE about myself and others while exhibiting strong character and empathy	



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Goal 1: Reading / Literacy

Proficiency Goal:

Grades K-2: Increase the percentage of students scoring proficient or distinguished in ELA by a minimum of 3% as measured by the 2025 GKIDS (Kdg) and EOYPC (1-2).

	EOYPC % Prof or Dist	Goal	EOYPC % Prof or Dist
Kdg	Phonemic Awareness 92% Met or Exceeded Phonics 94% Met or Exceeded High-Frequency Words 81% Met or Exceeded Comprehension 93% Met or Exceeded Conventions of Writing 89% Met or Exceeded Spelling 95% Met or Exceeded Communication of Ideas 89% Met or Exceeded	+3%	
Grade 1	83%	+3%	86%
Grade 2	65%	+3%	68%

Grades 3-5: Increase the percentage of students scoring proficient or distinguished in ELA by a minimum of 3% as measured by the 2025 GMAS (3-5).

	2024 GMAS % Prof or Dist	Goal	2025 GMAS % Prof or Dist
Grade 3	51%	+3%	54%
Grade 4	43%	+3%	46%



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Grade 5	66%	+3%	69%
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Sub-Group: The percentage of Students with Disabilities and/or English Language Learners scoring minimally proficient will decrease each year as measured by GMAS.

Grades 3-5	2024 GMAS % Beginning Learner
SWD	45% (18/45)
ELL	64% (7/11)

Grades 3-5: Increase the percentage of students reading at or above grade level by a minimum of 3% as measured by the 2025 GMAS Lexile Score.

	2024 GMAS % at or above grade level reading	Goal	2025 GMAS % at or above grade level reading
Grade 3	83%	+3%	86%
Grade 4	74%	+3%	77%
Grade 5	91%	+3%	94%

Growth Goal:
Grades K-5:



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Part I: At a minimum, 60% of students will meet their RIT growth score in Reading during the 2024-2025 school year as measured by NWEA MAP. (Student Growth Summary Report)

Part II: The percentage of students projected to score Level 1 - Beginning Learner and Level 2 - Developing Learner will decrease from Fall 2024 to Spring 2025

	Fall
Kindergarten	
Grade 1	<p>152.1 RIT Mean / 33% Achievement %tile</p> <p>35% Achievement 1st-20th%tile 20% Achievement 21st-40th%tile 11% Achievement 41st-60th%tile 16% Achievement 61st-80th%tile 18% Achievement >80%tile</p>
Grade 2	<p>171.4 RIT Mean / 46% Achievement %tile</p> <p>25% Achievement 1st-20th%tile 20% Achievement 21st-40th%tile 18% Achievement 41st-60th%tile 16% Achievement 61st-80th%tile 21% Achievement >80%tile</p>
Grade 3	<p>188.1 RIT Mean / 63% Achievement %tile</p> <p>17% Achievement 1st-20th%tile</p>



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	<p>12% Achievement 21st-40th%tile 16% Achievement 41st-60th%tile 32% Achievement 61st-80th%tile 23% Achievement >80%tile</p>
Grade 4	<p>201.6 RIT Mean / 69% Achievement %tile</p> <p>9% Achievement 1st-20th%tile 14% Achievement 21st-40th%tile 18% Achievement 41st-60th%tile 33% Achievement 61st-80th%tile 26% Achievement >80%tile</p>
Grade 5	<p>206.8 RIT Mean / 60% Achievement %tile</p> <p>13% Achievement 1st-20th%tile 12% Achievement 21st-40th%tile 27% Achievement 41st-60th%tile 23% Achievement 61st-80th%tile 25% Achievement >80%tile</p>

SubGroup Focus:

Actions:

1. Regular Data tracking (Wilson, MAP, CIAs, formative data) and providing instruction with high impact strategies and intervention (HOOF time) based on areas of needs



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<p>guidelines</p>	<p>2. Use of explicit vocabulary instruction and small group differentiated instruction according to district</p>		
<p>3. Students will utilize common practices school-wide aimed at meeting or exceeding grade level Lexile (independent reading small groups and conferencing, literacy promotion practices in specials, social studies and science, promotion of independent reading at home)</p>			
<p>4. Utilize GMAS, EOYPC, MAP and CIA data to identify domains and standards that need remediation and support through the use of high impact strategies</p>			
Evidence and Artifacts: (For 45 Day Monitoring)			
<p>1. Data tracker</p>	<p>2. Focus Walks (intentional walkthroughs-Wilson's, literacy groups, etc)</p>	<p>1. PLC data minutes, videos/pictures of teachers sharing or modeling/implementing strategies</p>	<p>3. lesson plans, monthly parent newsletter (media specialist to communicate a reading connection resource to families)</p>



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Goal 2: Math

Proficiency Goal:

Math Proficiency Goals

Grades K-2: Increase the percentage of students scoring proficient or distinguished in Math by a minimum of 3% as measured by the 2025 GKIDS (Kdg) and EOYPC (1-2).

	2024 GKIDS / EOYPC % Prof or Dist	Goal	2025 GKIDS / EOYPC % Prof or Dist
Kdg	Shapes 89% Met or Exceeded Counting (Number) 89% Met or Exceeded Counting (Objects) 94% Met or Exceeded Compare 95% Met or Exceeded Addition/Subtraction 83% Met or Exceeded	+3%	
Grade 1	83%	+3%	86%
Grade 2	61%	+3%	64%

Grades 3-5: Increase the percentage of students scoring proficient or distinguished in Math by a minimum of 3% as measured by the 2025 GMAS (3-5). *Note: GMAS 2024, aligned to the NEW GA Math Standards, is the baseline score moving forward.*

	2024 GMAS % Prof or Dist	Goal	2025 GMAS % Prof or Dist
Grade 3	57%	+3%	60%



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Grade 4	62%	+3%	65%
Grade 5	64%	+3%	67%

Sub-Group: The percentage of Students with Disabilities and/or English Language Learners scoring *minimally proficient* will decrease each year as measured by GMAS.

Grades 3-5	2024 GMAS % Beginning Learner
SWD	13% (5/40)
ELL	55% (6/11)

Growth Goal:

Grades K-5:

Part I: At a minimum, 60% of students will meet their RIT growth score in Math during the 2024-2025 school year as measured by NWEA MAP. (Student Growth Summary Report)

Part II: The percentage of students projected to score Level 1 - Beginning Learner and Level 2 - Developing Learner will decrease from Fall 2024 to Spring 2025

	Fall
Kindergarten	139.5 RIT Mean / 56% Achievement %tile



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	<p>12% Achievement 1st-20th%tile 27% Achievement 21st-40th%tile 20% Achievement 41st-60th%tile 20% Achievement 61st-80th%tile 21% Achievement >80%tile</p>
Grade 1	<p>156.7 RIT Mean / 48% Achievement %tile</p> <p>31% Achievement 1st-20th%tile 15% Achievement 21st-40th%tile 8% Achievement 41st-60th%tile 27% Achievement 61st-80th%tile 21% Achievement >80%tile</p>
Grade 2	<p>171.7 RIT Mean / 41% Achievement %tile</p> <p>24% Achievement 1st-20th%tile 26% Achievement 21st-40th%tile 21% Achievement 41st-60th%tile 14% Achievement 61st-80th%tile 15% Achievement >80%tile</p>
Grade 3	<p>187.1 RIT Mean / 49% Achievement %tile</p> <p>14% Achievement 1st-20th%tile 27% Achievement 21st-40th%tile 27% Achievement 41st-60th%tile 20% Achievement 61st-80th%tile 12% Achievement >80%tile</p>



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Grade 4	<p>201.4 RIT Mean / 62% Achievement %tile</p> <p>9% Achievement 1st-20th%tile 18% Achievement 21st-40th%tile 22% Achievement 41st-60th%tile 31% Achievement 61st-80th%tile 20% Achievement >80%tile</p>
Grade 5	<p>210.1 RIT Mean / 59% Achievement %tile</p> <p>9% Achievement 1st-20th%tile 21% Achievement 21st-40th%tile 22% Achievement 41st-60th%tile 30% Achievement 61st-80th%tile 18% Achievement >80%tile</p>

Actions:

1. Number Talks will be imbedded in math instruction at minimum 3 days a week
2. Differentiated small math group instruction will be included at minimum 3 days a week
3. Math fact drills will be practiced 3 times a week, at minimum (paper/pencil), including a biweekly drill documentation in the data tracker. Drill results will be communicated to parents every 2 weeks of drill progress.



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5. Utilize GMAS, EOYPC, MAP and CIA data to identify domains and standards that need remediation and support through the use of high impact strategies

Evidence and Artifacts *(For 45 Day Monitoring)*

1 & 2. Focus Walks (intentional walkthroughs-small group, number talks, different aspects of the 6 elements of math, etc)	3 & 4. Data tracker	4. PLC data minutes, CIA progress report, videos/pictures of teachers sharing or modeling/implementing strategies	3. Math fact drill communication evidence
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Goal 3: Reading Foundations

Proficiency Goal:

Grades K-3: The percentage of K-3 students scoring **B**elow and **A**pproaching grade level expectations will decrease Fall to Spring, as measured by MAP Reading Fluency.

Fall	Phonological Awareness		Phonics / Word Recognition		Listening Comprehension		Picture Vocabulary		Oral Reading Fluency
Kindergarten	NA% B	26% A	NA% B	29% A	38% B	14% A	31% B	12% A	
Grade 1	12% B	18% A	9% B	13% A	25% B	24% A	13% B	20% A	



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Grade 2	18% B	82% A	19% B	82% A	10% B	10% A	10% B	5% A	
Grade 3	91% B	NA% A	79% B	NA% A	6% B	9% A	8% B	2% A	

Grades K-3: The number and percentage of K-3 students (including SWD and ELL) flagged for possible signs of reading difficulties or **Dyslexia** will decrease from Fall to Spring as measured by MAP Reading Fluency. [MAP Reading Fluency Chart](#)

	Fall	
Kindergarten	#27	28%
Grade 1	#21	24%
Grade 2	#20	18%
Grade 3	#13	13%
School Totals	#81	Total K-3: 21%

Actions:



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1: Regular use of Reading Fluency progress monitoring (2nd and 3rd grade) to track students growth and determine interventions needed.			
2: Monitoring the progress and pacing of Wilson instruction using the Foundations data and Wilsons walkthroughs monthly.			
3: Utilizing HOOF time (intervention) to implement Wilsons interventions and/or Orton Gillingham (when needed)			
4. Students will utilize common practices school-wide aimed at meeting or exceeding grade level Lexile (independent reading small groups and conferencing, literacy promotion practices in specials, social studies and science, promotion of independent reading at home)			
Evidence and Artifacts: (For 45 Day Monitoring)			
1. Reading Fluency progress monitoring reports	2. Wilsons data tracker	3. HOOF time activity menu	4. lesson plans, monthly parent newsletter (media specialist to communicate a reading connection resource to families)