



Deepening Our Impact
**Every Student.
Every Day.**

Together, We Are Region 10.

**October 19, 2026
Board of Education
Meeting**



Elementary and Middle School Data and Continuous Improvement Plan Presentations

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The Region 10 Story

- Continuous Improvement
- Beyond The Data
 - Indicators of Success
- Leading Indicators vs. Lagging Indicators
- Where are we placing our bets?
 - **High Leverage Instructional Strategies**
 - HQL 2.0
 - Theory of Action

If we cultivate high-quality learning environments and invest in our educators through purposeful professional learning, collaborative inquiry, and continuous reflection, then we will strengthen collective efficacy and deepen our shared understanding of the daily practice of High-Quality Learning in every facet of our work with students. As our instructional practice becomes more intentional, consistent, and responsive, every student, every day, will experience engaging, challenging, and supportive learning that develops inquisitive learners, innovative leaders, and responsible citizens.



Setting Goals with Focused Improvement Strategies

- Data Points
 - Aspirational vs. Actionable
 - Set **Benchmarks** to gauge our process
 - Make adjustments as needed
- What does the data tell us?
 - Cohort Growth
 - Grade Level Data
- What do we do with the data?
 - Instructional Efficacy
 - Collaboration, Calibration, Coordination (Sharing Best Practices)



Elementary Schools Data and Continuous Improvement Plan Presentation

Instructional Improvement Strategies

- **Sustain and Improve High-Quality Learning (HQL) 2.0** through the work of the Guiding Coalition, common learning experiences, PLC collaboration, and ongoing building-level professional learning aligned to school improvement goals.
- **Strengthen instructional practices** through guaranteed instructional coaching and peer observation cycles aligned to the teacher evaluation process.
- **Use data-driven decision-making** by collaboratively analyzing multiple data points, evidence of learning, and student growth data to develop and implement targeted WIN (What I Need) and small groups that provide responsive instruction aligned to student needs.
- **Implement Updated Standards-Based Report Card** to provide families and educators with clear, specific information about student progress toward grade-level expectations.
- **Expand opportunities for peer observation, classroom walkthroughs and collaboration** within and across schools to promote the sharing of effective instructional practices.
- **Strengthen collaborative support structures** among classroom teachers, special educators, and interventionists to ensure coordinated and efficient student support.
- **Build staff capacity** through targeted professional learning for paraeducators and behavior technicians focused on effectively responding to academic, behavioral, and social-emotional student needs.

LITERACY IMPROVEMENT STRATEGIES

- Deepen implementation of Wit & Wisdom in Grades K-4 during Year 2, leveraging targeted professional learning and collaborative support to strengthen instructional practices and student outcomes.
- Calibrate writing assessment practices through the consistent use of shared writing rubrics, ensuring reliability, consistency, and alignment to grade-level expectations.
- Strengthen intervention planning and delivery through district-wide professional learning for special education and literacy staff.

NUMERACY IMPROVEMENT STRATEGIES

- Enhance mathematics instruction through ongoing coaching and professional learning centered on Building Thinking Classrooms, with an emphasis on grade level standards, collaboration, thinking, and student-centered learning.
- Foster mathematical discourse and collaborative problem-solving to deepen student thinking and understanding.
- Enhance student learning by prioritizing the planning and implementation of high-cognitive-demand tasks that support deep engagement with mathematical concepts.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Assessment Data: Grades K-2 Language Arts

Grade	2022/2023 % met/exceeded DIBELS Benchmark	2023/2024 % met/exceeded DIBELS Benchmark	2024/2025 % met/exceeded DIBELS Benchmark	2025/2026 % met/exceeded DIBELS Benchmark
K	77	86	84.5	92
1	82	91	94	84
2	67	69	86.5	82

Elementary Literacy Goal

Aspirational Goal: 100% of students will meet grade level standards in Language Arts on the Smarter Balanced Assessment (SBA)

Results at Each Grade Level (% of Students at or Above Benchmark)

Grade	2023-2024 Results	2024-2025 Results	2025-2026 Results	2026-2027 Targets (Actionable)
3	55	71	63	68
4	68	55	70	75

Elementary Numeracy Goal

Aspirational Goal: 100% of students will meet grade level standards in math on the Smarter Balanced Assessment (SBA) over time.

Results at Each Grade Level (% of Students at or Above Benchmark)

Grade	2023-2024 Results	2024-2025 Results	2025-2026 Results	2026-2027 Targets (Actionable)
3	66	73	76	81
4	69	70	76	81

Har-Bur Middle School Data and Continuous Improvement Plan Presentation

Student Cohort Growth Grades 3-8: Smarter Balanced Assessment – English Language Arts

Percentage of Students Achieving Level 3 or 4

Grade	2023	2024	2025	2026
3	56	55	71	63
4	65	68	55	70
5	67	55	72	65
6	66	66	62	72
7	65	68	70	64
8	67	69	63	72

Student Cohort Growth Grades 5-8: Smarter Balanced Assessment or STAR: English Language Arts

Percent of Students At or Above Benchmark

Grade	2023	2024	2025	2026
5	80	64	79	77
6	77	80	72	81
7	75	80	81	85
8	75	81	75	79

Instructional Improvement Strategies

- **Structured staff collaboration time focused on student data**
 - **Identified Priority Standards in both Fiction and Informational Reading**
 - **Designing specific instructional strategies around individual, classroom and grade level growth data (STAR and SBA)**
- **Continuous professional development for teachers centered on high- quality instruction**
- **Continuous professional development for Reading Teachers and Speech and Language Pathologists focused on best practices to assess student progress and inform instruction**

Instructional Improvement Strategies

- Each grade has opportunities to read and analyze common grade level full length text(s) for deeper engagement
- Coach teachers about literacy best practices at the classroom level and data informed decision making
- Ongoing collaboration between classroom and special education teachers as well as interventionists promoting transference of the skills being developed in both settings
- Continue strengthening of our Middle School and WIN (What I Need) System and Reading Skills Classes.

Literacy

Aspirational Goal: 100% of students at Har-Bur will meet the English Language Arts/Literacy Achievement Benchmark as measured by the Smarter Balanced Assessment or STAR.

2026-2027 Targets at Each Grade Level (% of Students at or Above Benchmark)

Grade	2025-2026 Targets	2025-2026 Results	2026-2027 Actionable Targets
5	85	77	80
6	85	81	82
7	85	85	86
8	85	79	90

Writing Goal: 100% of students at Har-Bur will meet grade level benchmark as measured by our School Based Claim, Evidence and Reasoning (CER) Rubric

- Focused on Informational Writing Across the Disciplines (Language Arts, Social Studies and Science)
- Target for 2025-2026: 75% of our students will meet grade level benchmark as measured by our School Based Informational Writing Rubric.
- **Results for 2025-2026: 72% of our students met grade level benchmark as measured by our School Based Claim, Evidence and Reasoning (CER) Rubric**

Instructional Improvement Strategies

- Refining our common CER rubric across all subject areas to ensure students receive consistent, standards-aligned feedback.
- Building content and grade level anchor sets for teachers to continue calibration work
- Created key grade level expectations for teachers to ensure continued alignment both vertically and horizontally with grade level standards
- Created a “Class of” teams data collection folder to house students final CERs that will track with students from 4th grade through high school

Instructional Improvement Strategies

- Provide students with exemplar writing samples as peer models
- Teachers will engage in ongoing professional development to calibrate writing assessments across and between grade levels
- Using student writing samples, we will identify learners in need of additional support and provide targeted small group instruction
- CER expectations are posted for all students in all classes and all teachers are reinforcing the CER writing structure as appropriate

Writing

Aspirational Goal: 100% of students at Har-Bur will meet grade level benchmark as measured by our School Based Informational Writing Rubric

2025-2026 Targets (% of Students at or Above Benchmark): 75% of our students will meet grade level benchmark as measured by our School Based Informational Writing Rubric.

Grade	2025 – 2026 Results	2026 – 2027 Actionable Target
5	69%	75%
6	73%	74%
7	64%	78%
8	82%	69%

Student Cohort Growth Grades 3-8: Smarter Balanced Assessment – Math

Percentage of Students Achieving a Level 3 or 4

Grade	2023	2024	2025	2026
3	66	66	73	76
4	74	69	70	76
5	58	49	56	56
6	53	65	54	64
7	52	55	60	52
8	54	58	52	56

Student Cohort Growth Grades 5-8: Smarter Balanced Assessment or STAR: Math

Percent of Students At or Above Benchmark

Grade	2023	2024	2025	2026
5	61	56	63	68
6	57	69	59	72
7	56	68	65	60
8	62	64	67	66

Instructional Improvement Strategies

- **Ongoing Data Analysis**
 - Monitoring student performance on a variety of assessments to determine needs for additional support
- **Ongoing professional development centered on high-quality tasks that better engage students in mathematical thinking, reasoning and communicating**
- **Aligning and calibrating practices and priorities across Upper Middle School classrooms**
- **Implement individualized and differentiated instructional strategies, resources and technology to grow every student**
- **Adhering to grade level pacing guides to ensure teachers expose students to all grade level content**
- **Implementing new structure and curriculum in our Intervention System including building staff capacity aligned to best practices**

Numeracy

Aspirational Goal: 100% of students at Har-Bur will meet the Math Achievement Benchmark as measured by the Smarter Balanced Assessment or STAR.

2025-2026 Targets at Each Grade Level (% of Students at or Above Benchmark)

Grade	2025-2026 Targets	2025-2026 Results	2026-2027 Actionable Targets
5	75	68	73
6	75	72	73
7	75	60	77
8	75	66	65