Contents:

Hawthorne Elementary School
2020-2021 Data and Narrative

Introduction:
Hawthorne Elementary School entered the 2020-2021 school year in a hybrid model, in which each student attended school in-person two days per week and attended online asynchronous learning three days per week. Students were in this learning model until the first week of November.

Simultaneously, approximately 50 of our students enrolled in a fully-remote learning model and approximately 50 more transferred to five day/week in-person private school settings during the hybrid model. A large percentage of these approximately 100 students later transferred back to in-person learning at Hawthorne after we transitioned to a typical five day/week in-person model. Students slowly transferred back between the months of November-May, and while they were not included in our Fall benchmark data, they were included in Winter and/or Spring benchmark assessment data.

Our student achievement evidence collected during this past school year includes district benchmark assessment data for reading and math proficiency, as well as state-wide math and reading assessments. Bozeman Public Schools used the Renaissance Learning STAR Assessments Suite for fall, winter, and spring benchmark assessments during the 2020-2021 school year. STAR assessments nationally have a very large sample size and the percentile rank (PR) and Student Growth Percentile (SGP) data is normative. In addition, our state-wide Smarter Balanced assessments (SBAC) have a basis of comparison to other districts in the state and across the nation.

Academic Proficiency:
● The data tables below show very positive gains in proficiency from the fall to the winter benchmark period in grade levels 2-5.
● You will notice an * for 1st grade data as there is a scaled score threshold in the STAR Early Literacy assessment for 1st graders that triggers the move to the more advanced STAR Reading Assessment. Thus the students who take STAR Reading in the fall are only the most advanced 1st grade students and only a portion of the grade level. We typically see the % of proficiency in the winter go down as by that time of the year more of the less advanced students in reading are also taking the assessment. The school team was very aware of the decrease of proficiency at the kindergarten level from Fall to Winter, and adjusted the MTSS supports that were provided at that grade level after the mid-year assessment to ensure targeted support to those students who were not maintaining proficiency.
● An example of the data analysis tool used by all grade level collaborative teams following the winter benchmark period is found below the data tables below.

Growth:

The STAR Assessment Suite provides a normed growth measure called Student Growth Percentile (SGP). Typical student growth ranges from 35 to 60 SGP. In the data table below we show the percentage of students at each grade level that met or exceeded the fall to winter SGP target of 35, thus showing the percentage of students, regardless of proficiency level, who met their growth targets. You will see throughout the data table, K-5, strong percentages of students meeting growth targets.

Hawthorne Elementary 2020-2021 Fall Benchmark to Winter Benchmark Data
Proficiency (PR) and Growth (SGP) Data

STAR MATH	Fall PR	Winter PR	Spring PR	Change in PR Fall to Winter	Fall to Spring %-At or Above 35 SGP
1*	65%*	89%	82%	+17%	69%
2	54%	81%	83%	+29%	83%
3	64%	78%	76%	+12%	66%
4	48%	65%	61%	+13%	82%
5	64%	91%	82%	+18%	77%
Averages 2nd-5th	58%	79%	76%	+18%	77%

STAR Reading	Fall PR	Winter PR	Spring PR	Change in PR Fall to Winter	Fall to Spring %-At or Above 35 SGP
1*	83%*	76%	76%	-7%	65%
2	40%	57%	67%	+27%	79%
3	47%	61%	63%	+16%	69%
4	50%	61%	54%	+4%	59%
5	56%	67%	74%	+18%	76%
Averages 2nd-5th	48%	62%	65%	+17%	71%

STAR Early Literacy	Fall PR	Winter PR	Spring PR	Change in PR Fall to Winter	Fall to Spring %-At or Above 35 SGP
K	57%	61%	58%	+1%	55%
1*	34%	52%	50%	+16%	86%
Averages	46%	57%	54%	+8%	71%

COVID-19:

Serving students in a hybrid model, rather than in a fully-remote model, brought new challenges for our instructional teams. For example, preparing young students to utilize devices, find websites and remember login credentials was certainly an endeavor in itself. Splitting instructional time between students at home and students in the classroom was also a challenge. Teachers often found themselves instructing young learners in person, while navigating technology issues and urgent communication from families at home. Instructional focus was critical, and Hawthorne Elementary was able to lean on their already established MTSS systems and established PLC culture to ensure new learning was targeted and focused on critical standards and objectives during students' two days of in-person learning each week. In addition, teacher teams ensured that home learning activities were accessible and scaffolded for various degrees of student ability and adult support.
In addition, student attendance (both in person and online) was a greatly increased factor in student learning and achievement due to new variables of quarantine, illness, or delay in viral testing results.

Collaborative grade-level teams continued to meet twice weekly to ensure high quality core instruction, as well as to design and implement interventions and enrichment for both in-person and remote learning settings. As mentioned above, below is an example of the data analysis tool used by all grade level collaborative teams following the winter benchmark period that takes into account not only proficiency but also growth of student performance.

Hawthorne Elementary 2020-2021 Winter Benchmark Data Analysis Protocol

STAR (select one: Early Literacy, Reading, Math) - Winter Data Analysis Template	
Date:	Grade Level/Course:
Members Present:	Subject:

How will we know if students have learned?				

Analyze **group** assessment data: Screening Report - Screenshot example below:

Categories / Levels	Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
🟩 Above Benchmark	At/Above 795 SS	At/Above 90 PR	34	58%
🟩 At Benchmark	At/Above 703 SS	At/Above 60 PR	19	32%
Category Total			53	90%
Below Benchmark				
🟦 On Watch	Below 703 SS	Below 60 PR	4	7%
🟨 Intervention	Below 660 SS	Below 40 PR	2	3%
🟥 Urgent Intervention	Below 554 SS	Below 10 PR	0	0%
Category Total			6	10%
Students Tested			59	

Students Not Tested:

Analyze **group** assessment data using STAR Growth Report:

Classroom/ Section	# of Students Who Have a Winter SGP	SGP % on Target and Median SGP*	% Proficient At or Above 60%

		( ) / ( ) At or Above 35 SGP = ( )% Median SGP = ( )	( ) / ( ) = ( ) %
		( ) / ( ) At or Above 35 SGP = ( )% Median SGP = ( )	( ) / ( ) = ( ) %

* MTSS Intervention Students Need SGP Targets Above 35 to "catch up" (50+ SGP)

Data Analysis - Compare results of teaching strategies:

Are we on track to meet the school wide LRSP proficiency goals Y/N ?
Insert LRSP Goal Here

Are we on track to meet the school wide LRSP growth goals Y/N ? *
Insert LRSP Goal Here
* MTSS Intervention Students Need SGP Targets Above 35 to "catch up" (50+ SGP)

What changes/tweaks are needed at our grade/course level as a whole (Core Instruction) to maximize Jan. - June achievement? Think in terms of overall changes/tweaks to core instruction, not student specific changes?

How will we know if students have learned?

Analyze **individual** assessment data: Use Screening Report To Pull Data - Add student names below

Classroom/Section	On Watch	Intervention	Urgent Intervention

Analyze **individual** assessment data: Use STAR Growth Report - Add Student Names Below

Classroom/Section	Low Growth - Low Proficiency SGP Below 35 SGP and Below 60% Proficiency	Low Growth - Above Proficiency SGP Below 35 SGP and Above 60% Proficiency	Proficient Growth - Below Proficiency SGP Above 35 SGP and Below 60% Proficiency

**PK-5 Teams: Please note that you would dig into CBM Reading data here and have your student specific conversations based upon skill deficits noted in CBM scores for reading. Reading CBM measures should be driving the instructional groupings for MTSS rather than general benchmark scores **

What do we do when students don't learn or reach proficiency?

Do all of the students above have interventions, MTSS trackers and/or SPED/504 plans in place Y/N ? If not, is there other classroom data that would suggest that the students above are on track for growth and achievement ?

Which students do we need to start MTSS trackers for ?

Are there any students above, based upon the MTSS referral process, that we need to move forward with a SIT meeting ? Please note SIT meetings should only be held after documented changes in core instruction as well as documented tier II interventions have been in place.

Based on the students above, what individual or group changes need to occur with our grade level/course MTSS groups/interventions ? Are there students not in the data above that we are concerned about ?	
Enrichment - Which students need more than what we are currently providing? What is our plan to address the enrichment needs ?	

Social-Emotional Competencies:

As part of our district's efforts to increase the efficacy of our social-emotional programming for all students, our teams implemented the DESSA universal SEL screener last year from the Aperture assessment suite. The DESSA assessments are standardized tools that provide norm-referenced, strength-based ratings regarding students' social emotional competencies. The assessments are aligned to the CASEL Framework for SEL.

These ratings measure each student's ability to:
- Recognize and managing emotions
- Develop caring and concern for others
- Establish positive relationships
- Make responsible decisions
- Handle challenging situations effectively

The DESSA rating process requires classroom teachers to complete a Mini-DESSA (8 questions) on each student's abilities. When a student demonstrates less than 39% proficiency on the Mini-DESSA, teachers then complete a more comprehensive DESSA evaluation (72 questions) to determine specific areas of need and further instruction.

Our school team implemented the DESSA assessments twice last year, in November and April, to assist building teams in analyzing trends, data from subgroups, and determining effectiveness of both Tier I social-emotional instruction as well as leveled interventions.

Growth:

As seen in the data table below, our students made gains in overall proficiency at the Tier I level. The DESSA rating labels include "Need for Instruction" (<40), "Typical" (41-59) and "Strength" (60<).

	November Ratings	April Ratings	Change in PR Fall to Spring
DESSA (K-5)	11% Need 51% Typical 39% Strength	4% Need 55% Typical 41% Strength	+7%

For reference, the normed averages from elementary schools nationwide include 16% "Need", 68% "Typical", and 16% "Strength".

When comparing our school's data to national averages, our students are demonstrating much higher rates of scores in the "Strength" category and much lower rates in the "Need for Instruction" category. This informed our team that our Tier I social-emotional instruction was meeting the needs of the vast majority of our students, and helped direct efforts for targeted interventions for students needing further support.

Summary:
The 2020-2021 school year brought new challenges to teaching and learning related to the COVID-19 pandemic. Due to the PLC culture and fidelity of our collaborative processes at Hawthorne, instructional teams were able to focus on delivering core instruction and interventions in multiple modalities throughout the year to ensure high levels of learning and student growth.

Additional Data & Information Requested - June 2022

The data tables and related narratives below clarify the additional information requested by your Evidence of Effectiveness Committee.

Addendum I:
The first section shares Hawthorne School data from the 2019-2020 school year (Fall to Winter only, due to the Covid-19 school closures). This data was also shared in the previous year's Model PLC Application in a narrative written by our school's former principal. The 2019-2020 data shows a growth trend in both reading and in math through the Winter benchmark period, prior to school closures in March 2020. The complete narrative is also included in section I.

Addendum II:
This section details complete benchmark and SBAC data collected for the 2021-2022 school year. Additionally included are our tiered action plans that support student growth through our MTSS system, implemented through the collaborative data analysis and instructional design processes in our PLCs.

Our school PLC set our school-wide SMART goals for 90% proficiency in both reading and in math. These were lofty achievement goals, but our teams chose to set the bar high for all students as well as staff in our efforts to help students close the proficiency gap that widened with the pandemic. As noted, we did not meet our school-wide SMART goals of 90% proficiency in reading and in math. The proficiency gap has certainly decreased, however, and we have made continued progress from last year.

There is additional narrative that captures the celebrations of our collaborative teams leading to increased student growth from the 2020-2021 school year in the reading and math tables below the action plans, as well as thorough outlines of action items for the 2022-2023 school year.

Addendum I:

Hawthorne Elementary 2019-2020 Fall Benchmark to Winter Benchmark Data
Proficiency (PR) and Growth (SGP) Data

STAR MATH	Fall PR	Winter PR	Change in PR Fall To Winter	Fall to Winter % At or Above 35 SGP
1*	86%	78%	-8.00%	67%
2	55%	67%	12.00%	63%
3	58%	76%	18.00%	73%
4	68%	85%	17.00%	81%
5	83%	90%	7.00%	83%
Averages 2nd-5th	66%	80%	13.50%	75%

STAR Reading	Fall PR	Winter PR	Change in PR Fall To Winter	Fall to Winter % At or Above 35 SGP
1*	100%	63%	-37.00%	80%
2	50%	70%	20.00%	87%
3	42%	61%	19.00%	73%
4	59%	72%	13.00%	64%
5	65%	81%	16.00%	80%
Averages 2nd-5th	54%	71%	17.00%	76%

STAR Early Literacy	Fall PR	Winter PR	Change in PR Fall To Winter	Fall to Winter % At or Above 35 SGP
K	88%	80%	-8.00%	64%
1*	72%	88%	16.00%	78%
Averages	80%	84%	4.00%	71%

Proficiency

The data tables below show very positive gains in proficiency from the fall to the winter benchmark period in grade levels 2-5. You will notice an * for 1st grade data as there is a scaled score threshold in the STAR Early Literacy assessment for 1st graders that triggers the move to the more advanced STAR Reading Assessment. Thus the students who take STAR Reading in the fall are only the most advanced 1st grade students and only a portion of the grade level. We typically see the % of proficiency in the winter go down as by that time of the year more of the less advanced students in reading are also taking the assessment. The school team was very aware of the decrease of proficiency at the kindergarten level from Fall to Winter, and adjusted the MTSS supports that were provided at that grade level after the

mid-year assessment to ensure targeted support to those students who were not maintaining proficiency. An example of the data analysis tool used by all grade level collaborative teams following the winter benchmark period is found below the data tables below.

Growth

The STAR Assessment Suite provides a normed growth measure called Student Growth Percentile (SGP). Typical student growth ranges from 35 to 60 SGP. In the data table below we show the percentage of students at each grade level that met or exceeded the fall to winter SGP target of 35, thus showing the percentage of students, regardless of proficiency level, who met their growth targets. You will see throughout the data table, K-5, strong percentages of students meeting growth targets. As mentioned above you will see an example of the data analysis tool used by all grade level collaborative teams following the winter benchmark period that takes into account not only proficiency but also growth of student performance.

COVID

Emergency remote learning was a significant challenge that faced educators across the country in the spring of 2020. Hawthorne Elementary was able to lean on their already established MTSS systems during remote learning and toggle small group instruction to an online format. Additionally, due to the PLC culture established in the school, collaborative grade level teams continued to meet weekly, not just because it was an expectation, but more out of need to collaborate to ensure high quality core instruction as well as interventions and extensions occurred in the remote setting for all students.

Addendum II

2021-2022 Reading Achievement Data:
Acadience Benchmark Data (Reading Composite Score)

Percentages in the Following Format: Benchmark / Strategic / Intensive

Measurable Goal/s to Target Achievement Gap:
In each grade level, 90% of students will reach a reading composite score of at benchmark or above benchmark as measured by the Acadience Spring Acadience Assessment (Reading Composite Score).

	Fall 2021	Winter 2022	Spring 2022
Kindergarten	67% / 17% / 16%	60% / 21% / 19%	62% / 33% / 5%
1st	68% / 15% / 17%	68% / 15% / 17%	67% / 23% / 10%
2nd	70% / 9% / 21%	77% / 6% / 17%	79% / 9% / 12%
3rd	75% / 9% / 16%	68% / 18% / 16%	81% / 10% / 9%
4th	83% / 3% / 14%	81% / 5% / 14%	84% / 6% / 10%
5th	58% / 28% / 13%	75% / 13% / 12%	75% / 12% / 13%

School-Wide Proficiency:	71% / 13% / 16%	72% / 13% / 15%	75% / 16% / 9%

MTSS (Tiers I,II,II)
Action Plan To Support ELA/Literacy Goal/s

Tier I:
- Grades K-2:
  - Implementation of new SuperKids Curriculum
  - Ongoing coaching through Zaner-Bloser (Judy)
  - Flexible instructional groups, based on Acadience scores, and speech and diagnostic screeners
  - Additional Resources: Heggerty, KidLips, Visual Phonics
- Grades 3-5:
  - Professional learning focus on Top Ten Tools
  - Dr. Nell providing site-based supports and ongoing training for implementing the Top Ten Tools
  - Working on flexible, skills-based groupings based on data from additional assessments
    - Assessments: PAST Screener (PA); Phonics screener; Readsters; CORE Phonics; Words Their Way placement screener
    - Targeted Skills: Top Ten Tools - Vocabulary
      - Interventionist modeling vocabulary lesson in classrooms
  - Additional Resources: Morpheme Magic, CKLA, Equipped for Reading Success, Words Their Way
- All Grades
  - Walk to Read opportunities for targeted differentiation by skill.
  - Implementation of vocabulary strategies

Tier II:
- All Grades are implementing a Walk to Read model that will include the opportunity to:
  - Provide more intensive supports to target groups based on skill as well as instructional design needs
  - Progress monitoring for students below grade level (strategic) in order to ensure students acquire skills before moving on to the next skill (2-4 weeks using Acadience)
- Additional Resources:
  - Grades K-2: Heggerty, Phonics for Reading, Equipped for Reading Success, Road to Reading, Lower-level decodables focusing on same skills
  - Grades 3-5: Informal Decoding Inventory; 6 Minute Solutions; REWARDS; Phonics for Reading
  - Instruction 4-5 days/week
  - Progress monitoring every 2-4 weeks

Tier III:
- All grades
  - Specialized instruction at student's level (1:1, small groups)
  - Instruction 5 days/week
  - Progress monitoring every 2 weeks

Professional Learning Communities (PLC)
Action Plan To Support ELA/Literacy Goal/s

Professional Learning Communities meet twice weekly (T/Th, 3:20-4:00) to engage in the work of learning, collaboration, and results:

- PLCs ensure the following systems are in place:
  - Grade-level Literacy S.M.A.R.T. Goals - Fall to Winter; Winter to Spring using Acadience data
  - Established monthly data meetings: grade level PLCs with intervention team
    - Tracks success of interventions; ensures time to adjust groupings and instruction
  - Vertical PLCs - Monthly K-2 & 3-5 instructional conversations occur, including specialists/intervention team members
  - Assessment Calendars (internal & BSD7)
- Resources:
  - Agenda Templates: Used for grade-level & Vertical Teams
  - Learning By Doing Checklists: Copied and for each grade-level & specialist team
  - S.M.A.R.T. Goal Template

- ■ [Example](#)

Other
Action Plan To Support ELA/Literacy Goal/s

- Staffing / Personnel Allocations:
  - Schedules allow for established times for core, "Walk to Read"/"Go to Grow", and MTSS/intervention/enrichment time in literacy
  - Staff are strategically assigned to each of these times in the master schedule to maximize limited personnel for student achievement in ELA
- Resource Allocations:
  - Staff are provided materials and training with building ELA resources, including intervention materials
    - ■ Additional materials have been secured for new staff as needed
  - Instructional spaces are maximized for intervention team members to work most efficiently with their students

Mid-Year Progress Toward Goal/s:

As shown in our data table above, our students grew one percentage point towards overall proficiency. We have continued work to do in order to build strong readers. Through collaborative data analysis, grade-level PLCs analyzed student achievement trends and gaps at both the individual classroom and student level. Teams reflected on their September-January goals in terms of student achievement, and made new SMART Goals for literacy achievement from February-May.

Modified instructional practices and interventions as outlined in PLC SMART Goals for the second half of the year include:
- **K -** Additional instructional staff to support differentiation in core and MTSS blocks; Flexible student groupings with skill-focused double dips & interventions (ex: building automaticity for letter sounds, phonemic awareness skills and segmenting, blending, etc.)
- **1 -** Emphasis on reading whole cvc words without single-letter decoding (continued flexible groupings)
- **2 -** Differentiation in core/MTSS blocks using interventionist, special education teacher, and overflow paraprofessionals. Additional double dip in the afternoon during open schedule time.
- **3 -** Further differentiated literacy instruction (explicit systematic phonics instruction; multisyllabic decoding instruction and fluency; affixes/morphology and fluency; vocabulary, prefixes and suffixes).
- **4 -** Increased differentiation for targeted groups in fluency and comprehension skills.
- **5 -** Implementation of fluency skills practice each day for all students with students tracking data.

Additionally, our [Winter Master Schedule](#) and *Winter Intervention Schedules (confidential)* have been adjusted to target needs based on our most current student data.

End of Year Progress Toward Goal/s:

Celebrations:
- While we did not meet our proficiency goal of 90% or above, our students have grown significantly as readers. We are proud of our students' individual and overall growth.
  - Data reliability was a huge factor with a new assessment, as teacher teams were not confident in our fall rate of 71% (the number was likely lower than the score indicated).
- Grades K-2 implemented Superkids with fidelity. K-2 spent time collaborating on progress and reflections in vertical PLCs for an even stronger approach to instruction next fall in our second year of implementation.
- **Our teacher teams were able to support a large percentage of students who came in well below benchmark, to strategic or above (7% = 25 students). Many of these students were in classroom-based instructional groups during Core and MTSS blocks.**
- 40 minute MTSS blocks for all grade levels

Continued Goals for Next Year:
- (*Earlier*) Early Intervention – Staffing challenges this year
- Collaboration with Dr. Nell after collecting fall data to design intervention schedules and programming
- Assigned SPED Case Manager for Kindergartners

2021-2022 Math Achievement Data:
STAR Benchmark Assessments

Baseline Data/Identification of Achievement Gap: **STAR Math (1st-5th)**

Percentages in the Following Format: Benchmark / Strategic / Intensive

Measurable Goal/s to Target Achievement Gap:
In each grade level (2-5), 90% of students will score at benchmark or above on the STAR Math Spring Benchmark.

	Fall 2021	**Winter 2022**	**Spring 2022**
Kindergarten	--	--	--
1st	--	70% / 16% / 14%	84% / 14% / 2%
2nd	49% / 47% / 3%	71% / 29% / 0%	71% / 29% / 0%
3rd	86% / 14% / 0%	82% / 18% / 0%	90% / 10% / 0%
4th	72% / 28% / 0%	79% / 20% / 0%	85% / 13% / 2%
5th	62% / 38% / 0%	77% / 23% / 0%	85% / 11% / 4%
School-Wide Proficiency:	67% / 32% / 1%	76% / 21% / 3%	83% / 15% / 2%

MTSS (Tiers I,II,II) Action Plan To Support Math Goal/s

Tier I:
    ● Grades K-1:
        ○ Implementation of Bridges Curriculum
        ○ Flexible instructional groups, based on ESGI & Bridges Unit assessment results
        ○ Additional Resources: Small groups, manipulatives and targeted standard-based instruction/practice
    ● Grades 2-5:
        ○ Implementation of Bridges Curriculum
        ○ Flexible instructional groups, based on STAR & Bridges Unit assessment results
        ○ Additional Resources: Eureka Math for unit-by-unit support, IXL for grades 3-5
    ● All Grades
        ○ Bridges extension activities
Tier II:
    ● All Grades implement the Master Schedule, which provides established Core, MTSS (Core + More) time
        ○ Additional Resources: Bridges Intervention Kit, IXL for grades 3-5
Tier III:
    ● All grades
        ○ Specialized instruction at student's level (1:1, small groups)
        ○ Replacement Core & Additional Tier III Resources: Connecting Math Concepts

Professional Learning Communities (PLC) Action Plan To Support Math Goal/s

Professional Learning Communities meet twice weekly (T/Th, 3:20-4:00) to engage in the work of learning, collaboration, and results:

- Teams will be completing activities from each chapter of "Learning by Doing" to create high-functioning, student-centered PLCs.
- PLCs ensure the following systems are in place:
  - Established monthly data meetings: grade level PLCs with intervention team
    - Tracks success of core instruction and strategies, utilizing Bridge Pre- and Post-Unit Assessments
    - Tracks success of interventions; ensures time to adjust groupings and instruction
  - Vertical PLCs - Monthly K-2 & 3-5 instructional conversations occur, including specialists/intervention team members
  - Assessment Calendars (internal & BSD7)
- Resources:
  - Agenda Templates: Used for grade-level & Vertical Teams
  - Learning By Doing Checklists: Used for each grade-level & specialist team

Other Action Plan To Support Math Goal/s

- Staffing / Personnel Allocations:
  - Schedules allow for established times for MTSS/intervention/enrichment time in math
  - Staff are strategically assigned to each of these times in the master schedule to maximize limited personnel for student achievement in math
- Resource Allocations:
  - Staff are provided materials and training with Bridges resources, including intervention materials
    - Additional materials have been secured for new staff as needed
  - Instructional spaces are maximized for intervention team members to work most efficiently with their students
- Master Schedules:
  - Allows for SSA to occur in Grades 4-5

Mid-Year Progress Toward Goal/s:

Our grade-level teams are making strong progress toward our End of Year goal of 90%, but we have continued work to do in order to move students forward.

Actions Steps & Strategies Implemented:
- Increased instructional personnel allocation for K-2 Math MTSS Blocks (+1)
- Increased core support during 2nd grade math block
- Using data, revising intervention and enrichment groups in 3-5 (rosters and targets)
- Intensified individual support for 4th/5th
  - Shift from CMC to Eureka
- Continue to use Bridges pre-assessments to differentiate learning by unit

End of Year Progress Toward Goal/s:

Celebrations:
- While we did not meet our proficiency goal of 90% or above, our students grew from 67% proficient in the fall, to 83% in the spring.
- **Notably, students moved out of the strategic category – from 32% to 15% – demonstrating a significant instructional impact on student learning gaps.**

Continued Goals for Next Year:
- Discuss math more consistently during Intervention PLCs, in addition to literacy achievement and interventions.
- Ensure fluid groupings after Bridges post-assessments.
- Progress monitoring calendar for all grades.