Strategic Plan Presentation

Presented September 17, 2024 by Joyce Mackiewicz and Jami Roberts

A Compassionate Community!

Goal 1 – Success in the Early Years

Outcome c. Increased percentage of children meeting or exceeding grade level standards by the end of grade 3.

All Students Empowered and Future-Ready

Goal 1

Success in the Early Years

Every student will engage in meaningful learning opportunities that foster curiosity and joy of learning while developing the academic and social skills to meet/exceed standards by the end of Grade 3.

c. Increased percentage of children meeting or exceeding grade level standards by the end of Grade 3.

Interpretation

The percentage of students meeting or exceeding standards, as measured by the 3rd grade Smarter Balanced Assessment (SBA) in ELA and Math will increase each year.

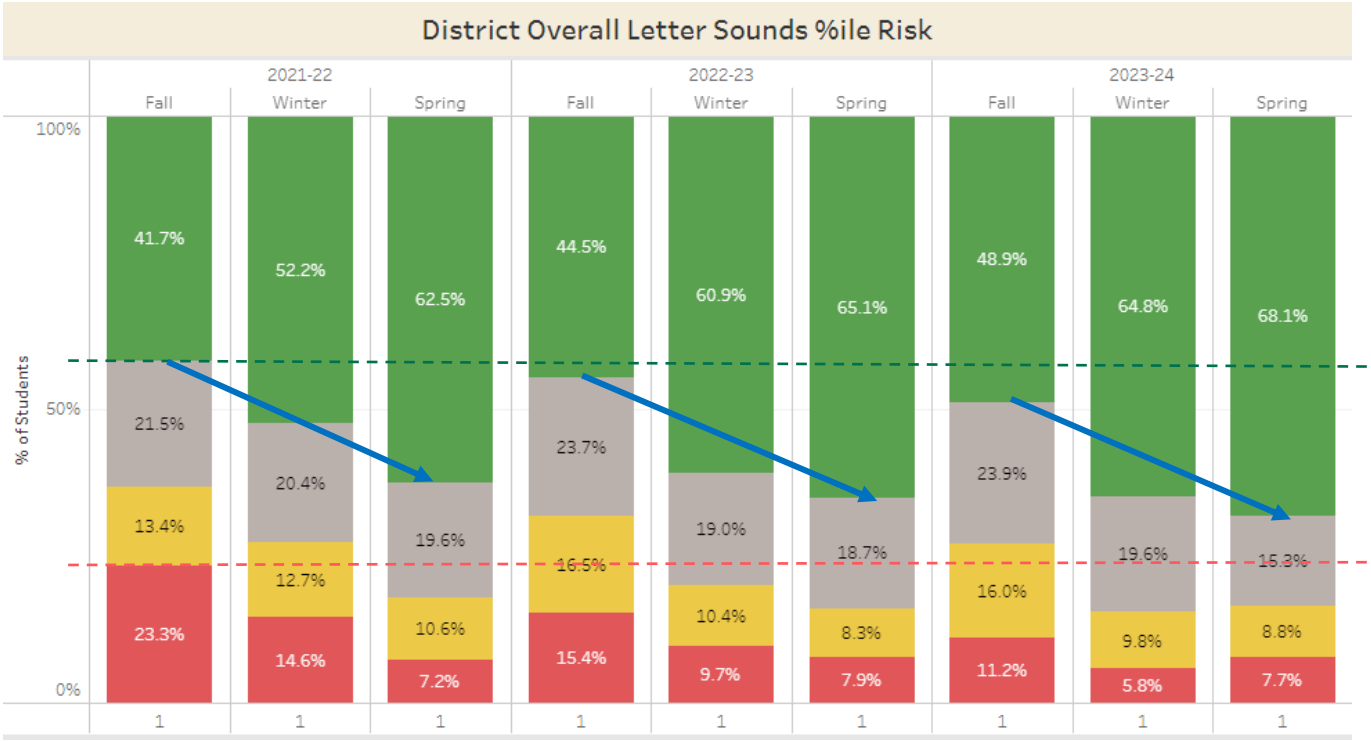
easyCBM 1st Grade Reading - Letter Sound Fluency

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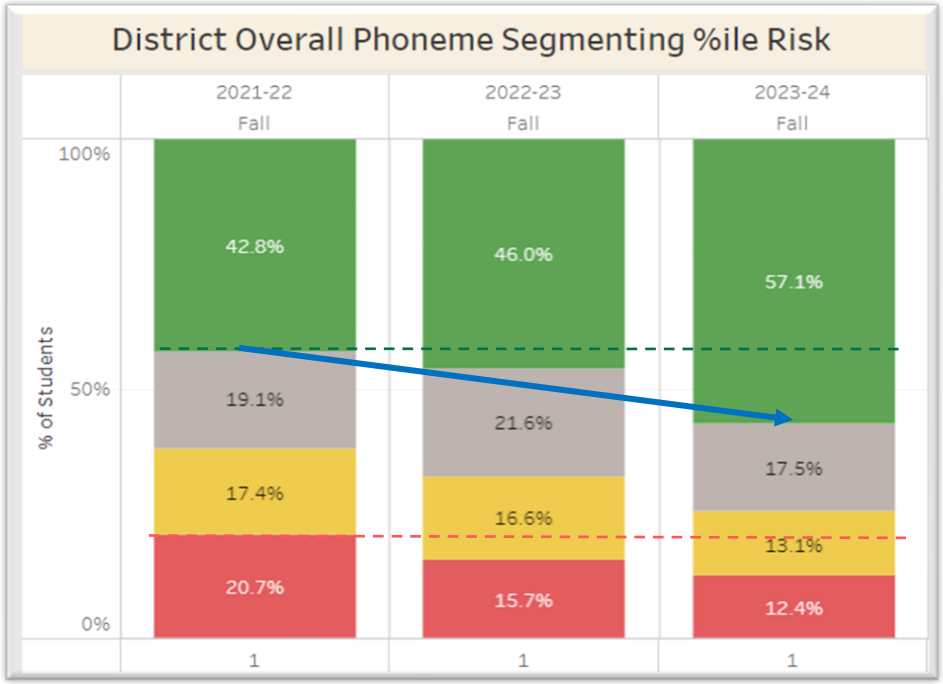
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easyCBM 1st Grade Reading

Phoneme Segmenting - Three-year trend Fall Benchmark



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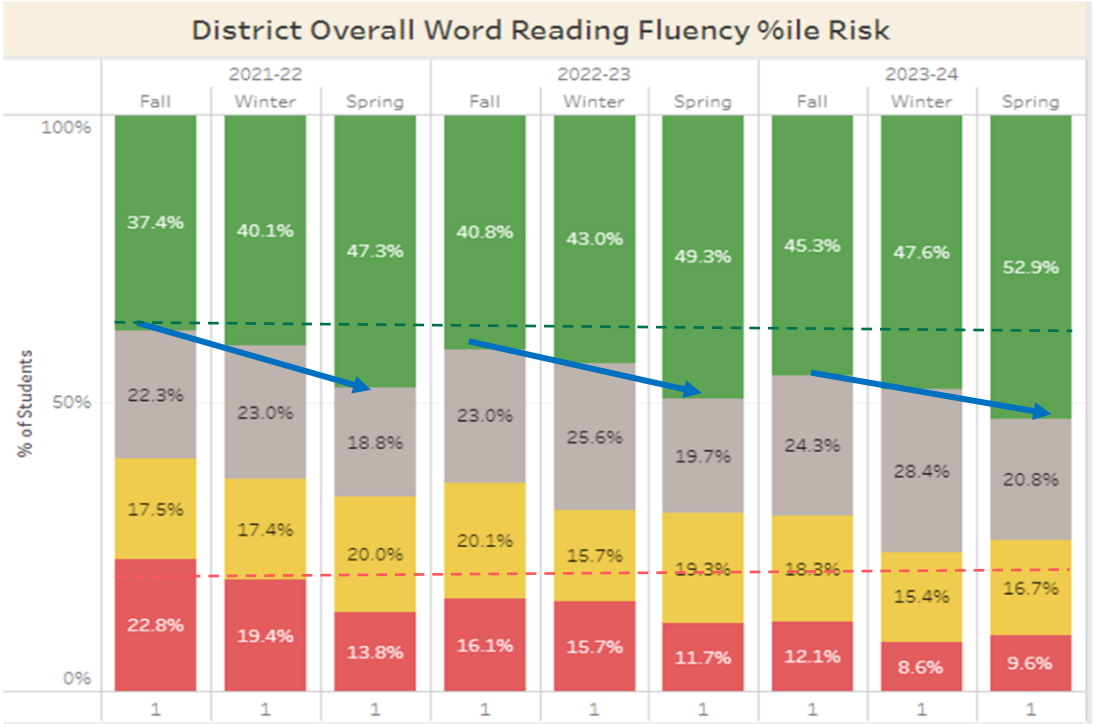
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easyCBM 1st Grade Reading

Word Reading Fluency - Three-year trend Fall–to–Spring Benchmark



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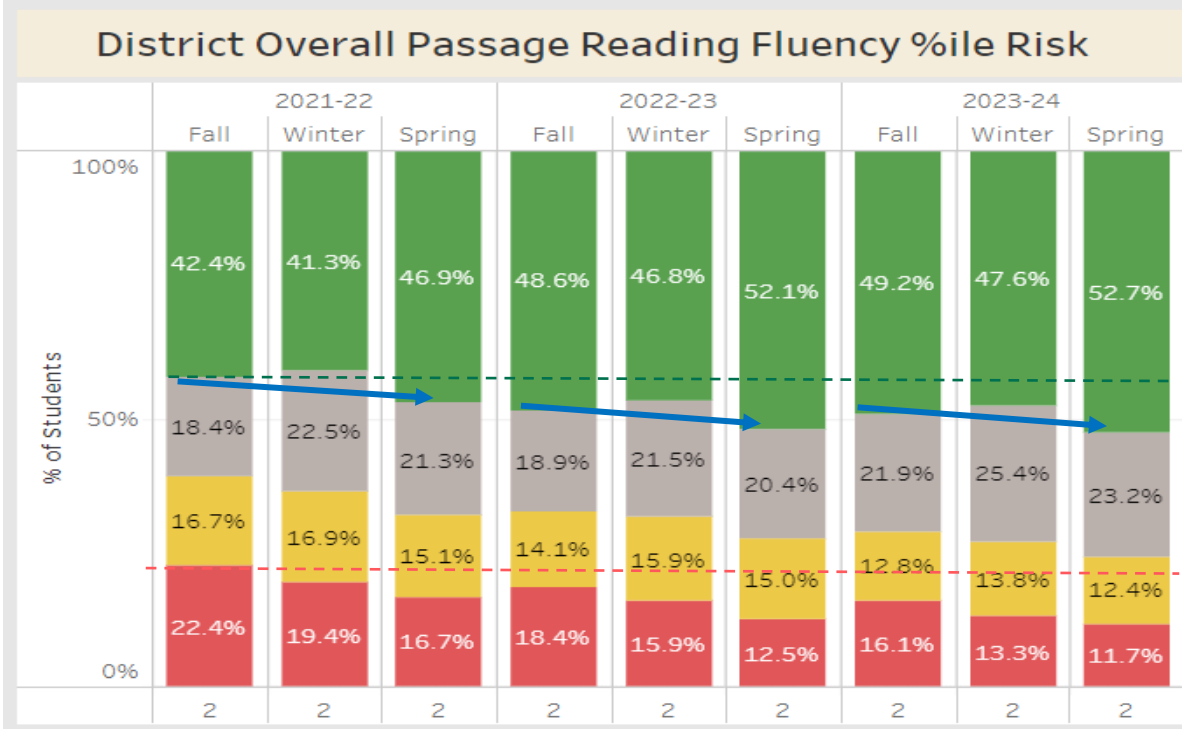
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easyCBM 2nd Grade Reading

Passage Reading Fluency- Three-year trend Fall–to–Spring Benchmark



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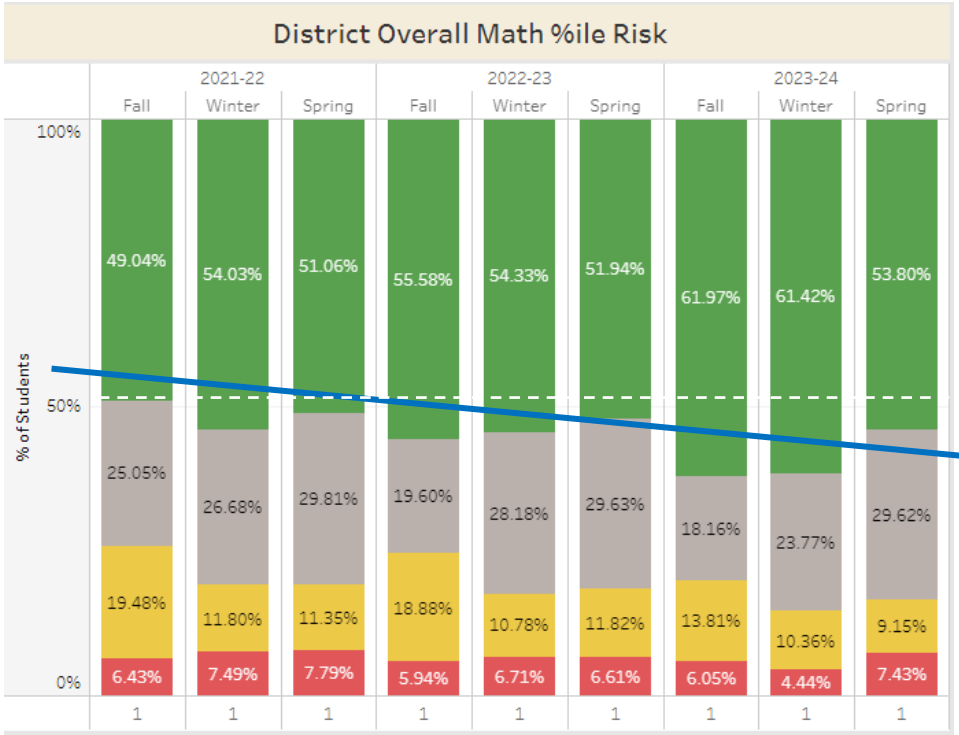
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easyCBM 1st Grade Proficient Math

Three-year trend Fall–to–Winter-to-Spring Benchmark



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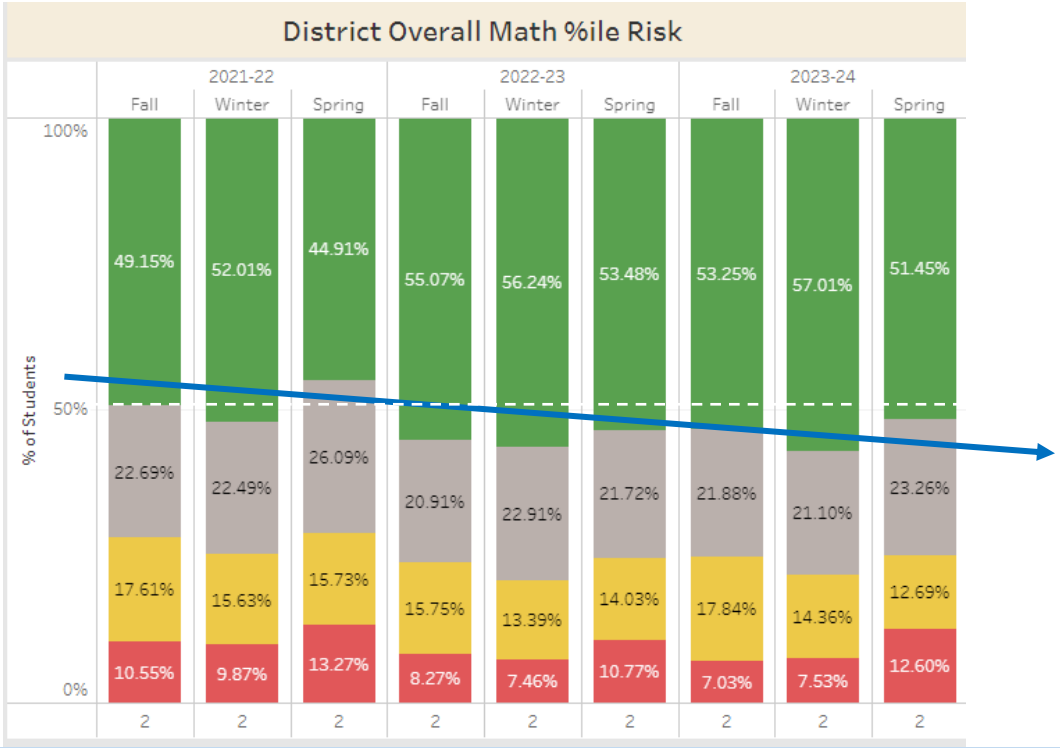
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easyCBM 2nd Grade Proficient Math

Three-year trend Fall–to–Winter-to-Spring Benchmark



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Goal 1 Outcome c: Focus for 2024-25

	Alignment to Key Actions	Next Steps/Strategies
PILLAR #1: **Standards-aligned, Culturally Responsive Teaching & Learning**	1.1.A. Align curriculum, assessments, instruction, instructional materials, and technology across content areas and grade levels.	Support District-wide implementation of Enhanced Core Reading Instruction foundational skills curriculum in all K-2 core and intervention classrooms. Professional development for effective implementation of our new Stepping Stones math, K-5 Origo Access platform. This offers greater flexibility for differentiating learning and practice opportunities for students, better aligned to our inclusionary practices initiative. High expectations for learning reinforced with common pacing guides aligned to grade level Common Core and Next Generation Science Standards. Inclusionary instructional practices focused on clear learning intentions and success criteria empowering students as they set goals, monitor their learning, and reflect on their progress. Finish the curriculum adoption process to select a new ELA curriculum that aligns to the Science of Reading and supports high quality instruction at all grades and for all students. Professional development and coaching support with instructional specialists for District-wide implementation of Enhanced Core Reading Instruction (ECRI), our new core instruction-aligned, mutli-tiered reading intervention for kindergarten, first and second grades.
	1.1.B. Provide full and meaningful access to high-quality core instruction for all students within the general education classroom, including students with special needs, students learning English, and advanced learners.	
	1.1.C. Use ongoing assessment results to differentiate instruction for intervention, acceleration, and enrichment for each student.	
PILLAR #3: **Results-focused Professional Learning for All**	3.1.A. Provide ongoing professional development and research-based instructional practices to support student progress in the academic, social-emotional, and physical domains.	
	3.1.C. Provide staff with professional development to implement a Multi-Tiered System of Support (MTSS) that includes Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices.	

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Conclusion

We believe we are in partial compliance with **Goal 1 outcome c** due to the progress being demonstrated on 1st and 2nd grade district benchmark easyCBM reading and math assessments and the trends in ELA and Math on the 3rd grade state Smarter Balanced Assessment (SBA).



By the spring of 2025, students in grades 3 will meet or exceed standards in ELA and Math to the level achieved prior to the pandemic as measured by the Smarter Balanced Assessment: ELA – 56% and Math – 63%

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Questions?