Strategic Plan Presentation

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September 16, 2025

Goal 4 - Continuous Growth - All Students, All Subjects

Outcome a -Increased percentage of students demonstrating proficiency on standards.

All Students Empowered and Future-Ready

Goal 4

Continuous Growth – All Students, All Subjects

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

OUTCOMES

a. Increased percentage of students demonstrating proficiency on standards.

Interpretation

Our interpretation of this goal area is that by the Spring of 2025, a greater percentage of students in grade 6 will meet or exceed standards in ELA and Math as measured by the Smarter Balanced Assessment (SBA) using the following rubric:

- Not in Compliance: 0/2 areas show growth (neither math nor reading)
- Partial Compliance: 1/2 areas show growth (math or reading)
- Full Compliance: 2/2 areas show growth (math and reading)

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Rationale

The state assessments in ELA and Math, referred to as Smarter Balanced Assessments (SBA), are aligned to the Common Core State Standards, adopted in our state in 2011 and first administered in 2015.

Having a system in which our standards, instructional materials, and outcome assessments are all aligned provides reliable feedback about the degree to which our students are demonstrating proficiency.

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Current Data

NTPS & State SBA 6th Grade Results
Spring 2024 vs. Spring 2025

SBA Assessment	Spring 2024 District	Spring 2024 State	Spring 2025 District*	Spring 2025 State**	Met Goal
ELA	40.9%	46.4%	46.3%	47.7%	✅ Yes
Math	28.3%	37.3%	32.7%	38.6%	✅ Yes

*NTPS data updated on September 10.
**State data updated on September 10.

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NTPS:

- In Spring of 2025, sixth-grade students achieved a **5.4% increase** in performance in ELA compared to the previous year
- In Spring of 2025, sixth-grade students achieved a **4.4% increase** in performance in Math compared to the previous year

In Spring of **2024**, we were 5.5**% below** in ELA and 9**% below** in Math as compared to the state.

In Spring of **2025**, we were 1.4**% below** in ELA and 5.9**% below** in Math compared to the state.

This demonstrates that we are closing the gap with state rates.

Goal 4, Outcome a: Focus for 2025-26

Pillar 1

Standards-aligned, Culturally Responsive Teaching & Learning

Alignment to Key Actions	Next Steps & Strategies
1.1.A. Align curriculum, assessments, instruction, instructional materials, and technology across content areas and grade levels.	• Common pacing guides aligned to grade level Common Core and Next Generation Science Standards. • Reboot of MTSS and PLC focus
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.	• Adoption of PreK-5th grade ELA, Social Studies • Professional Development
1.1.C. Use ongoing assessment results to differentiate instruction for intervention, acceleration, and enrichment for each student.	• PLC Data Based Decision Making Model (DBDM)
1.2.C. Nurture a mindset of high expectations and high capability for all students by reflecting on the assumptions that practitioners make about their students, the students' backgrounds, and the practitioner's own sense of professional efficacy.	• Tier 1 Focus on Universal Standards of Practiced • Inclusionary lesson design: multiple opportunities and individual choice, and varying demands.
1.3.A. Ensure that students have multiple opportunities within a lesson to practice skills and ideas individually and in small groups, with timely, focused descriptive feedback from their teacher.	• Strengthen equitable grading practices at secondary level. • Increase consistency, accuracy, and bias-resistance in grading. • Provide students with clarity on intended learning & success criteria.

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We are in compliance with this goal.

We propose maintaining the existing SMART goal which is: to increase the percentage of sixth-grade students meeting or exceeding standards on the Spring 2026 Smarter Balanced Assessment in both ELA and Math as compared to the prior year.

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Questions?



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