

Spring Garden Elementary School

School Improvement Plan

2024-2025

| School Vision/Mission |
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| <p>Vision Spring Garden Elementary School will be a results-oriented collaborative culture focused on continuous learning within a safe and nurturing environment.</p> <p>Mission Spring Garden Elementary School is a community that works together to help everyone learn and grow.</p> |

| Carroll County Public Schools Vision 2024-2029 |
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| <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> <p>CCPS promotes a culture of school security to protect and educate our students.</p> <ul style="list-style-type: none">➤ CCPS maintains modern schools, facilities, and resources that support the educational program. |

School Needs Assessment

ELA School Needs Data

| Grade | Pre-K | K | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------|-------|---|---|------------------|------------------|-----------------|----------------|
| Students Scoring 70% or higher on the Spring CBA | | | | | | | |
| 2021 CBA Spring % Scoring 70% or higher | | | | 79% | 72% | 80% | 75% |
| 2022 CBA Spring % Scoring 70% or higher | | | | 81% | 62%/67 | 71%/60% | 74%/56% |
| 2023 CBA Spring % Scoring 70% or higher | | | | 84%/ 82% | 68%/59% | 62%/56% | 70%/75% |
| 2024 CBA Spring % Scoring 70% or higher | | | | 84%/76.8% | 60% / 69% | 71%/ 54% | 58%/62% |

* The first number is Literary, and the second number is Opinion

| | | | | | | | |
|----------------------------------------------------------|--|--|--|-----------------|-----------------|----------------|-----------------|
| Students Scoring 80% or higher on the Spring CBA | | | | | | | |
| 2021 CBA Spring % Scoring 80% or higher | | | | 69% | 53% | 73% | 60% |
| 2022 CBA Spring % Scoring 80% or higher | | | | 73% | *45%/ 2% | *57%/ 43% | *54%/39% |
| 2023 CBA Spring % Scoring 80% or higher | | | | 62% / 69% | 53% / 45% | 44% / 44% | 51% / 59% |
| 2024 CBA Spring % Scoring 80% or higher | | | | 83%/ 65% | 51%/ 56% | 60%/39% | 43%/ 47% |

* The first number is Literary, and the second number is Opinion

| | | | | | | | |
|----------------------------------------------------------------------------------|--|------------|------------|------------|------------|--|--|
| Assessed Reading Levels | | | | | | | |
| 2023 Assessed Reading Level % Meeting or Exceeding Expectations | | 91% | 81% | 74% | 91% | | |
| 2024 Assessed Reading Level % Meeting or Exceeding Expectations | | 90% | 85% | 80% | 90% | | |

| | | | | | | | |
|--------------------------------------------------------------|--|--|--|------------|------------|------------|------------|
| % of Students Meeting RI Expectations | | | | | | | |
| 2023 RI % Meeting or Exceeding Expectations | | | | 77% | 65% | 63% | 78% |
| 2024 RI % Meeting or Exceeding Expectations | | | | 67% | 64% | 66% | 65% |

| | | | |
|-----------------------------------------------------------------------------|-----|-----|-----|
| Percentage of Students Meeting or Exceeding Expectations on MCAP ELA | | | |
| | 3rd | 4th | 5th |
| 2022-2023 | 57% | 59% | 70% |

| | | | |
|------------------|------------|------------|------------|
| 2023-2024 | 58% | 67% | 56% |
|------------------|------------|------------|------------|

Areas of Need Writing:

% of students meeting grade level expectations on six of eight identified pieces of writing using the CCPS writing rubrics.

| Kindergarten | First Grade | Second Grade | Third Grade | Fourth Grade | Fifth Grade |
|---------------------|--------------------|---------------------|--------------------|---------------------|--------------------|
| 82% | 90% | 83% | 39% | 54% | 63% |

Areas of Need Writing: CBA Writing Scores

% of students scoring an 8/10 or higher on the CCPS Writing Rubric

| | 2021-22 Average Scores | 2022-23 Average Scores | 2023-24: Informational (Informational text) | 2023-24: Information (Literary Text) | 2023-24: Narrative | 2023-24: Opinion |
|-----------|------------------------------|------------------------------|---------------------------------------------------|-----------------------------------------|-----------------------|---------------------|
| 2nd Grade | 46% | 60% | 64% | 67% | 80% | 78% |
| 3rd Grade | 46% | 44% | 46% | 44% | 64% | 60% |
| 4th Grade | 50% | 45% | 37% | 48% | 48% | 51% |
| 5th Grade | 57% | 58% | 31% | 41% | 60% | 62% |

Use of Data to Improve First Pass Instruction

When analyzing our local ELA assessment data as well as ELA MCAP data, our school will be putting effective strategies in place to support first pass instruction with all students to increase the percentage of students meeting grade level expectations. Over time, our school data has seen gradual increases as well as gradual decreases in some areas. As a school, teachers and staff are committed to preparing structured lesson plans that include a purpose for reading, text structure analysis, preparation of background knowledge, identification of selected vocabulary and challenging language structures to make more texts accessible to our students. The use of a LETRS reading template will support all teachers when developing first pass instruction. Small group instruction will be based upon formative and summative assessment data and will remain flexible. Acadience and MAP assessment data with help to inform instruction aligned to the Maryland Common Core Standards as well monitor student progress over time. Teachers and resource staff will work together to create first pass instruction that addresses all learner needs.

Teachers and staff will continue to work this year to provide more direct writing instruction in response to text as well as to write for different purposes: opinion, informative, and narrative writing with a focus on the content areas of Ideas and Organizations. Some of those writing pieces, (completed across disciplines), will be

scored collaboratively by teachers using the CCPS Writing Rubric, which will be analyzed to determine next steps for instruction across disciplines. Data will be monitored quarterly using the CCPS rubrics and instructional next steps will be determined based on the areas of need determined from the rubric. A structured lesson plan using a LETRS writing template will be utilized to strengthen first pass instruction.

| CCPS Elementary Mathematics Mid and End Of Year Assessments | | | | | | | |
|-------------------------------------------------------------|-------------|--------------|-------------|--------------|-------------|--------------|-------------|
| Grade | May 2021 | Jan. 2022 | May 2022 | Jan. 2023 | May 2023 | Jan. 2024 | May 2024 |
| Pre-K | 87 | 90 | 90 | 100 | 95 | 95 | 100 |
| K | 76 | 89 | 92 | 95 | 92 | 81 | 90 |
| 1 | 73 | 79 | 81 | 87 | 90 | 89 | 97 |
| 2 | 72 | 53 | 64 | 71 | 70 | 67 | 77 |
| 3 | 73 | 59 | 75 | 62 | 59 | 53 | 68 |
| 4 | 34 | 66 | 76 | 51 | 62 | 59 | 71 |
| 5 | 47 | 34 | 32 | 79 | 76 | 54 | 67 |

| Percentage of Students Meeting or Exceeding Expectations on MCAP Mathematics | | | |
|------------------------------------------------------------------------------|---------|---------|---------|
| | Grade 3 | Grade 4 | Grade 5 |
| 2023 MCAP % of Students Scoring 3 or 4 | 59% | 50% | 58% |
| 2024 MCAP % of Students Scoring 3 or 4 | 65% | 53% | 39% |

After analyzing the 2023-24 End of Year Mathematics Assessments across grade levels (following a group of students from one grade to the next), we observed an increase in the percentage of students scoring 80% or above in 1st, 4th and 5th grade; and a 13-percentage point drop in 2nd and 2-percentage points drop in 3rd grade. *Note: The PK to K data is not comparable due to the great variance in the number of students. Despite this*

improvement, we have not yet reached our target. Consequently, our goal for 2024-2025 is to continue raising the percentage of students achieving 80% or above, building upon the 2023-2024 scores.

Cross-grade discussions highlighted persistent difficulties among students in problem-solving within context, constructing visual models, formulating equations with symbols for unknowns, and articulating how equations represent real-world situations. Enhancing instruction as it relates to reasoning abstractly and quantitatively, is imperative.

While the emphasis on basic facts in 2023-2024 has enhanced fluency, grade-level teams have not met their objectives entirely and have identified areas needing further attention. Likewise, despite efforts towards student goal setting and conferencing, its implementation has been inconsistent among grade levels and throughout the school.

Data indicates that only 14% of students with an Individualized Education Program (IEP) for Mathematics and 70% of students receiving Free and Reduced Meals (FARM) achieved scores of 80% or higher. Additionally, 55 students requiring regular extension have been identified. To address these disparities and deepen student engagement with the curriculum, we will focus on creating and implementing lessons that incorporate appropriate levels of differentiation, ensuring all students progress effectively.

School Improvement Goal

Students in PreK through Grade 5 will demonstrate on grade level reading expectations as measured by Acadience and/or MAPS Growth.

- 75% or more of FARMS students will meet the end of the year grade level expectations.

| | PK | K | 1 | 2 | 3 | 4 | 5 | Farms |
|--------------------------------------------------|-----|----|----|----|----|----|----|-------|
| 2023-2024 End of Year % Meeting the Target Score | 100 | 91 | 85 | 80 | 72 | 67 | 66 | 68 |
| 2024-2025 Goal: _____ % of students | 95 | 95 | 95 | 90 | 85 | 80 | 75 | 75 |

* We will replace data at the end of September with Acadience and MAPS Growth data.

1.1

Teachers will create lesson plans that establish a purpose for reading, identify text structure, prepare background knowledge, select vocabulary and identify challenging language structures to make more texts accessible.

1.1

Teacher lesson plans that include the components of MQI and predetermined formative assessments.

A quarterly lesson plan that includes the components of the LETRS Comprehension Planning Checklist.

1.2

Grade level teams will plan goal-oriented reading instruction for small groups based on formative and summative assessment data.

1.2

80 % of students will score 80% or higher on grade appropriate reading assessments.

Formative Assessment Data: i.e., observational notes, conference notes, feedback on assignments, and anecdotal notes

FUNDations assessments, CCPA, sight words

Acadience & MAPS Growth

Assessments aligned to Core ELA components: phonemic awareness, phonics, vocabulary, fluency, comprehension.

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| <p>1.3</p> <p>Grade level teachers will identify areas of focus for independent application of a standard(s) and set a goal(s) with students for continuous growth:</p> <table><tr><td>PK</td><td>2.d: Blend and segment onsets and rimes of single syllable spoken words.</td></tr><tr><td>K</td><td>3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</td></tr><tr><td>1</td><td>3.g: Recognize and read grade-appropriate irregularly spelled words.</td></tr><tr><td>2</td><td>3.c: Decode regularly spelled two-syllable words with long vowels.</td></tr><tr><td>3</td><td>3.c: Decode multisyllable words</td></tr><tr><td>4</td><td>4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td></tr><tr><td>5</td><td>5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</td></tr></table> | PK | 2.d: Blend and segment onsets and rimes of single syllable spoken words. | K | 3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | 1 | 3.g: Recognize and read grade-appropriate irregularly spelled words. | 2 | 3.c: Decode regularly spelled two-syllable words with long vowels. | 3 | 3.c: Decode multisyllable words | 4 | 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | 5 | 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | <p>1.3</p> <p>Grade level teachers will determine measures of success to monitor student achievement:</p> <table><tr><td>PK</td><td>Heggerty Blending Onset-Rime into Spoken Words Assessment</td></tr><tr><td>K</td><td>Acadience Phoneme Segmentation Fluency and Nonsense Word Fluency</td></tr><tr><td>1</td><td>Acadience Oral Reading Fluency</td></tr><tr><td>2</td><td>Acadience Oral Reading Fluency and MAPS Growth</td></tr><tr><td>3</td><td>Acadience Oral Reading Fluency and MAPS Growth</td></tr><tr><td>4</td><td>MAPS Growth</td></tr><tr><td>5</td><td>MAPS Growth</td></tr></table> | PK | Heggerty Blending Onset-Rime into Spoken Words Assessment | K | Acadience Phoneme Segmentation Fluency and Nonsense Word Fluency | 1 | Acadience Oral Reading Fluency | 2 | Acadience Oral Reading Fluency and MAPS Growth | 3 | Acadience Oral Reading Fluency and MAPS Growth | 4 | MAPS Growth | 5 | MAPS Growth |
| PK | 2.d: Blend and segment onsets and rimes of single syllable spoken words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 3.b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 3.g: Recognize and read grade-appropriate irregularly spelled words. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 3.c: Decode regularly spelled two-syllable words with long vowels. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 3.c: Decode multisyllable words | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 5.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PK | Heggerty Blending Onset-Rime into Spoken Words Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | Acadience Phoneme Segmentation Fluency and Nonsense Word Fluency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Acadience Oral Reading Fluency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Acadience Oral Reading Fluency and MAPS Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Acadience Oral Reading Fluency and MAPS Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | MAPS Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | MAPS Growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>1.4</p> <p>All teachers will strengthen student comprehension using an authentic read-aloud or grade level text by modeling the following comprehension strategies:</p> <ul style="list-style-type: none">• <i>Summarizing</i>• <i>Questioning</i>• <i>Clarifying</i>• <i>Predicting</i> | | <p>1.4</p> <p>Teacher lesson plans that include the components of MQI with a focus on collectively using the four comprehension strategies.</p> <p>Anecdotal notes of student conversations through reciprocal teaching</p> <p>Student reading growth as measured by Acadience and/or MAPS Growth.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>1.5 Collaboration for data discussions and intervention design will occur during Data/Kidtalk meetings.</p> <ul style="list-style-type: none"> - Use progress monitoring tool to monitor grade level reading progress - Document student intervention information on shared document (to be created). | | <p>1.5 100% of students will meet the goal of the intervention.</p> |
| <p>1.6 Create an inclusive learning environment where every student can thrive, regardless of their current level of achievement.</p> <p>Provide varied learning activities and materials tailored to different readiness levels while ensuring alignment to on grade level content standards.</p> <ul style="list-style-type: none"> - Collaborate with Special Education Resource Teachers, ESOL Teacher, Grade Level Team, and ELA Resource Teacher. <p>Provide extension opportunities for students demonstrating strong understanding to delve deeper into the standards.</p> <ul style="list-style-type: none"> - Collaborate with Advanced Academic Teacher, ESOL Teacher, Grade Level Team, and ELA Resource Teacher. | | <p>1.6 Teacher lesson plans that include the components of MQI with a focus on differentiation.</p> <p>Students who are performing well below their grade level will score 80% or higher on Teacher Created Assessments that are specifically tailored to their individual learning needs while still aligning with grade-level content. <i>*All students participate in activities related to grade level standards and take grade level Assessments.</i></p> <p>Teacher selected students will receive opportunities for extension based upon formative and summative assessments. <i>Tracking will take place on the progress monitoring tool.</i></p> |

| School Improvement Goal | | | | | | | | |
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| 80% of students will meet grade level expectations on six of eight identified pieces of writing that may include quarterly county assessments for grades K-5 using the CCPS writing rubrics. | | | | | | | | |
| | PK | K | 1 | 2 | 3 | 4 | 5 | Farms |
| 2023-2024: End of Year % Meeting the Target Score | | 82 | 90 | 82 | 39 | 54 | 74 | |
| 2024-2025: End of Year % Meeting the Target Score | | | | | | | | |

| | Quarter 1 | | Quarter 2 | | Quarter 3 | | Quarter 4 | |
|---|---------------|--------------------|---------------|--------------------|---------------|--------------------|---------------|--------------------|
| | Rubric points | Number meeting 80% | Rubric points | Number meeting 80% | Rubric points | Number meeting 80% | Rubric points | Number meeting 80% |
| K | 5/6 | | 5/6 | | 5/6 | | 5/6 | |
| 1 | 3/3 | | 6/6 | | 6/8 | | 6/8 | |
| 2 | 6/10 | | 7/10 | | 8/10 | | 8/10 | |
| 3 | 6/10 | | 7/10 | | 8/10 | | 8/10 | |
| 4 | 6/10 | | 7/10 | | 8/10 | | 8/10 | |
| 5 | 6/10 | | 7/10 | | 8/10 | | 8/10 | |

| Strategic Actions | | | Timeline | Measures of Success/Desired Performance | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 2.1 Teams will review grade level expectations for writing and develop a quarterly plan that includes critical components of the CCPS writing rubric. | | | | 2.1 Quarterly Plan (i.e., teams will focus on daily writing opportunities) Teacher lesson plans that include the components of MQI A quarterly lesson plan using the LETRS Writing Planning Checklist Evidence of growth as demonstrated on the progress monitoring tool | |
| 2.2 Grade level teams and the ELA Specialist will collaborate to view or develop writing anchors before the writing unit or focus of instruction based on the CCPS writing rubric to guide the planning of daily writing instruction. This team will work | | | | 2.2 Eight or more grade level writing pieces scored using the CCPS Grade Level Writing Rubric 80% of students will score 80% or higher on the CCPS Grade level Writing Rubric | |

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| together to score student writing to build consistent writing expectations. | | |
| <p>2.3</p> <p>Based on the progress monitoring data to support the quarterly expectations, plan mini lessons based on grade level writing indicators</p> <p>Teachers will plan and facilitate individual or small group writing conferences with feedback to students based on their work</p> | | <p>2.3</p> <p>Teacher lesson plans that include the components of MQI and LETRS Writing Planning Checklist with a focus on vocabulary and language development</p> <p>Use of graphic organizers with a color-coded system to show text evidence in student writing</p> <p>80% of students will score 80% or higher on the CCPS Grade level Writing Rubric</p> |

| School Improvement Goal | | | | | | | | | |
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| <p>The percentage of PK, K and 1st grade students scoring 88% or above on the CCPS Mathematics End of Year Assessment will increase based on the 2023-2024 CCPS Mathematics End of Year Assessment data (see chart below).</p> <p>The percentage of 2nd grade students scoring 80% or above will increase (see chart below).</p> <p>The percentage of 3rd-5th grade and FARM students scoring 80% or above on the CCPS Mathematics End of Year Assessment will increase based on a grade level's incoming student data (see chart below).</p> | | | | | | | | | |
| | PK | K | 1 | 2 | 3 | 4 | 5 | FARM | MATH IEP |
| 2023-2024 End of Year % Meeting the Target Score | 85% | 87% | 97% 87% @ 88% | 77% | 70% | 71% | 67% | 117/166 70% | 4/29 14% |
| 2024-2025 Goal: ___ % of students | 90 | 90 | 90 | 85 | 80 | 75 | 75 | 75 | See Action 3.2 |
| End of Year Target Score | 88% | 88% | 88% | 80% | 80% | 80% | 80% | 80% | |

| | | | | | | | | | |
|------------------|--|--|--|--|--|--|--|--|--|
| ___ % or above | | | | | | | | | |
| Mid-Year 2025 | | | | | | | | | |
| End Of Year 2025 | | | | | | | | | |

| Strategic Actions | | Timeline | | Measures of Success/Desired Performance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3.1 Create a culture of mathematical reasoning that empowers students to think critically, solve problems, and apply mathematical concepts in real-world contexts. - Use an instructional approach that improves student reasoning through a focus on reasoning abstractly and quantitatively- Capturing Quantities and Three Reads. - Create a focused learning objective based on reasoning. - Create opportunities for students to justify their mathematical reasoning through purposeful independent work, partner, and whole group discussions. - Provide opportunities for focused reflection. - Professional development based on the book <u>Routines for Reasoning</u> , pages 1-72 & 128-149, by Grace Keler milk, Amy Lucenta, and Susan Janssen Creghton. - Lesson study or team teaching based on the use of this instructional approach. | | | | 3.1 PK and K: 90% of students will score “independent” on a preselected set of formative and unit assessments (K) for each Unit. (see Grade Level Progress Monitoring Tool) Grade 1: 90% of students will score 88% or above on Unit Assessments. Grades 2-5: ___ % (see chart below) of the students will score 80% or above on Unit Assessments. <table><tr><td colspan="4">___ % will score 80% or above</td></tr><tr><td>2nd</td><td>3rd</td><td>4th</td><td>5th</td></tr><tr><td>85%</td><td>75%</td><td>75%</td><td>75%</td></tr></table> <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr><tr><td>PK</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>K</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>1</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> | | | | | | ___ % will score 80% or above | | | | 2nd | 3rd | 4th | 5th | 85% | 75% | 75% | 75% | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | PK | | | | | | | | | K | | | | | | | | | 1 | | | | | | | | | 2 | | | | | | | | | 3 | | | | | | | | | 4 | | | | | | | | | 5 | | | | | | | | |
| ___ % will score 80% or above | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2nd | 3rd | 4th | 5th | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85% | 75% | 75% | 75% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3.2 Create an inclusive learning environment where every student can | | | | Lesson plans that incorporate specific strategies for differentiation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>thrive, regardless of their current level of achievement.</p> <p>Provide varied learning activities and materials tailored to different readiness levels while ensuring alignment to on grade level content standards.</p> <ul style="list-style-type: none"> - Collaborate with Special Education Resource Teachers, ESOL Teacher, Grade Level Team, and Mathematics Resource Teacher. <p>Provide extension opportunities for students demonstrating strong understanding to delve deeper into the standards.</p> <ul style="list-style-type: none"> - Collaborate with Advanced Academic Teacher, ESOL Teacher, Grade Level Team, and Mathematics Resource Teacher. | | <p>Students who are performing well below their grade level will score 80% or higher on Teacher Created Assessments that are specifically tailored to their individual learning needs while still aligning with grade-level content. <i>*All students participate in activities related to grade level standards and take grade level Unit Assessments, Mid-Year and End of Year Assessments.</i></p> <p>Teacher selected students, based on formative/summative assessments, will receive at least one opportunity for extension per unit. <i>Tracking will take place on the progress monitoring tool.</i></p> |
| <p>3.3</p> <p>Establish a learning environment where students learn to assume responsibility for their own learning.</p> <ul style="list-style-type: none"> - Teachers will meet individually with all students after Unit Tests (Grades 1-5) or Identified Formative Assessments (K) to review strengths and areas for improvement and collaboratively create, review, and/or revise a goal for continued improvement. - Grade level teams will collaborate to determine what this “looks-like.” - Students will be given frequent opportunities to reflect on their learning after an activity/end of a lesson and teachers will provide timely feedback. | | <p>All students demonstrate improvement via a second chance learning assessment. <i>Scores recorded on Progress Monitoring Tool.</i> Evidence of student goals and conferencing notes.</p> <p>Evidence of opportunities for student reflection in lesson plans. <i>Tally chart used to keep track of the number of opportunities per Unit in the planning room.</i></p> <p>Evidence of student reflections.</p> |
| <p>3.4</p> | | <p>100% of students will meet the goal of the intervention.</p> |

Collaboration for data discussions and intervention design will occur during Data/Kidtalk meetings.

- Use progress monitoring tool at each grade level that shows Unit Assessment and Second Chance Learning Assessment Scores.
- Determine a common place in the Garden of Data for Mathematics Unit Test Matrix to be saved.
- Document student intervention information on shared document (to be created).

3.5

Teachers will create a plan for instruction, practice, and assessment of basic facts and evaluate it quarterly making adjustments/revisions as needed.

- Review 2023-2024 End of Year Vertical Team Documents for notes on what worked, what did not work, and your ideas for school year 2024-2025.
- Grade level teams COUNT to verify the total number of grade level facts and revise as needed.

90% of students will be at the efficient level for ___ % of all grade level facts.

| | # of facts |
|---|-------------------------|
| K | 123/136= 90% (+ and -) |
| 1 | 125/138 = 90% (+ and -) |
| 2 | 61/68 = 90% (+ and -) |
| 3 | 80/100 = 80% (x) |
| 4 | 90/100 = 90% (x) |
| 5 | 100/100= 90% (x) |

| 2023-2024 Data | | | | | |
|----------------|-----|-----|-----|-----|-----|
| K | 1 | 2 | 3 | 4 | 5 |
| 81% | 83% | 77% | 90% | 48% | 86% |

| 2024-2025 Data | | | | | |
|----------------|---|---|---|---|---|
| K | 1 | 2 | 3 | 4 | 5 |
| | | | | | |