

Runnymede Elementary School

School Improvement Plan

2025-2026

School Vision / Mission

Runnymede strives to provide a safe environment to deliver the highest quality education to meet student needs as we prepare them for success in school and participation in the larger community.

Carroll County Public Schools Vision 2024-2029

Improve Academic Achievement

- CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.
- CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.

Strengthen Productive Family & Community Partnerships

- Communication between CCPS and the community demonstrates transparency, trust, and respect.
- CCPS partners with local government, businesses, and agencies to support student learning.
- CCPS will increase transparency in the public procurement process.

Develop and Support a Successful Workforce

- CCPS recruits qualified candidates for all teacher positions.
 - CCPS supports staff to build the Blueprint for Maryland's Future career ladder.
 - CCPS recruits and retains diverse employees reflective of our student community.
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- CCPS maintains class sizes that support learning.

Provide a Secure, Healthy, & Modern Learning Environment

- CCPS promotes a culture of school security to protect and educate our students.
- CCPS maintains modern schools, facilities, and resources that support the educational program.

School Needs Assessment- ELA

PreK 2024-2025 Spring Results:

	Upper Letter ID	Lower Letter ID	Letter Sounds	Concepts Of Print	Initial Consonants the Same	Blend Onset Rime
RUE Meeting	88%	76%	68%	100%	39%	85%
RUE Compared to County Average	Below by 5%	Below by 14%	Below by 18%	Above by 4%	Below by 41%	Above by 12%

Kindergarten 2024-2025 Spring Results:

	Acadience PSF	DAPPA Blending	Letter Sounds	Acadience NWF CLS	HSIW	CCPA 1A Short Vowels	CCPA 1B Long Vowel	CCPA 2A CVC	Updated HFW	Acadience Composite
RUE Meeting	92%	98%	92%	77%	77%	97%	96%	88%	86%	84%
RUE Compared to County Average	Above by 9%	Above by 3%	Equal	Above by 6%	Above by 5%	Above by 2%	Above by 3%	Above by 4%	Below by 2%	Above by 8%

1st Grade 2024-2025 Spring Results:

	Acadience NWF CLS	Acadience NWF WWR	CCPA 2C Blends	CCPA 2D VCE	CCPA 2E Two Syllable Closed	Updated HFW	Acadience ORF WCPM	Acadience ORF Accuracy	Acadience Composite
RUE Meeting	61%	77%	88%	73%	74%	61%	50%	57%	57%
RUE Compared to County Average	Above by 5%	Above by 5%	Above by 1%	Below by 9%	Above by 3%	Below by 8%	Below by 9%	Below by 8%	Below by 5%

2nd Grade 2024-2025 Spring Results:

	CCPA 2G	CCPA 2I	CCPA 2J	Acadience ORF WCPM	Acadience ORF Accuracy	Acadience ORF Retell #	Acadience ORF Retell Quality	Acadience Composite	MAP Growth	CBA2 Lit	CBA2 Opinion
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RUE Meeting	95%	78%	54%	57%	72%	70%	84%	68%	48%	82%	86%
RUE Compared to County Average	Above by 5%	Below by 3%	Below by 7%	Below by 2%	Above by 3%	Above by 3%	Above by 3%	Above by 3%	Below by 1%	Above by 3%	Above by 5%

3rd Grade 2024-2025 Spring Results:

	CCPA 2I	CCPA 2J	Acadience ORF WCPM	Acadience ORF Accuracy	Acadience ORF Retell #	Acadience ORF Retell Quality	Maze	Acadience Composite	MAP Growth	CBA2 Lit	CBA2 Opinion
RUE Meeting	79%	81%	48%	60%	72%	54%	54%	55%	41%	70%	66%
RUE Compared to County Average	Below by 6%	Below by 4%	Below by 11%	Below by 9%	Below by 3%	Below by 11%	Below by 1%	Below by 12%	Below by 11%	Below by 4%	Below by 9%

4th Grade 2024-2025 Spring Results:

	CCPA 2I	CCPA 2J	CBA2 Opinion	CBA2 Literary	MAP Growth
RUE Average	90%	91%	72%	79%	59%
RUE Compared to County Average	92%	93%	Below by 1%	Below by 1%	Above by 7%

5th Grade 2024-2025 Spring Results:

	CCPA 2I	CCPA 2J	CBA2 Opinion	CBA2 Literary	MAP Growth
RUE Average	93%	91%	78%	75%	38%
RUE Compared to County Average	96%	97%	Above by 1%	Below by 2%	Below by 8%

24-25 Grades 3- 5 ELA MCAP Data

52% of RUE grade 3 students (current grade 4 students) performed as proficient or distinguished on the grade 3 ELA MCAP compared to 65% of CCPS grade 3 students.



Demographic Performance Level Summary

Grade 3 ELA/Literacy
Spring 2025

Maryland 65870 Student(s)	 7 43 44 6
CARROLL COUNTY 2037 Student(s)	 4 31 57 8
RUNNYMEDE ELEMENTARY 115 Student(s)	 10 38 48 4

64% of RUE grade 4 students (current grade 5 students) performed as proficient or distinguished on the grade 4 ELA MCAP compared to 63% of CCPS grade 4 students.



Demographic Performance Level Summary

Grade 4 ELA/Literacy
Spring 2025

Maryland 64010 Student(s)	 11 41 38 10
CARROLL COUNTY 1998 Student(s)	 6 31 50 13
RUNNYMEDE ELEMENTARY 90 Student(s)	 9 27 54 10

51% of RUE grade 5 students performed as proficient or distinguished on the grade 5 ELA MCAP compared to 57% of CCPS grade 5 students.



Demographic Performance Level Summary

Grade 5 ELA/Literacy
Spring 2025

Maryland 65281 Student(s)	 15 40 40 5
CARROLL COUNTY 2030 Student(s)	 7 35 50 7
RUNNYMEDE ELEMENTARY 106 Student(s)	 10 39 49 2

SIP ELA Trend Data and Targets 2025-2026

Fall 2017 to Spring 2024: Reading Level (K&1)/Reading Inventory (2-5 th) Fall 2024 to current: Acadience (K-3)/Map Growth (3-5 th)							
	Pre-K (Letter ID)	K	1 st	2 nd	3 rd	4 th	5 th
2017-2018	-	98.9%	89.9%	77.5%	60.4%	72.9%	81.7%
2018-2019	-	95.35%	91.84%	72.82%	77.27%	67.39%	75.49%
2019-2020	No assessment data available due to school closure						
2020-2021	-	84.8%	68.09%	55.22%	61.18%	73.91%	68.57%
Target for 2020-2021	-	90% (not)	90% (not)	76 %(met)	81%(not)	71%(not)	79%(not)
2021-2022	80%	93%	73%	68%RL/66% RI	42%	66%	69%
Target for 2021-2022	75%(met)	75%(met)	90%(not)	75%(not)	65%(not)	70%(not)	80%(not)
2022-2023	77%	88%	73%	76% RL 73% RI	56.7%	57.6%	77%
Target for 2022-2023	80%(not)	85%(met)	90% (not)	75%(met)	70%(not)	70%(not)	70%(met)
2023-2024	91%	80%	76%	69% RL 60% RI	70%	63%	63%
Target for 2023-2024	80%(met)	85% (not)	80%(not)	75%(not)	80% (not)	70% (not)	70%(not)
2024-2025	82%	84%	57%	68%	55%* MAP-41%	MAP-59%	MAP-38%
Target for 2024-2025 (K-3 Meeting Acadience Composite)	90%(not) <i>(upper & lowercase letters)</i>	80%(met) <i>(decrease yellow by 6 students)</i>	75%(not) <i>(decrease yellow by 7 students)</i>	80%(not) <i>(decrease yellow by 5 students)</i>	65%(not)* <i>(decrease yellow by 12 students)</i>	n/a	n/a
Target for 2025-2026 (K-3 Meeting Acadience Composite; 4-5 Meeting Green on MAP Growth)	70% for meeting initial consonant sounds (RUE- 39%, county- 80%; below by 41%)	75%	70% <i>(EOY K RUE- 84% and above county by 8%; 1st county average- 62%)</i>	65% <i>(EOY 1st- 57% and below county by 5%; 2nd county average 65%)</i>	70% <i>(EOY 2nd- 68% and above county by 3%; 3rd county average 67%)</i>	MAP- 50% <i>(EOY MAP 3rd- 41% and below county by 11%; 4th county average 53%)</i>	MAP- 55% <i>(EOY MAP 4th- 59% and above county average by 7%; 5th county average 46%)</i>

Spring Comprehension Benchmark Assessment (2-5)				
	2 nd	3 rd	4 th	5 th
2017-2018	87.3%	74.7%	68.4%	83.7%
2018-2019	62%	59.05%	51.65%	56.31%
2019-2020	No assessment data available due to school closure			
2020-2021 *Fiction Only	68.67%	51.19%	62.37%	66.67%
Target for 2020-2021	66% (met)	65% (not)	61% (not)	63% (not)
2021-2022 *Literary/Opinion	86%	66.4% 62.43%	69.94% 71.05%	70.31% 67.91%
Target for 2021-2022 *Literary Only	75% (met)	60% (met)	70% (met)	70% (met)
2022-2023 *Literary/Opinion	84.82% 87.36%	73.7% 68.5%	73.05% 66.02%	76.53% 70.44%
Target for 2022-2023	80% (met)	80% (not)	70% (met)	80% (not)
2023-2024	78% 81%	74% 71%	76% 72%	71% 69%
Target for 2023-2024	80%(not)	80%(not)	75%(not)	75% (not)
2024-2025	78% 82% Avg.- 80%	66% 70% Avg.- 68%	79% 72% Avg.-75.5%	75% 78% Avg.-76.5%
Target for 2024-2025	80%(met)	80%(not)	75%(met)	75%(met)
Target for 2025-2026	80%	80%	70%	75%
Fall, Winter, Spring Benchmark Advance Assessment Average of Scores				

School Needs Assessment- Math

Trend data from 2020-2025 CCPS EOY assessments indicates that:

- Students in Pre-K- grade 1 demonstrate consistent mastery of math concepts. Specific analysis of content standards in these grades reveals the percentage of students scoring 80% or higher is generally in the 80-90% range.
- Less than 80% of students in grades 2-5 consistently met or exceeded 80% mastery of grade level content.
*See Trend Data Table Below

24-25 Grades 3- 5 Math MCAP Data:

59% of RUE grade 3 students (current grade 4 students) performed as proficient or distinguished compared to 66% of CCPS grade 3 students.



Demographic Performance Level Summary

Grade 3 Math
Spring 2025

Maryland 66408 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">22</td> <td style="border: 1px solid black; padding: 2px 5px;">36</td> <td style="border: 1px solid black; padding: 2px 5px;">37</td> <td style="border: 1px solid black; padding: 2px 5px;">5</td> </tr> </table>	22	36	37	5
22	36	37	5		
CARROLL COUNTY 2034 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">8</td> <td style="border: 1px solid black; padding: 2px 5px;">25</td> <td style="border: 1px solid black; padding: 2px 5px;">59</td> <td style="border: 1px solid black; padding: 2px 5px;">7</td> </tr> </table>	8	25	59	7
8	25	59	7		
RUNNYMEDE ELEMENTARY 115 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">11</td> <td style="border: 1px solid black; padding: 2px 5px;">30</td> <td style="border: 1px solid black; padding: 2px 5px;">52</td> <td style="border: 1px solid black; padding: 2px 5px;">7</td> </tr> </table>	11	30	52	7
11	30	52	7		

57% of RUE grade 4 students (current grade 5 students) performed as proficient or distinguished compared to 56% of CCPS grade 4 students.



Demographic Performance Level Summary

Grade 4 Math
Spring 2025

Maryland 64538 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">23</td> <td style="border: 1px solid black; padding: 2px 5px;">42</td> <td style="border: 1px solid black; padding: 2px 5px;">31</td> <td style="border: 1px solid black; padding: 2px 5px;">4</td> </tr> </table>	23	42	31	4
23	42	31	4		
CARROLL COUNTY 2002 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">8</td> <td style="border: 1px solid black; padding: 2px 5px;">35</td> <td style="border: 1px solid black; padding: 2px 5px;">51</td> <td style="border: 1px solid black; padding: 2px 5px;">5</td> </tr> </table>	8	35	51	5
8	35	51	5		
RUNNYMEDE ELEMENTARY 90 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">7</td> <td style="border: 1px solid black; padding: 2px 5px;">36</td> <td style="border: 1px solid black; padding: 2px 5px;">54</td> <td style="border: 1px solid black; padding: 2px 5px;">3</td> </tr> </table>	7	36	54	3
7	36	54	3		

40% of RUE grade 5 students performed as proficient or distinguished compared to 45% of CCPS grade 5 students



Demographic Performance Level Summary

Grade 5 Math
Spring 2025

Maryland 65777 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">19</td> <td style="border: 1px solid black; padding: 2px 5px;">50</td> <td style="border: 1px solid black; padding: 2px 5px;">29</td> <td style="border: 1px solid black; padding: 2px 5px;">2</td> </tr> </table>	19	50	29	2
19	50	29	2		
CARROLL COUNTY 2033 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">7</td> <td style="border: 1px solid black; padding: 2px 5px;">48</td> <td style="border: 1px solid black; padding: 2px 5px;">44</td> <td style="border: 1px solid black; padding: 2px 5px;">1</td> </tr> </table>	7	48	44	1
7	48	44	1		
RUNNYMEDE ELEMENTARY 106 Student(s)	<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">8</td> <td style="border: 1px solid black; padding: 2px 5px;">53</td> <td style="border: 1px solid black; padding: 2px 5px;">40</td> <td style="border: 1px solid black; padding: 2px 5px;">0</td> </tr> </table>	8	53	40	0
8	53	40	0		

SIP Math Trend Data and Targets 2025-2026

Percent of students $\geq 80\%$ on CCPS Benchmark Assessments		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	25-26 Target
Pre-K	Jan	71	75	94	100	91	94	$\geq 90\%$
	May	N/A	69	89	95	91	85	
Kindergarten	Jan	86	71	81	89	83	95	$\geq 90\%$
	May	N/A	92	86	88	91	92	
1st Grade	Jan	85	79	93	84	91	81	$\geq 90\%$
	May	N/A	85	96	92	95	92	
2nd Grade	Jan	64	52	74	67	57	76	$\geq 80\%$
	May	N/A	54	69	68	67	79	
3rd Grade	Jan	53	40	41	52	45	43	$\geq 70\%$
	May	N/A	71	52	54	74	39	
4th grade	Jan	54	40	49	38	34	42	$\geq 70\%$
	May	N/A	57	61	54	59	62	
5 th Grade	Jan	59	57	53	57	39	59	$\geq 70\%$
	May	N/A	29	51	60	56	32	
RUE Overall % Meeting					MYA 2025		67	$\geq 73\%$
					EOY 2025		67	

School Improvement Goal 2025-2026

1. **ELA Reading:** Runnymede Elementary School will increase the percentage of students reading on grade level, indicated by grade level targets, as measured by local assessments (PreK PLA, Acadience K-3, Map Growth 4-5) while grades 4 and 5 will increase by 6% on MCAP.

ELA Reading Strategic Actions	Timeline	Measures of Success/Desired Performance Level
<p>1.1 Consistent utilization of formative and summative assessment data to inform students and instructional practices including first pass instruction, reteach, and extension.</p> <ul style="list-style-type: none"> • Set a timer to adhere to the required daily time allotment for each component of the ELA block (refer to CCPS ELA Daily Schedule) • During Teaming/Planning, Kidtalking, Data Meetings/SLO, IST, etc. utilize the CCPS grade specific ELA Instructional Decision-Making Tree to determine next instructional steps • 1 ELA meeting per month, lead and directed in collaboration with the team leader, ELA Specialist and/or Mentor Teacher to check-in on SIP/SLO progress, set/monitor instructional SMART goals created at the team OR individual teacher level; team leaders will include preparation for monthly data meeting in prior monthly team meeting, and individual teachers are responsible for coming prepared with appropriate formative/summative data reflective on selected SLO and SMART Goal • As needed, consult the Resource Team to support teacher instruction or student academics • Flexible small groups based on phonics, fluency, vocabulary, comprehension, and writing needs to target all students, including 	<p>All listed actions will occur from September 2025 through May 2026</p>	<p>1.1 Foundations Tracking Documents, Kid Talking Documents, Intervention Snapshot. Purposeful Scheduling of Instructional Assistants and Interventionists; Resource Team Meetings and Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Performance on SIP, WIGS, SLOs, & County Assessments.</p>

<p>those needing extension beyond grade level expectations (grades 2-5 will utilize Benchmark Advance intervention resources and Special Educators STEPS to Advance 2nd-3rd)</p> <ul style="list-style-type: none"> • Progress monitoring using Acadience, Foundations, etc. assessment resources 		
<p>1.2 All teachers will use word, sentence, and passage fluency-building techniques and provide targeted instruction in accuracy, prosody, and/or expression to support reading comprehension.</p> <ul style="list-style-type: none"> • Alphabetic Prosody, Speed Drills- Letters, Sounds, Words, Phrases, Sentences, Repeated Reading, Partner Reading, Listening to Read-Alouds, Reader’s Theatre, Etc. 		<p>1.2 Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observation of explicit instruction in fluency and student activities/student created resources; Performance on SIP, WIGS, SLOs, & County Assessments.</p>
<p>1.3 All teachers will support students in constructing a coherent mental model of the text by incorporating research-supported strategies into comprehension instruction.</p> <ul style="list-style-type: none"> • Pre-plan for building student comprehension using before, during, and after reading strategies. • Gradual release of responsibility (I DO, WE DO, YOU DO) • Provide daily practice of immediate recall retelling without the text present, which includes sequenced key details and text specific vocabulary that support the main idea • Create an interactive text experience with the Six Thinking Moves by continuing the use of <i>Switching on What You Know (#1)/Mapping the Text (#2)</i> and build experience with <i>Keep a Close Eye on Comprehension (#3)/Digging Below the Surface(#4)</i> 		<p>1.3 Comprehension Professional Development; Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs (Comprehension Planner); Walkthroughs/Observation of Teacher Explicit Think Alouds/Gradual Release of Responsibility; Walkthroughs/Observation of Students Actively Engaged with Texts by Annotating; Performance on SIP, WIGS, SLOs, & County Assessments.</p>
<p>1.4 All teachers will build strategies for student independence by explicitly teaching strategies to strengthen executive functioning skills.</p> <ul style="list-style-type: none"> • Quarterly Focus Areas – using Executive Functioning Toolkit Strategies • Identify area of need (planning/organization, initiation, attention/focus, time management, self-regulation, problem solving/decision making) • Provide mini lessons on strategies for students 		<p>1.4 School-Wide Executive Functioning Initiative with quarterly targets; Data Meetings and Kidtalk Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observations of learners using a variety of strategies for success; Performance on SIP, WIGS, SLOs, & County Assessments</p>

<ul style="list-style-type: none"> • Create individualized plans and measurable goals for students as needed 		
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School Improvement Goal 2025-2026
<p>2. ELA Writing: Runnymede Elementary school will decrease the Benchmark Assessment gap between the county average and the school average as indicated by grade level targets.</p>

ELA Writing Strategic Actions	Timeline	Measures of Success/Desired Performance Level
<p>2.1 – Consistent utilization of formative and summative assessment data to inform students and instructional practices including first pass instruction, reteach, and extension.</p> <ul style="list-style-type: none"> • Set a timer to adhere to 30 min. of a daily writing block • Minimum 30 min. block schedule with 15 minutes whole group lesson and 15 minutes student independent writing/teacher conferring. • Writing block to include process of pre-write, draft, revise/edit, publish, reflect; utilize rubric; grades 2-5 utilize Benchmark Advance rubrics for self-assessment. • K-5 utilization of Foundations (or Just Words/Wilson) Proofreading Procedures as daily routine to increase student accountability for editing across content • Teachers with special education students will create and use accommodations charts for students with a consistent use of identified organizers/tools 	<p>All listed actions will occur from September 2025 through May 2026</p>	<p>2.1 Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observation of Teacher Explicit Modeling/Gradual Release of Responsibility (Writing Workshop Structure); Walkthroughs/Observation of minilessons; Performance on SIP, WIGS, SLOs, & County Assessments.</p>
<p>2.2 K-5 teachers, including Humanities, STEM, Special Educators, and Special Areas will provide opportunities for informal writing tasks, such as quick writes, that target strategies for building sentence structure to support writing composition (refer to <i>The Writing Revolution strategies</i>).</p> <ul style="list-style-type: none"> • Kindergarten- sentence expansion and sentence types 		

<ul style="list-style-type: none"> • 1st Grade- sentence expansion, sentence types, basic conjunctions • 2nd Grade- sentence types, basic conjunctions, sentence fragments, sentence revision • 3rd through 5th grade- sentence fragments, subordinating conjunctions, sentence revision 		<p>structure and student activities for application; Student Performance on Student Writing Samples and CCPS Writing Rubric K/1- Clarity (Sentence Variety) and Conventions Benchmark Advance Rubrics for students 2-5.</p>
<p>2.3 PreK-5 teachers, including Humanities, STEM, Special Educators, and Special Areas, will provide instruction and support students in developing handwriting skills according to the CCPS PreK-5 Handwriting Curriculum.</p> <ul style="list-style-type: none"> • In K-2, students will produce legible writing with correct letter formation of manuscript letters. • In 3-5, students will provide final writing products for presentation or publications, including applying cursive handwriting skills neatly and legibly when handwriting is preferable, or technology is not available. 		<p>2.3 Collaborative Planning based on individual or team needs; Student writing samples; K-3rd performance on Foundations Assessments; Student Performance on Writing Samples.</p>
<p>2.4 All teachers will build strategies for student independence by explicitly teaching strategies to strengthen executive functioning skills.</p> <ul style="list-style-type: none"> • Quarterly Focus Areas – using Executive Functioning Toolkit Strategies • Identify area of need (planning/organization, initiation, attention/focus, time management, self-regulation, problem solving/decision making) • Provide mini lessons on strategies for students • Create individualized plans and measurable goals for students as needed 		<p>2.4 School-Wide Executive Functioning Initiative with quarterly targets; Data Meetings and Kidtalk Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observations of learners using a variety of strategies for success; Performance on SIP, WIGS, SLOs, & County Assessments</p>

<p>School Improvement Goal 2025-2026</p>	
<p>1. Math: Runnymede Elementary School will increase the number of students, PreK-5, meeting or exceeding 80% on the EOY Math Benchmark by 6% ($\geq 73\%$ of students) while also increasing by 6% the number of students in grades 4 and 5 performing as proficient or distinguished learners on the spring 2026 Math MCAP assessment.</p> <p><i>The CCPS Elementary Mathematics Vision is for all students to demonstrate mathematical confidence through engaging, hands-on learning experiences.</i></p>	

We are committed to differentiated instruction based on assessment data, ensuring that all learners develop deep conceptual understanding, fluency, and mathematical proficiency. By fostering a love for mathematics and encouraging active participation, we empower students to apply their knowledge to real-world situations with confidence and purpose.

Math Strategic Actions	Timeline	Measures of Success/Desired Performance Level
<p>3.1 All grade-level math teachers will consistently utilize high-yield formative activities and assessments to allow student practice and guide instruction (NCTM Effective Math Teaching Practice 1, 5, 8)</p> <ul style="list-style-type: none"> • Graded/Non-graded formative assessments include: <ul style="list-style-type: none"> -observations -interviews -hinge questions -written work that is aligned to concepts and skills within a standard. • Graded/Non-graded formative assessments are used to: <ul style="list-style-type: none"> -collect evidence of student understanding of skills and concepts within domain standards. -guide daily instructional plans and practices • Formative assessments are used for grades only after students have had multiple experiences and have completed non-graded formative assessments for a specific concept/skill/standard. • Daily practice opportunities are not limited to worksheets. Daily practice and assessment emphasize opportunities for students to: <ul style="list-style-type: none"> -engage with use of manipulatives and tools (with and without teacher), -work independently and/or collaboratively (game, center, etc.) 	<p>All listed actions will occur from September 2025 through May 2026</p>	<p>3.1 Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observation; Walkthroughs/Observation of minilessons; Performance on WIGS, SLOs, & County Assessments.</p>
<p>3.2 All grade-level math teachers will consistently utilize high-yield formative feedback to inform students and guide instructional practices (NCTM Effective Math Teaching Practice 1, 4, 5,6, 7,8)</p> <ul style="list-style-type: none"> • Error analysis opportunities given for most missed items 		<p>3.2 Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observation; Performance on WIGS, SLOs, & County Assessments.</p>

<ul style="list-style-type: none"> • Opportunities for students to revisit and respond to strengths/ misconceptions in their own work. 		
<p>3.3 All grade-level math teachers will facilitate daily math routines and tasks that support number sense and reasoning. (NCTM Effective Math Teaching Practice 1, 2,3,4,7)</p> <ul style="list-style-type: none"> • Daily Number Sense Reasoning Routines provide opportunities for students to <ul style="list-style-type: none"> -observe, examine, and explore mathematical concepts and relationships -participate in discussions with other students (share thinking, defend/justify thinking) • Math tasks utilized throughout unit instruction (small group collaboration, random grouping, productive struggle) • Practice allows opportunities for assessing the reasonableness of solutions within a multiple-choice format. (grades 3-5) 		<p>3.3 Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observation; Performance on WIGS, SLOs, & County Assessments.</p>
<p>3.4 All grade-level math teachers, PreK- 5 will facilitate standards-focused fluency instruction that includes (NCTM Effective Math Teaching Practice 1, 2, 3, 5)</p> <ul style="list-style-type: none"> • Routines and activities to develop and practice procedural automaticities that support number sense and fluency. <ul style="list-style-type: none"> -Basic facts (K-3) -Counting routines (PreK-5) -Decomposing (PreK-5) - Skip counting/ benchmark multiples (PreK-5) - Doubling/halving (1st- 5th) - Common equivalencies (4th-5th) • Explicit instruction of and practice with number sense focused computational strategies. With connections from concrete/visual models to strategies. <ul style="list-style-type: none"> - Count on/back (Pre K-5) - Make five/tens/hundreds/wholes etc.(PreK-5) - Using partials (1st-5th) - Break apart to multiply (4th-5th) - Halve and double (2nd -5th) - Compensation (1st-5th) - Inverse relationships (1st- 5th) 		<p>3.4Data Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observation; Performance on WIGS, SLOs, & County Assessments.</p>

<ul style="list-style-type: none"> Modeling of “Reasonableness” throughout instruction with opportunities for students to – assess for reasonableness -assess and choose effective computational strategies 		
<p>3.5 All teachers will build strategies for student independence by explicitly teaching strategies to strengthen executive functioning skills.</p> <ul style="list-style-type: none"> Quarterly Focus Areas – using Executive Functioning Toolkit Strategies Identify area of need (planning/organization, initiation, attention/focus, time management, self-regulation, problem solving/decision making) Provide mini lessons on strategies for students Create individualized plans and measurable goals for students as needed 		<p>3.5 School-Wide Executive Functioning Initiative with quarterly targets; Data Meetings and Kidtalk Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observations of learners using a variety of strategies for success; Performance on SIP, WIGS, SLOs, & County Assessments.</p>

<p>4.ETM: FaRMS (includes special ed and gen ed students) students in grades 3-5 will meet their targeted band growth as defined below</p> <table border="1" data-bbox="544 1018 1128 1281"> <tr> <td data-bbox="544 1018 852 1102">Students scoring $\geq 80\%$</td> <td data-bbox="852 1018 1128 1102">Maintain or increase %</td> </tr> <tr> <td data-bbox="544 1102 852 1186">Students scoring 60-79%</td> <td data-bbox="852 1102 1128 1186">Increase to 80% or better</td> </tr> <tr> <td data-bbox="544 1186 852 1281">Students scoring $\leq 59\%$</td> <td data-bbox="852 1186 1128 1281">Increase by 30%</td> </tr> </table>			Students scoring $\geq 80\%$	Maintain or increase %	Students scoring 60-79%	Increase to 80% or better	Students scoring $\leq 59\%$	Increase by 30%
Students scoring $\geq 80\%$	Maintain or increase %							
Students scoring 60-79%	Increase to 80% or better							
Students scoring $\leq 59\%$	Increase by 30%							
Strategic Actions	Time Line	Measures of Success / Desired Performance Level						
<p>4.1 Reorganize the framework for special education staff by assigning a special education teacher solely to one grade in 2nd through 5th grades.</p> <p>4.2 All teachers will build strategies for student independence by explicitly teaching strategies to strengthen executive functioning skills.</p> <ul style="list-style-type: none"> Quarterly Focus Areas – using Executive Functioning Toolkit Strategies Identify area of need (planning/organization, 	<p>September 2025-June 2026</p>	<p>4.1 Data Meetings and collaborative planning with Grade Levels including general ed, special ed teachers, and interventionists.</p> <p>4.2 School-Wide Executive Functioning Initiative with quarterly targets; Data Meetings and Kidtalk Meetings with Grade Levels; Collaborative Planning based on individual or team needs; Walkthroughs/Observations of learners using a variety of strategies for success; Performance on SIP, WIGS, SLOs, & County Assessments.</p> <p>4.3 Student growth on unit assessments, Mid-Year Assessment, and End of Year Assessments.</p>						

<p>initiation, attention/focus, time management, self-regulation, problem solving/decision making)</p> <ul style="list-style-type: none"> • Provide mini lessons on strategies for students <p>Create individualized plans and measurable goals for students as needed</p> <p>4.3 Students will receive services from the Intermediate Interventionist to address deficit areas within the previous grade math curriculum while collaborating with the classroom teacher/math resource teacher to support quality first pass instruction on current grade math curriculum.</p> <p>4.4 Teachers will utilize Mid-Year Math Benchmark Data to set student goals and realign resources as needed.</p>		<p>4.4 Data Meetings and collaborative planning with Grade Levels including general ed, special ed teachers, and interventionists.</p>
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