

Winfield Elementary School School Improvement Plan 2024-2025

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

Carroll County Public Schools Vision 2024-2029
<p>Improve Academic Achievement</p> <ul style="list-style-type: none"> ➤ CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future. ➤ CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.
<p>Strengthen Productive Family & Community Partnerships</p> <ul style="list-style-type: none"> ➤ Communication between CCPS and the community demonstrates transparency, trust, and respect. ➤ CCPS partners with local government, businesses, and agencies to support student learning. ➤ CCPS will increase transparency in the public procurement process.
<p>Develop and Support a Successful Workforce</p> <ul style="list-style-type: none"> ➤ CCPS recruits qualified candidates for all teacher positions. ➤ CCPS supports staff to build the Blueprint for Maryland's Future career ladder. ➤ CCPS recruits and retains diverse employees reflective of our student community. ➤ CCPS maintains class sizes that support learning.
<p>Provide a Secure, Healthy, & Modern Learning Environment</p> <ul style="list-style-type: none"> ➤ CCPS promotes a culture of school security to protect and educate our students. ➤ CCPS maintains modern schools, facilities, and resources that support the educational program.

School Needs Assessment

Goal 1: As our county continues to focus on structured literacy and shifts according to the Science of Reading, our primary grades' reading focus will be on phonics. In ELA in PreK during the 2023-2024 school year, 90% and 90% (respectively) of the students met the county standard for uppercase letter identification and lowercase letter identification. 85% met the expectation for producing accurate letter sounds. Therefore, we will focus on letter identification and letter sounds identification to meet end-of-year expectations for pre-k. In ELA in K during the 2023-2024 school year, 75% of the students met the grade level expectation for DIBELS Nonsense Word Fluency Words Read Correctly. Because of the importance of fluency and decoding CVC words in beginning reading skills, we will continue to focus on students meeting the proficiency expectation for Acadience Nonsense Word Fluency. In grade 1, 87% met the grade level expectation for reading level. Students' reading levels were determined by running records in the 2023-2024 school year. This upcoming school year, we will be shifting towards utilizing decodable texts and passages to support students in their oral reading fluency as measured by Acadience Oral Reading Fluency. As text levels increase, students need to read with fluency, accuracy and to comprehend literary and informational text. In grades 2-5 the percentage of students meeting the grade level expectation on RI was as follows: Grade 2: 75%, Grade 3: 70%, Grade 4: 65%, and Grade 5: 87%. This upcoming school year, our county will shift from assessing students' reading proficiency with Reading Inventory to MAP Growth. For MCAP 2024, in grade 3: 56% met or exceeded expectations, in grade 4: 61% met or exceeded expectations and in grade 5: 69% met or exceeded expectations. Overall, 31% of our students were in the approaching range for MCAP. We will continue to focus on improving students' Lexile levels to accelerate reading comprehension and improve MCAP scores.

Goal 2: In ELA, in the area of writing, in K during the 2023-2024 school year, 65% of students met the county standard for HSIW. HSIW is used to assess students' encoding skills and high frequency words knowledge, which are precursors to writing independently. During the 2023-2024 school year, 89% of our first-grade students mastered HSIW. We will continue to focus on writing in K and 1st grade by shifting our focus to utilizing *FUNDations* Unit Assessments to evaluate students' encoding skills based on the phonics instruction they have received and to align with structured literacy. In 2023-2024, for grades 2-5, the percentage of students meeting the 80% expectation for writing on the Informational CBA was as follows: Grade 2: 77%, Grade 3: 65%, Grade 4: 53%, Grade 5: 55%. We will continue to improve informational writing percentages through direct instruction of informational writing structure and writing strategies in grades 2-5 in ELA and Social Studies, as measured by the Informational or Social Studies CBA.

Goal 3: In math, in PreK-Grade 5 the following percentage of students met 80% or greater on the EYA benchmark for 2023-2024 school year: PreK: 96%, K:92%, Grade 1: 96%, Grade 2: 75%, Grade 3: 66%, Grade 4: 64%, Grade 5: 77%. For MCAP 2024, in grade 3: 64% of students met or exceeded, while 24% were approaching. In grade 4: 60% of students met or exceeded standards, while 35% were approaching. In grade 5: 53% of students met or exceeded the standard, while 41% were approaching. 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. For MCAP, 64% of students reached proficiency in grade 3, 60% in grade 4 and 53% in grade 5. MCAP data shows that students scored lower on assessment items that incorporated modeling and reasoning standards. Therefore, we need to increase focus on teaching reasoning and modeling strategies when instructing all other math content standards.

Goal 4: In ELA, in Spring 2024 for grades K-2, the following percentage of students in the FaRMS student group met the county expectation for high frequency words: K: 75%, Grade 1: 53%, and Grade 2: 55%. Overall, 62% of students 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, in grade 3: 46% of students in the FaRMS student group scored in level 3, while 54% scored in level 1 or 2. In grade 4: 61% of students in the FaRMS student group scored in level 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 or level 4, while 56% scored in level 1 or level 2. During the 2023-2024 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: 7%, while 32% scored 70% or better, Grade 4: 22%, and Grade 5: 50%. Overall, 18% 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. We will utilize the new Benchmark Advance assessments and the new Social Studies assessment to assess students' performance on multiple choice questions based on informational texts. During the 2023-2024 school year, in grades 1-5, the following percentage of students in the FaRMS student group scored 80% or better on the EYA Math Benchmark: grade K: 88%, grade 1: 92%, grade 2: 44%, grade 3: 42%, grade 4: 63% and grade 5: 68%.

School Improvement Goals to Target Areas from Needs Assessment

By June 2025, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter Recognition and Letter Sound Identification in Pre-K, Acadience Nonsense Word Fluency Words Read Correctly (NWF WRC) in K, Acadience Oral Reading Fluency (ORF) in first, and MAP Growth Lexile levels that are on-grade level or greater in grades 2-5, will increase as follows:

Grade	Spring 2024 ELA Data (% meeting on-grade Level)	Spring 2025 ELA Goal (% meeting on-grade Level)
PreK	Letter ID (Uppercase): 90% Letter ID (Lowercase): 90% Letter Sounds: 85%	Letter ID (Uppercase): 95% Letter ID (Lowercase): 95% Letter Sounds: 90%
K	DIBELS NWF WRC: 75%	Acadience NWF WRC: 80%
1	Assessed Reading Level: 87%	Acadience ORF: 90%
2	RI: 75% County: 71%	MAP Growth: 80%
3	RI: 70% County: 70%	MAP Growth: 75%
4	RI: 65% County: 72%	MAP Growth: 75%
5	RI: 87% County: 75%	MAP Growth: 88%

By June 2025, the percentage of students meeting or exceeding grade level comprehension and writing expectations, as measured by *FUNdations* unit assessments in grades K-1 and CBA 1 Informational/Social Studies writing score of 80% or greater in grades 2-5, will increase as follows:

Grade	Spring 2024 ELA Data (% meeting 80%)	Spring 2025 ELA Goal (% meeting 80%)
K	HSIW: 65%	<i>FUNdations</i> Unit Assessment Average: 80%
1	HSIW: 89%	<i>FUNdations</i> Unit Assessment Average: 92%
2	Informational CBA Writing: 77%	Informational CBA Writing: 80%
3	Informational CBA Writing: 65% County % meeting 80%: 53%	Informational CBA Writing: 70%
4	Informational CBA Writing: 53% County % meeting 80%: 53%	Social Studies CBA Writing: 70%
5	Informational CBA Writing: 55% County % meeting 80%: 69%	Social Studies CBA Writing: 75%

By June of 2025, the percentage of students meeting or exceeding grade level math expectations, as measured by the mid-year and end of the year Math Benchmark Assessments, will increase as follows:

Grade	January 2024 MYA Data (% meeting 80%)	Spring 2024 EYA Data (% meeting 80%)	Average of MYA and EYA scores	2025 Goal (Average of % meeting 80% in MYA and % meeting 80% on EYA)
PreK	95%	96%	95%	100% or greater
K	89%	92%	91%	93% or greater
1	92%	96%	94%	96% or greater
2	78%	75%	77%	80% or greater
3	57%	66%	62%	80% or greater
4	68%	64%	66%	80% or greater
5	77%	77%	77%	80% or greater

By June of 2025, 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 2024 ELA Data (FaRMS % meeting mastery or 80%)	Spring 2025 ELA Goal (FaRMS % meeting mastery or 80%)
K-2	HFW 62%	HFW 80%
3-5	CBA 1 Informational Section 1: 18%	CBA 1 Informational Section 1 60%

Grade	2023-2024 % (FaRMS making 80% on Unit Test)	2024-2025 Math Goal (FaRMS % making 80% on Unit Test)
K	88%	90% or greater
1	92%	95% or greater
2	44%	70% or greater
3	42%	70% or greater
4	63%	70% or greater
5	68%	80% or greater

ELA School Improvement Goal

By June 2025, the percentage of students meeting or exceeding grade level reading expectations, as measured by the end of year Letter Recognition and Letter Sound Identification in Pre-K, Acadience Nonsense Word Fluency Words Read Correctly (NWF WRC) in K, Acadience Oral Reading Fluency (ORF) in first, and MAP Growth Lexile levels that are on-grade level or greater in grades 2-5, will increase as follows:

Grade	Spring 2024 ELA Data (% meeting on-grade Level)	Spring 2025 ELA Goal (% meeting on-grade Level)
PreK	Letter ID (Uppercase): 90% Letter ID (Lowercase): 90% Letter Sounds: 85%	Letter ID (Uppercase): 95% Letter ID (Lowercase): 95% Letter Sounds: 90%
K	DIBELS NWF WRC: 75%	Acadience NWF WRC: 80%
1	Assessed Reading Level: 87%	Acadience ORF: 90%
2	RI: 75% County: 71%	MAP Growth: 80%
3	RI: 70% County: 70%	MAP Growth: 75%
4	RI: 65% County: 72%	MAP Growth: 75%
5	RI: 87% County: 75%	MAP Growth: 88%

Strategic Actions (Timeline)

Instruction:

- Analyze and implement strategies that align with the Science of Reading and are outlined in *Shifting the Balance: K-2* in grades Pre-K - 2 and in *Shifting the Balance: 3-5* for grades 3 - 5.
- The staff will empower students through strategic goal setting and progress monitoring (i.e. Acadience, CBA, Lexile).
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom by utilizing authentic, complex texts which incorporate a wide range of student identities, languages, backgrounds, and abilities to inform strategies and reach all students.
- Continue explicit, systematic *FUNdations* instruction in grades K-3 and explicit word study and vocabulary instruction including *Greek and Latin Roots* in grades 4-5.

Primary Grades:

- Utilize decodable texts from *Being a Reader* and *FUNdations* to target student groups with multiple exposures to phonics patterns taught in *FUNdations*.
- FUNdations* and small group, differentiated lessons will be modeled/co-taught by ELA Specialist.
- Continue daily instruction of high frequency words aligned with *FUNdations* and the Science of Reading including emphasis on orthographic mapping and utilization of multimodal approaches like Snap Words.
- Grades Pre-K - 1 will implement phonemic awareness instruction through Heggerty daily and will be supported through professional development in using the program.

Intermediate Grades:

- Focus on increasing Lexile levels through comprehension strategy instruction and responses to text with an emphasis on main idea and key details (Report Form).
- Flexible, small group reading and Social Studies instruction lessons modeled/co-taught by ELA Specialist.
- Utilize Benchmark Advance curricular resources in grades 2-3 and Wonders resources in grades 4-5 for ELA instruction to build students' knowledge of content throughout literacy units.
- Utilize the CCPS Social Studies units for grades 4 and 5 to increase students' vocabulary and integrate knowledge building texts into the Humanities block.
- Improve reading proficiency 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.

Measures of Success / Desired Performance Level

Data Analysis and Intervention:

- 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).
- Support staff will provide additional Tier 2 interventions for identified students (4-6 weeklong interventions).
- With flexible grouping, teachers will provide Tier 1 interventions for students identified based on data (weekly).
- Following data meetings, lessons will be modeled/co-taught by ELA Specialist, general educator, special educator, AA teacher and/or ESOL teacher (as needed).

Progress Monitoring:

- Assessments identified during monthly data meetings (3x a month utilizing Performance Matters created assessments for grades 3-5)
- Collaborative planning meetings to support best practices in structured literacy with ELA Specialist weekly
- Data meetings (monthly) & kidtalking and walkthroughs (weekly)

Percentage of Students performing AT/ABOVE STANDARD: ASSESSED READING LEVEL (K-1)/RI (2nd -5th) during Spring Testing Windows

Grade	2024	2025
Kdg.	87%	
1st	87%	
2nd	75%	
3rd	70%	
4th	65%	
5th	87%	

Professional Development:

- Utilize the *FUNdations* checklists and walkthrough forms to ensure fidelity of routines and procedures within the curriculum.
- On-going professional development using the *Shifting the Balance K-2*, *Shifting the Balance 3-5*, and *Differentiated Phonics Instruction for Maximum Impact* by Wiley Blevins.
- On-going countywide and school based professional development on Benchmark Advance curriculum, Acadience assessments, and MAP Growth assessments.
- On-going professional development using SoR pedagogical shifts from LETRS.
- Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals (specifically focused on Foundations, decodable texts, and Science of Reading) to see professional development strategies in practice.

Writing School Improvement Goal

By June 2025, the percentage of students meeting or exceeding grade level comprehension and writing expectations, as measured by *FUNdations* Unit Assessments in grades K-1 and CBA 1 Informational/Social Studies writing score of 80% or greater in grades 2-5, will increase as follows:

Grade	Spring 2024 ELA Data (% meeting 80%)	Spring 2025 ELA Goal (% meeting 80%)
K	HSIW: 65%	<i>FUNdations</i> Unit Assessment Average: 80%
1	HSIW: 89%	<i>FUNdations</i> Unit Assessment Average: 92%
2	Informational CBA Writing: 77%	Informational CBA Writing: 80%
3	Informational CBA Writing: 65% County % meeting 80%: 53%	Informational CBA Writing: 70%
4	Informational CBA Writing: 53% County % meeting 80%: 53%	Social Studies CBA Writing: 70%
5	Informational CBA Writing: 55% County % meeting 80%: 69%	Social Studies CBA Writing: 75%

Strategic Actions (Timeline)

Instruction

Primary grades: focus on encoding and demonstrating application of phonics skills and patterns taught through *FUNdations* dictation and unit assessments.

Intermediate grades: focus on response-to-text writing as an application of comprehension of informational texts with writing prompts that require the synthesis of multiple texts to respond.

- The staff will empower students through strategic goal setting and progress monitoring of students' written responses (e.g. *Weekly Wonders* Assessments, writing rubric expectations).
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.

Professional Development

- On-going professional development on structured literacy informed by *LETRS* and *The Writing Rope*.
- On-going professional development in grades K-1 on encoding strategies through *FUNdations* and *Differentiated Phonics Instruction for Maximum Impact* by Wiley Blevins.
- On-going professional development on *Benchmark Advance* curriculum with a focus on writing to sources.
- Collaborate to develop common organizers and response exemplars that demonstrate strong, grade-level writing. The ELA Specialist will co-teach to explicitly teach components of grade level rubrics.
- Acquire and utilize paired SS texts and sources for knowledge building and planning writing to make a claim.
- Utilize CCPS 10-point writing rubrics within teams and across grade levels while developing more targeted organizers based on assessment prompts.
- Continue instruction of *Unlocking the Prompt* as a pre-writing strategy when responding to prompts in all genres of writing. The ELA Specialist will introduce this strategy in grades 2-5 in the fall and grade 1 in the spring.
- Continue to support students with effective, well-organized use of *State Cite Explain* when responding to text.
- Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals to see professional development strategies in practice.

Measures of Success / Desired Performance Level

Data Analysis and Interventions

- 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).
- Support staff will provide additional Tier 2 interventions for identified students (4-6 weeklong interventions).
- With flexible grouping, teachers will provide Tier 1 interventions for students identified based on data (weekly).
- Following data meetings, lessons will be modeled/co-taught by ELA Specialist, general educator, special educator, AA teacher and/or ESOL teacher (as needed).

Progress Monitoring

- Assessments identified during monthly data meetings (Teachers will do on-line writing tasks at least 3 times a month on Performance Matters.)
- Weekly collaborative planning meetings with ELA Specialist
- Data meetings (monthly) & walkthroughs (weekly)

Percentage of Students performing AT/ABOVE STANDARD: Hearing Sounds in Words/*FUNdations* Unit Assessments:

Grade	2024	2025
Kdg.	65%	
1 st Grade	89%	

Informational CBA, Section 2 or Social Studies Assessment (% at or above 80%):

Grade	2024	2025
2 nd Grade	77%	
3 rd Grade	65%	
4 th Grade	53%	
5 th Grade	55%	

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

Math School Improvement Goal

By June of 2025, the percentage of students meeting or exceeding grade level math expectations, as measured by the mid-year and end of the year Math Benchmark Assessments, will increase as follows:

Grade	January 2024 MYA Data (% meeting 80%)	Spring 2024 EYA Data (% meeting 80%)	Average of MYA and EYA scores	2025 Goal (Average of % meeting 80% in MYA and % meeting 80% on EYA)
PreK	95%	96%	95%	100% or greater
K	89%	92%	91%	93% or greater
1	92%	96%	94%	96% or greater
2	78%	75%	77%	80% or greater
3	57%	66%	62%	80% or greater
4	68%	64%	66%	80% or greater
5	77%	77%	77%	80% or greater

Strategic Actions (Timeline)

Instruction

- To build reasoning and encourage productive struggle, teachers will utilize their anticipatory set or closure time to spiral review concepts with word problems, number talks and reasoning routines from Routines for Reasoning and Teaching for Thinking.
- Focus on reasoning routines quarterly (grades 2-5) with MRT coteaching introduction lessons and teachers utilizing the strategy weekly in their instruction.
- The staff will empower students through strategic goal setting and progress monitoring for content standards and fact fluency (monthly).
- Teachers will demonstrate cultural proficiency and responsiveness in their classroom to inform strategies and reach all students.

Professional Development

- On-going professional development using the text Routines for Reasoning and Teaching for Thinking in grades 2-5.
- On-going professional development on the additive and multiplicative story structures and how to help students identify the structure and use modeling to make sense of the problem in pre-K-5th grades.
- Create a shared understanding of how to use the MCAP modeling and reasoning rubrics for instruction and develop student friendly rubrics to use in grades 2-5.
- Administration will conduct weekly walkthroughs, focused on the MQI model and SIT goals (specifically focused on modeling and reasoning routines) to see professional development strategies in practice.

Data Analysis and Interventions

- 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).
- Support staff will provide additional Tier 2 interventions for identified students (4-6 weeklong interventions).
- With flexible grouping, teachers will provide Tier 1 interventions for students identified based on data (weekly).
- Following data meetings, lessons will be modeled/co-taught by Math resource, general educator, special educator, AA teacher and/or ESOL teacher (as needed)

Measures of Success / Desired Performance Level

Progress Monitoring MYA % meeting 80%

Grade	23-24 MYA/EYA	24-25
PreK	95%	
K	91%	
1	94%	
2	77%	
3	62%	
4	66%	
5	77%	

- Formative and Unit Assessments 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 2024 Benchmark score **Pre K and Kindergarten will use Jan. 2025 score (first score available for students)	May 2025 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 2025, 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 2024 ELA Data (FaRMS % meeting mastery or 80%)	Spring 2025 ELA Goal (FaRMS % meeting mastery or 80%)
K-2	HFW 62%	HFW 80%
3-5	CBA 1 Informational Section 1: 18%	CBA 1 Informational Section 1: 60%

Grade	2023-2024 % (FaRMS making 80% on Unit Test)	2024-2025 Math Goal (FaRMS % making 80% on Unit Test)
K	88%	90% or greater
1	92%	95% or greater
2	44%	70% or greater
3	42%	70% or greater
4	63%	70% or greater
5	68%	80% or greater

Strategic Actions (Timeline)	Measures of Success / Desired Performance Level																																																						
<p>ELA K-2</p> <ul style="list-style-type: none"> Students in the FaRMS student group in grades 1 and 2 who did not meet the HFW goal for their grade level in 2023-2024 will receive intervention. After their first HFW assessment, students in the FaRMS student group in K who do not meet the mastery goal will be pulled for intervention as well. The ELA Specialist will meet with these students during breakfast based on a weekly schedule. Interventionists, such as Instructional assistants, primary interventionist etc. will meet with students for HFW re-teach. Snap Words: 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. <p>ELA 3-5</p> <ul style="list-style-type: none"> Students in the FaRMS student group in grades 4-5 not meeting the 80% goal for Section 1 of CBA 1 Informational will be pulled for intervention. Use Benchmark Advance intervention materials and assessments in grade 3 to practice reading informational texts and responding to a variety of question types. Utilize Wonders Assessments in grades 4-5 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. <p>Math</p> <ul style="list-style-type: none"> After the unit test, students in the FaRMS student group not meeting the 80% goal will be pulled by the Math Resource Teacher for intervention. Utilize the Basic Fact Fluency program with 3rd-5th graders as a Tier 1 intervention (along with goal setting) Breakfast Club 2-3 times a week to explore problem solving and reasoning (2nd and 3rd grade) 	<p>Progress Monitoring:</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grade</th> <th colspan="2">Math Unit Test</th> <th colspan="2">Second Chance Unit</th> </tr> </thead> <tbody> <tr> <td>1</td> <td colspan="2">Unit 3</td> <td colspan="2"></td> </tr> <tr> <td>2</td> <td colspan="2">Unit 5</td> <td colspan="2"></td> </tr> <tr> <td>3</td> <td colspan="2">Unit 5</td> <td colspan="2"></td> </tr> <tr> <td>4</td> <td>Unit 3</td> <td>Unit 4</td> <td>Unit 3</td> <td>Unit 4</td> </tr> <tr> <td>5</td> <td colspan="2">Unit 5</td> <td colspan="2"></td> </tr> </tbody> </table> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grade</th> <th>CBA 1 Informational Section 1 (% Passing)</th> <th>School Created Informational Multiple Choice Assessment</th> </tr> </thead> <tbody> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" style="width: 100%;"> <thead> <tr> <th>Grade</th> <th>Mid Year HFW</th> <th>End of Year HFW</th> </tr> </thead> <tbody> <tr> <td>K</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Formative and Unit Assessments (as appropriate) determined monthly during data meetings Planning meetings with MRT and ELA 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) 	Grade	Math Unit Test		Second Chance Unit		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	End of Year HFW	K			1			2		
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