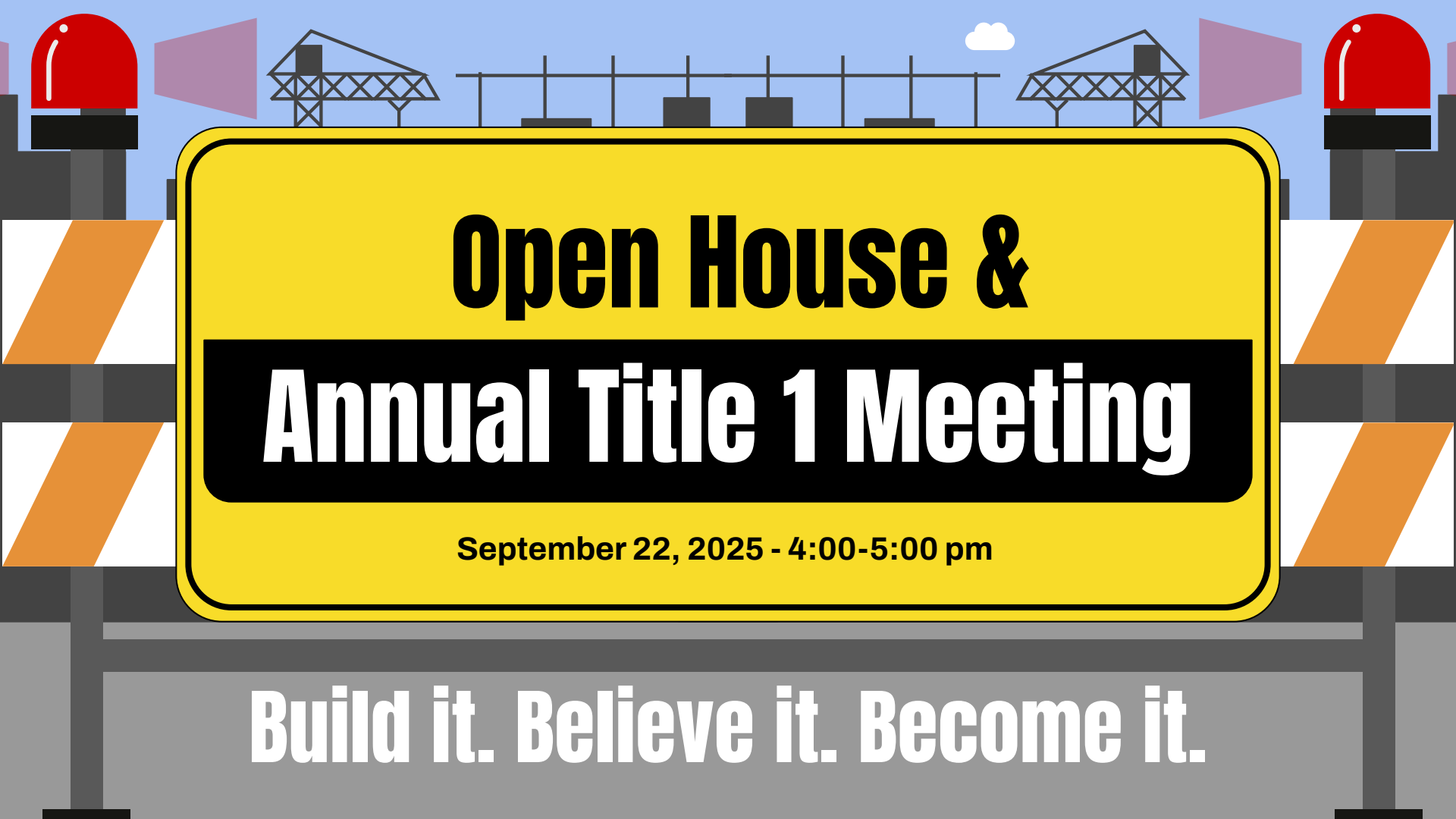

Open House &
Annual Title 1 Meeting
September 22, 2025 - 4:00-5:00 pm
Build it. Believe it. Become it.

Please rise and render the proper salute:





LMS is a Title 1 School.



LMS is a Title I school. We receive federal funds.

Our overall goal:

Keeping you informed on the implementation of our school improvement plan.

How do we do this?

We develop a School Wide Plan which serves as our "roadmap" for improving student achievement. The plan is based on various sources of data and is written by a variety of stakeholders.



LMS'S GOALS

1

93% Average Daily Attendance from the 89.9% last year

2

Average 90% of completing 3 on grade level Zearn lessons weekly.

3

17 units per week completed on Lexia

SWP & Title 1 GOALS

1. The SPS will increase by 3 points in the 2025-2026 school year.
2. LEAP2025 overall proficiency will increase by 20% on the LEAP2025 Assessment in the 2025-2026 school year.
3. Decrease the OSS rate from 54% (24-25) in the 2025-2026 school year.
4. The subgroup of Students with Disabilities will grow from less than 5% Proficient to at least 8% Proficient on the LEAP2025 in the 2025-2026 school year
5. 40% of our ELL students will improve on one or more portions of the LEP assessment in the 2025-2026 school year.
6. 35% of students will miss 15+ days in the 2025-2026 school year.

Title 1 Budget

Our Title 1 Budget includes purchasing needed supplies (including a portion of student supplies , copy machine maintenance, and parent and family engagement activities.





How can you help us reach our goals?

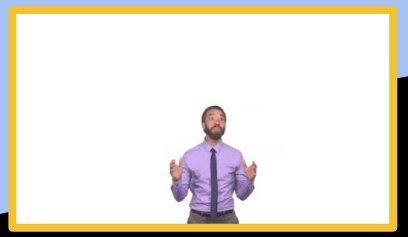
1. Attending Open House to learn about averaging grades in JCampus
2. Participate in our Data Talks at Rallies
3. Parent Game Night
4. 4th Grade Transition Night

We are committed to providing the Wolfpack with communication about the LMS plan and your child's academic progress.

Here are ways to partner with us to meet our plan's goals:

1. **Check Student Progress Center:** JCampus allows parents to easily check their students grades.
2. **Communicate with us:** Contact your child's teacher or the school with questions about your child's progress, learning needs, or school events/programs.
3. Join our PTO! See Mrs. Victoria Bruno or your homeroom teacher
4. Sign Up for DOJO: See your homeroom teacher





ZEARN/ LEXIA/ AMIRA

5th: %

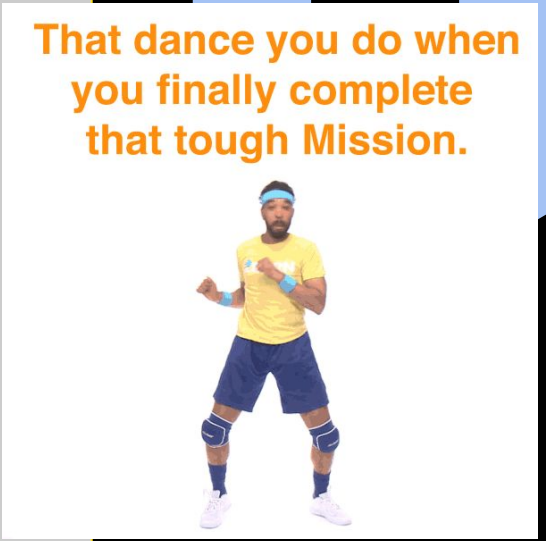
6th: %

7th: %

8th: %

ZEARN

- Make sure students are **writing and using earphones**
  - **NO music allowed unless they are REALLY ahead (they'll skip the Math Chat if they listen to music)**
  - **Use Go Guardian (catches calculators & Google)**
- Students can show you **Total of Lessons** on their **Calendar** if you don't have access to data
- **Teachers Actively Monitoring Students during Zearn time**
  - Purple = Work (working towards Zearning)
  - Yellow = Boost (doesn't count towards total)
- **Students with 5+ lessons** to do **"bonuses"** before continuing (Accessed through "Badges")
- **Monitor "Experts"** while they assist
- **Have a reward system for Fridays.**



Intervention: Motivational Environment

Last year's Zearn Motivation Chart

This year's Zearn Motivation Chart



Guiding Questions:

1. How can Teacher Knowledge of Students impact success?
2. How will we identify and move students towards mastery?
3. How will we work together to plan for student success?



I Can Statement

- I can identify key pieces in Teacher Knowledge of Students and implement ways to impact student learning for all students.
- I can identify ways to move students to Mastery.
- I can share and learn from my colleagues' data.

Success Criteria

- Do I have a clear understanding of TKS and how to apply to student learning?
- Did I identify student groups and ways to move students to Mastery?
- Did I share at least one obstacle my students or I need to overcome?
- Do I have a clear understanding of next steps and confidence about moving forward? Will I ask for help or guidance with any area I am unsure about?

TKS



Rubric: Teacher Knowledge of Students

Teacher Knowledge of Students:

Teacher Knowledge of Students (TKS)	• Teacher practices display understanding of each student's anticipated learning abilities and needs. • Teacher practices **consistently** incorporate student interests and backgrounds. • Teacher **consistently** provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	• Teacher practices display understanding of students' anticipated learning abilities and needs. • Teacher practices incorporate student interests and backgrounds. • Teacher provides differentiated supports and strategies to ensure students have the opportunity to master grade-level standards.	• Teacher practices demonstrate some knowledge of students' anticipated learning abilities and needs. • Teacher practices **sometimes** incorporate student interests or backgrounds. • Teacher practices demonstrate **some** differentiation.



Read and highlight the key phrases.

Handout

Teacher Knowledge of Students

High

Medium

Low



Bubble Kids



Who are they?
Let’s look...

Bubble Kids

[Link to Math Bubble Chart]

[Link to ELA Bubble Chart]

Wolf Files
Math Folder
Progress Monitoring

[How to Get to Multiple Measures]

+/-10





Major Content



Where should our focus be?

Major Content

Assessment Guidance

Find Major Content on Multiple Measures



Let’s Get Together...

Who Meets When?



What are our next steps?

- Finish Bubble Chart
- Continue to Monitor Pick 6 and Input Data
- Try some different strategies to reach kids
- Scan exit tickets into Data Tracker
- Be Awesome :o)



You ain't gotta go home...but you can't stay here.

Thoughts? Questions?

- Things I probably don't know, but I can find out for you...
- Would you like assistance annotating during another planning?



Class Dojo

Do you need help:

- Setting up your class
- Adding Behaviors
- Printing Parent Invites