



School Report 2024-25

Twin City Elementary



Every student is empowered to learn in an inclusive setting and is prepared for the future of their choice!



Achievement

Our strategic plan drives growth and opportunities by ensuring equitable, standards-aligned instruction and closing gaps with data-driven improvements and assessments.



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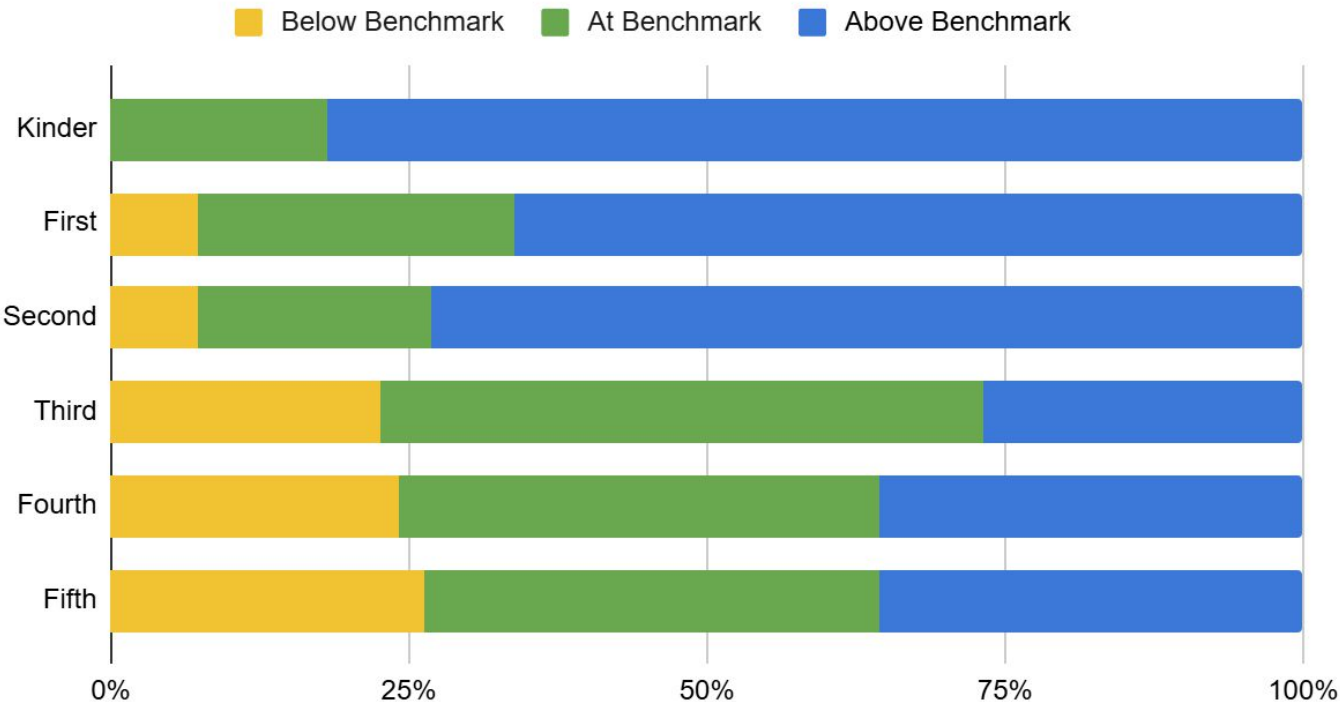
Recap: What We Expect to See

1. **Closing achievement gaps with student data** demonstrating improved knowledge phonics, decoding, and computational fluency
2. Staff **prioritizing core instruction** for all students and using intervention blocks for small group instruction
3. Staff creating **flexible groupings for interventions** across multiple grade levels during WIN time
4. **Increase in student engagement**, thus reducing absences, tardies, and visits to health room



Delta Math Middle of Year Data

Delta Math





Closing Achievement Gaps in Math

Using assessment data, staff collaborate to create instructional groups based on student need

Staff in grades 1-5 have assessed students twice this year on the Delta Math Readiness Screener; Kinder screened in mid year only

Since October 2024, all students began receiving What I Need (WIN) Interventions for 30 minutes, 4 times per week

Staff utilizing a schoolwide intervention model to reteach, practice, and accelerate instruction

WIN time aligns across grade levels to allow multiple staff to plan and deliver intervention across the standards for two grade levels

Instructional groups are adjusted every 6-8 weeks based on assessment data

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Dibels Middle of Year Data

Grade K	Reference Data (Compare these results against a wider population)
TWIN CITY ELEMENTARY	24-25 MOY 66
Grade 1	Reference Data (Compare these results against a wider population)
TWIN CITY ELEMENTARY	24-25 MOY 67
Grade 2	Reference Data (Compare these results against a wider population)
TWIN CITY ELEMENTARY	24-25 MOY 83
Grade 3	Reference Data (Compare these results against a wider population)
TWIN CITY ELEMENTARY	24-25 MOY 68
Grade 4	Reference Data (Compare these results against a wider population)
TWIN CITY ELEMENTARY	24-25 MOY 71
Grade 5	Reference Data (Compare these results against a wider population)
TWIN CITY ELEMENTARY	24-25 MOY 75

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Closing Achievement Gaps in Literacy

Staff in grades 1-5 have assessed students two times, beginning of year and middle of year, using Dibels assessments in CKLA Amplify

Kindergartners completed their first Dibels assessments in January 2025 during middle of year benchmark testing

Since October 2024, students in grades 1-5 have participated in WIN Interventions for 30 minutes, 4 times per week

After mid year assessments, kindergarten students who were below grade level standard began additional WIN intervention focused on letter names and letter sounds

Grade 1 students in well-below level began a double dose of WIN intervention using Really Great Reading Blast materials in addition to CKLA Amplify curriculum



Closing Achievement Gaps in Literacy

K-2 staff will provide explicit, systematic phonemic awareness and phonics instruction daily

Staff in grades 2 and 3 administered the Really Great Reading diagnostic assessment to all students to identify specific phonics and phonemic awareness gaps. Based on data, WIN interventions began in November 2024 and groups were adjusted in February 2025

3-5 staff will provide explicit, systematic instruction on decoding, vocabulary, and language structures

WIN time aligns across grade levels to allow multiple staff to plan and deliver intervention across multiple standards. Instruction ranges from decoding and fluency skills to comprehension through novel studies

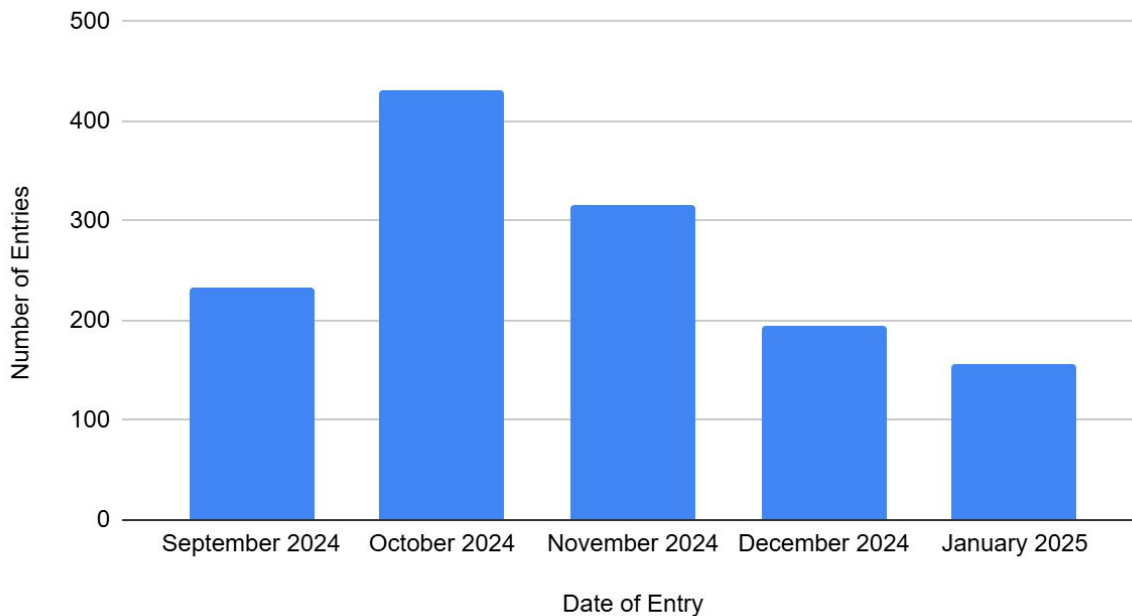
Instructional groups are adjusted based on progress monitoring data and teacher input

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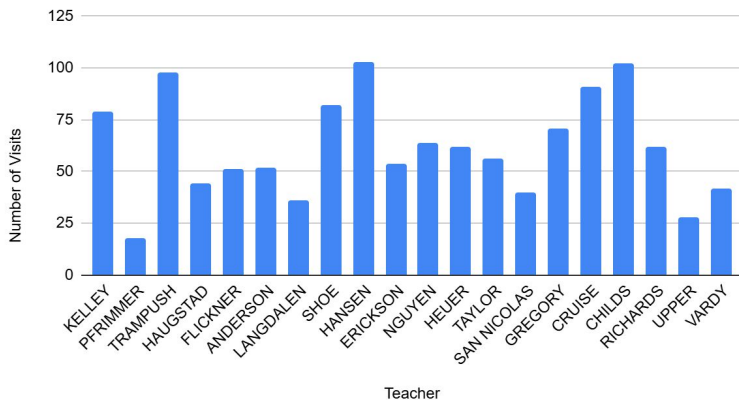
Closing Gaps in Behavior

Number of Entries vs. Date of Entry

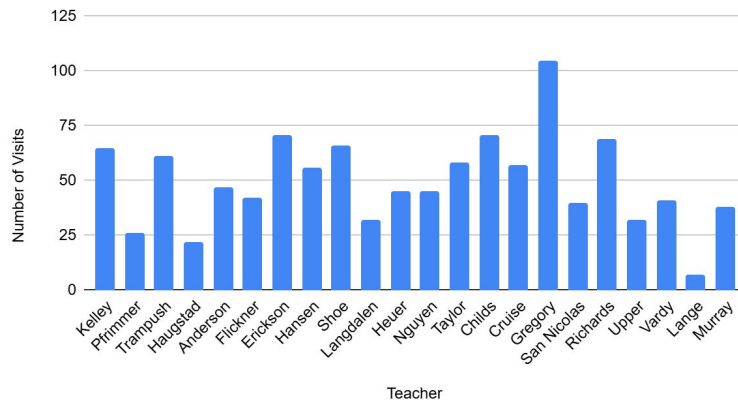


Closing gaps in Health Room Visits

1st Quarter Health Room Visits



2nd Quarter Health Room Visits



Contact made with families for students with 10+ visits from nurse and/or counselor to determine individual needs: illness vs. emotional support, break, or academic struggles



AAP Goals: End the Year Strong!

1. Academics: Review data for Delta Math data and **adjust instruction and WIN groups** for on-grade level standards
2. **Behavior:** Create tiered intervention plan for all levels using Panorama Playbook. Establish **non-negotiables for addressing student behavior needs in Tier 1**
3. Attendance: Conferences and/or Community Engagement Board meetings with **critical absence students** and families
4. Health Room: Continue tracking classroom and individual student trends; **counselor contact vs. healthroom**

Thank You!



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