Strategic Plan Presentation

Presented September 17, 2024 by Tammy Alonzo

Goal 4 – Continuous Growth - All Students, All Subjects

Outcome b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Interpretation

Students in grades K-5 who are served in Title/LAP interventions in reading and math will improve their risk level by at least one easyCBM risk level from fall to spring as measured by the easyCBM benchmark assessments.This indicates that they are on a trajectory to “catch up” to grade level peers.

Math:
- easyCBM percentile (K-5)

Reading:
- Phoneme Segmenting easyCBM (K)
- Word Reading easyCBM (1)
- Passage Reading Fluency easyCBM (2-5)

Goal

60% of K-5 students served in reading and math interventions will show growth by at least one risk level from fall to spring as measured by the easyCBM.

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Number of K-5 Students

(school year 2023-24)

	Math	Reading
K	16	85
1	98	205
2	100	179
3	150	151
4	142	123
5	117	67
Total	**623**	**810**

Number of students served from fall to spring (or exit due to growth)

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

GOAL: 60% of students served in interventions will show growth

K-5 easyCBM growth – Students in Reading Intervention

	2017-18 pre-COVID	2021-22 mid-COVID	2023-24 post-COVID	Change since 2021-22 mid-COVID
K	**	50%	36%	-14%
1	25%	50%	51%	1%
2	34%	40%	47%	7%
3	28%	30%	32%	2%
4	30%	38%	47%	9%
5	36%	23%	23%	0%

** Kinder Reading was re-normed in July 2020

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

GOAL: 60% of students served in interventions will show growth

K-5 easyCBM growth – Students in Math Intervention

	2017-18 pre-COVID	2021-22 mid-COVID	2023-24 post-COVID	Change since 2021-22 mid-COVID
K	68%	64%	64%	0%
1	49%	58%	63%	5%
2	51%	44%	41%	-3%
3	49%	52%	49%	-3%
4	47%	69%	46%	-23%
5	48%	54%	48%	-6%

Goal 4 Outcome b: Focus for 2024-25

	Alignment to Key Actions	Next Steps/Strategies
PILLAR #1: **Standards-aligned, Culturally Responsive Teaching & Learning**	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. 1.2.D. Identify the needs of students early and provide timely supports for students and families.	Continue to focus on providing high quality core instruction and evidence-based intervention support. Continue to provide direct and systematic teaching of foundational skills in the primary grades and vocabulary instruction in grades 3-8. 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. Implementation of an MTSS Leadership Cadre to design, improve, systematize each school's MTSS system to support academic, social, and behavioral development. Develop an implementation plan to incorporate the EdNW recommendations for math and reading interventions resulting from our 23-24 year-long study of intervention curriculum and instruction. Professional development for K-5 core and intervention teachers and paraprofessionals to implement Bridges Interventions and Building Fact Fluency in math.
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. 3.3.A Provide regular and frequent opportunities for school teams and district-level departments to engage in data-informed collaboration about professional practices and student outcomes.	

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Conclusion

We believe we are in partial compliance with **Goal 4 outcome b** due to the progress being made at some grade levels in reducing risk and the strategies we are focusing on as a result of our year long study conducted by EdNW.



By the spring of 2025, 60% of K-5 students served in reading and math interventions will show growth by at least one risk level from fall to spring as measured by the easyCBM.

Goal 4

Continuous Growth – All Students, All Subjects

Every student will demonstrate continuous growth towards meeting/exceeding rigorous learning standards.

b. Increased growth rate at a minimum of one year for students at or above grade level and 1.5 years for students below grade level in Math and English Language Arts.

Questions?

