

# School Report 2024-25

## Cedarhome 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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# Cedarhome AAP Goals

## ELA

- K-3 Decoding
- 3-5 Comprehension

## Math

- Composing and decomposing numbers

## MTSS

- Supports in the classroom to access core instruction

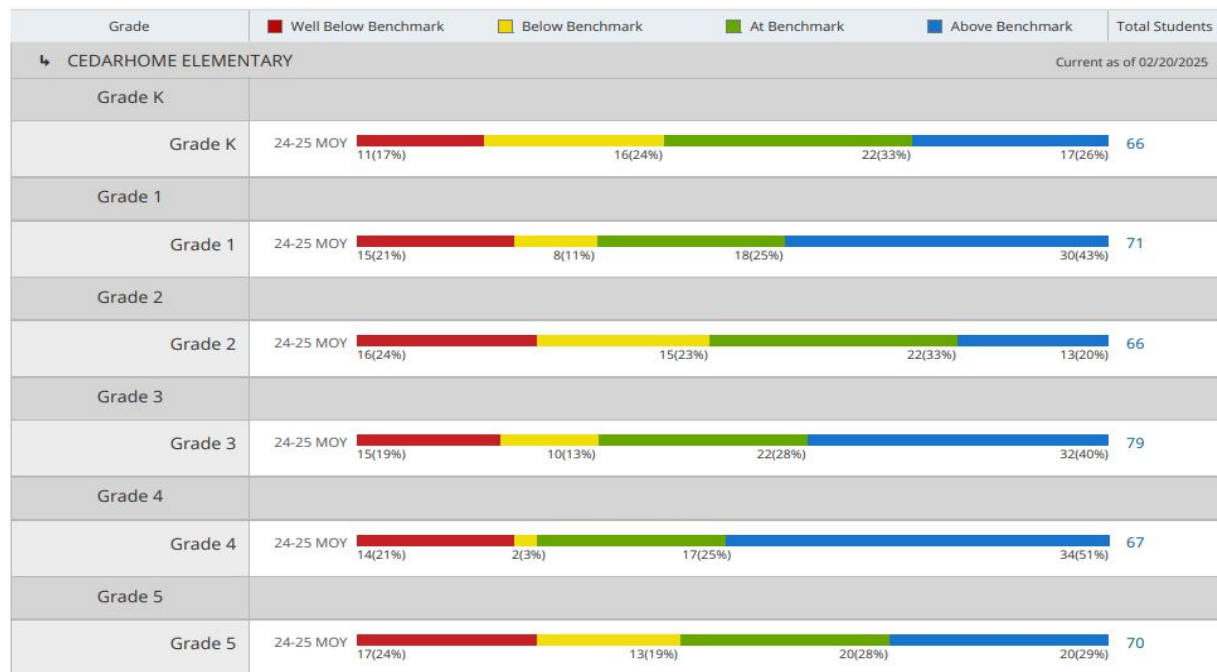


## Recap: What We Expect to See

- ◆ Staff collaboration around data to create flexible groupings of students to close gaps in reading and math.
- ◆ Supports available that allow all students access to core instruction.
- ◆ Increase in student confidence in reading and math.



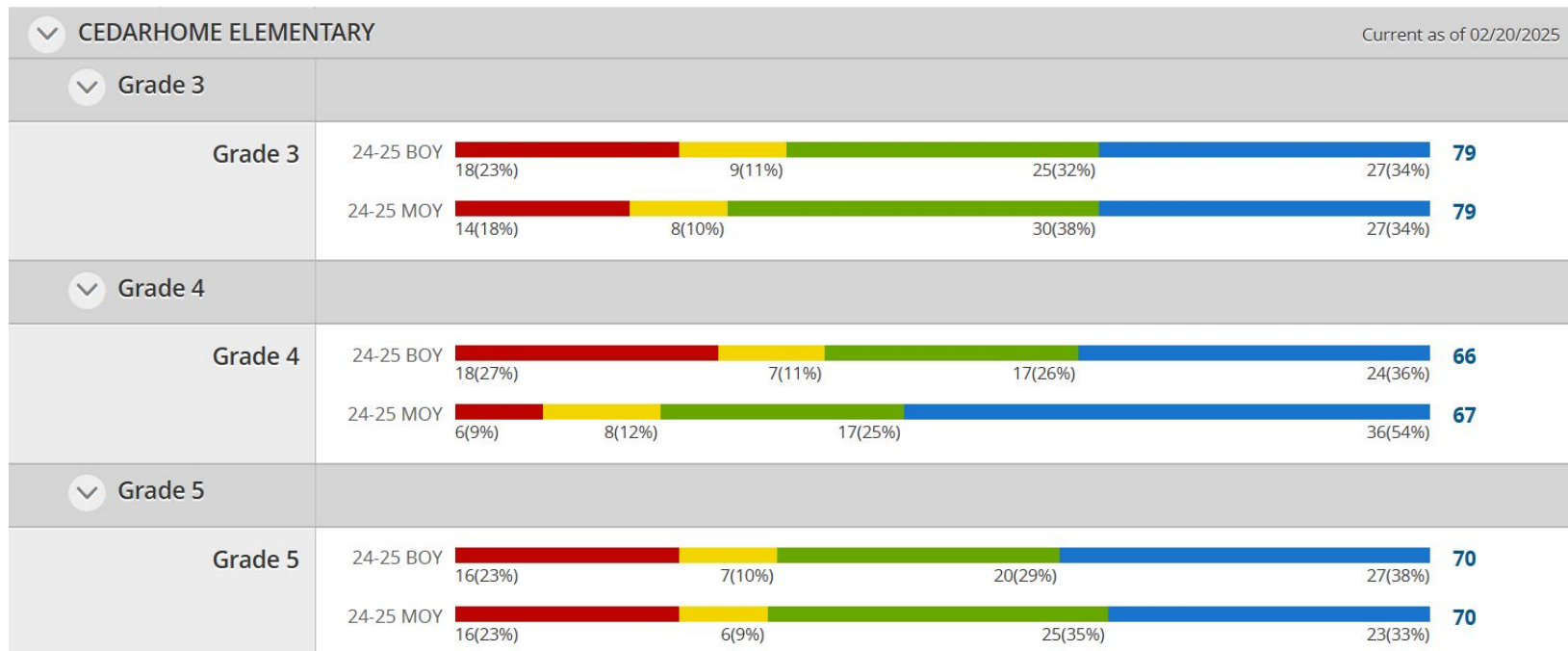
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# Staff collaboration around data to create flexible groupings of students to close gaps in reading and math

## Delta Math Groups

|                |                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------|
| <b>1st</b>     | MTSS team pulling a group of students, classroom teachers supporting small groups in their classroom |
| <b>2nd/3rd</b> | Team members sharing students among their grade levels                                               |
| <b>4th/5th</b> | MTSS team pulling a group of students, classroom teachers supporting small groups in their classroom |



## **Staff collaboration around data to create flexible groupings of students to close gaps in reading and math**

| <b>Fourth Grade Intervention Groups</b> | <b>Growth</b> |
|-----------------------------------------|---------------|
| Standard 1                              | 80% to 91%    |
| Standard 2                              | 48% to 83%    |
| Standard 3                              | 26% to 55%    |



**Staff collaboration around data to create flexible groupings of students to close gaps in reading and math.**

| <b>Fifth Grade Intervention Groups</b> | <b>Growth</b> |
|----------------------------------------|---------------|
| Standard 1                             | 52% to 80%    |
| Standard 2                             | 51% to 79%    |
| Standard 3                             | 67% to 84%    |
| Standard 4                             | 64% to 79%    |



# Supports available that allow all students access to core instruction

**Belonging** — *how do we support and respond to behavior when we know it is a form of communication?*

**Teacher Child Interaction Training** — Labeled Praise; Reflection, Behavior Descriptions

**Formally documented behavior incidents** —

- November down about  $\frac{1}{3}$  from October
- December down about  $\frac{1}{3}$  more from November

# Increase in student confidence in reading and math

- Interim assessments — 3rd, 4th, and 5th
- Training around Universal Design for Learning





## Now until the end of the year

- ◆ Staff collaboration around data to create flexible groupings of students to close gaps in reading and math.
- ◆ Supports available that allow all students access to core instruction.
- ◆ Increase in student confidence in reading and math.

# Thank You!



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