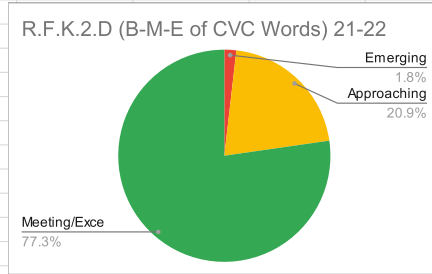
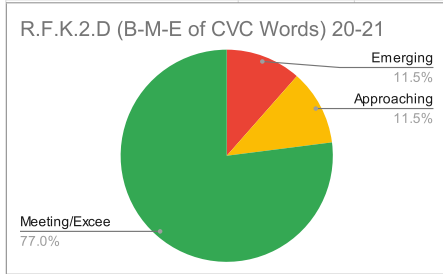
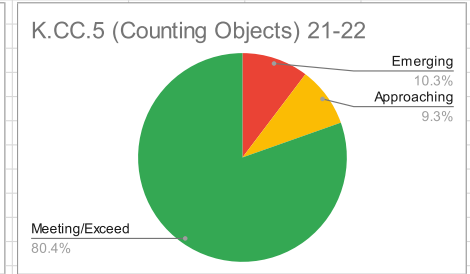
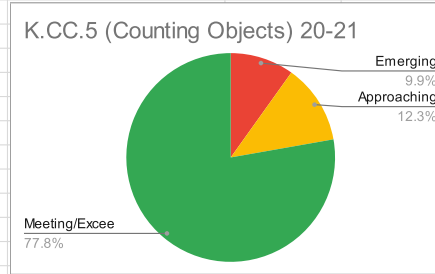


Reading Data



Math Data



Attached is an example of how a systematic and explicit approach to instruction (across tiers) coupled with a tight PLC process (guaranteed and viable curriculum, carefully selected CFAs and timely data reviews) has shaped the way we teach and how we address the four questions of a PLC. Over the course of the last few years we have refined our CFAs and our instructional practices to grow our students as readers and mathematicians and decrease the number of students who are “emerging” or not yet meeting the standard. In the 2020-2021 school year 11.5% of students were considered emerging in R.F.K.2.D and 11.5% were considered approaching proficiency. However, by 2021-2022 school year the percentage of students considered emerging in R.F.K.2.D dropped significantly to just 1.8% of students. That same year we had 9.9% of students considered “emerging” in K.C.C.5 and 12.3% considered approaching proficiency. In 2021-2022 the number of students emerging or not yet meeting was 10.3% while the number of students approaching proficiency dropped to 9.3%— 3% less than the year before.

While our number of students meeting the standard only had a slight increase, the celebration is in the number of students who moved from emerging to approaching. Through our collaborative team meetings and through the use of common formative protocols we have been able to dive deeply into the question, what will we do when students have not learned it(yet)? We approached this question by using our collaborative team time to determine how many students were meeting or not yet meeting the standards. From there we looked more closely at percentages to determine if reteaching was warranted at tier I or if the bulk of our reteaching was really falling into tier II. We then generated a list of instructional practices and strategies that could be used to reteach these concepts to our students who had not yet reached mastery of the standard, determined a length of time for the intervention/reteaching to occur and then identified a way in which to measure progress and the effectiveness of our instruction. Each year we have kept those practices that yield the best results and have looked closely at our assessments to ensure they measure our intended learning outcomes, making any tweaks if necessary.