School Improvement Plan

2022-2023 School Year

School	Galena Elementary School	
Title I School **School Status**	**X** YES NO CSI _____NO TSI ____YES ___X__ NO	
TEAM		
Name	**Job Title**	**Email**
Becky Yoder	Principal	byoder@kent.k12.md.us
Rachel Hopkins	Title 1 Interventionist	rhopkins@kent.k12.md.us
Sara Brock	Classroom Teacher (4)	sbrock@kent.k12.md.us
Tiffany Kennedy	Classroom Teacher (3)	tkennedy@kent.k12.md.us
Jessica Ribaudo	Classroom Teacher (K)	jribaudo@kent.k12.md.us
Ashlee Langer	Classroom Teacher (4)	alanger@kent.k12.md.us
Rachael Gugasian	Special Education Teacher (4,5)	rgugasian@kent.k12.md.us
Erin Legg	Academic Coach, Chairperson	elegg@kent.k12.md.us
Alix Murphy	Special Education Teacher (PK - 1)	amurphy@kent.k12.md.us
Dawn Webb	Teacher Specialist	dwebb@kent.k12.md.us
Parent Involvement/Community Stakeholder Team		
Jess Clough	CO	jclough@kent.k12.md.us
Michelle Cerino	CO	mcerino@kent.k12.md.us
Andrea Ewing	Parent	andreaewing83@gmail.com
Chrissy and Bryan Hanifee	Parent	ironic808@yahoo.com
David Langer	Parent	davidlanger50@yahoo.com
Jessica Morales	Parent	jmorales@kent.k12.md.us

ANALYZE/ROOT CAUSE ANALYSIS			
Problem Statements	**Root Cause Analysis (Include supporting and impeding factors)**		**Prioritize for Intervention (leads goals and indicators)**
	WHAT'S WORKING	WHAT'S NOT WORKING	
ELA DATA: The data revealed that in grades K - 5 more than 50% of students in each grade level achieved less than the 60th percentile for Reading NWEA Map. **Academic Achievement and Progress**	• Wonders balanced literacy and information texts • Balanced approach is also present in for small group instruction • Setting individual goals for growth • CSW curriculum in Pre-K	• vocabulary taught in isolation • Number of students still not fluently reading on grade level • Students lack reading stamina • Oral language is not as strong a focus in grades 2 -5. • Students lacking reading foundational skills • not enough phonological and phonemic awareness activities in the primary grades	• Setting individual students goals (MAP, Lexile, etc) at the beginning of the year and monitor progress as the year progresses • Vocabulary taught while reading in context • Building Independent Readers time (BIR) Students spending time reading independently • Utilize the Student Support Coach to work on individual skills with students • Utilize the Student Support Coach to work with small groups of students on targeted skills determined by student/class data

MATH DATA:
The data revealed that in grades K - 5 that between 50% - 70% of students in each grade level achieved less than the 60th percentile for Math NWEA Map.
 	
Academic Achievement and Progress
	• Access to manipulatives
	• use of small group instruction in some classrooms
		• inconsistent use of manipulatives to develop conceptual understanding
		• transition to a new curriculum
		• Inconsistent expectations for math fact fluency at all grade levels
		• Jumping directly to the abstract models
		• Teaching steps/algorithms without teaching students the underlying concepts
			• Strengthen number sense in all grade levels
			  ○ addition, subtraction, multiplication, division, fractions, time, etc.
			  ○ concrete, pictorial then conceptual practice
			• Fact Fluency practice with fidelity
			• Student goal setting
			• Utilize the Student Support Coach for targeted student support both individual and small group
			• Professional development
			  ○ Upper grades math sense
			  ○ Understanding the why behind the math

SPECIAL EDUCATION DATA: The data revealed that 83% of students receiving special education services scored below the 21st percentile on Reading MAP assessment. **Progress in student groups**	• Really Great Reading intervention in grades 4-5 • Communication between special educators • Co-teaching model well established in grades 4-5	• inconsistency between interventions available to k-5 teachers • students are lacking foundational skills (far below current grade level expectations) • co-teaching model still developing in some grade levels	• Reading Foundational Skills progress reports • Progress monitoring through co-teaching groups • MAP reading fluency suite - oral reading • increase professional development to strengthen co-teaching model

EL DATA:
The data revealed that 77% of students fell in between 2.0 and 3.9 proficiency levels on the WIDA Access for ELL assessment. 69% of students fell below the scaled score of 300 on the WIDA Access for ELL assessment.
 	
Progress in student groups
	• Emphasis in writing- made a connection to oral language and reading
	• schedule of Academy time
	• Pull out and pushing into classrooms
	• Use of Wonders curriculum
		• Placement of students into classrooms where teachers do not have EL training
		• co-planning/communication with classroom teachers regularly
		• teachers not explicitly experiences with oral language and vocabulary with students not necessarily always academic related
		• teachers not accessing the knowledge of the EL teachers
		• teachers not communicating the needs (SEL) students with EL Teachers
		• Consistency of key pictures for sounds used across grade levels.
			• On going communication log or other form of communication
			• Monitoring EL caseload grades
			• Classroom data shared with EL teachers (especially pertaining to EL students)
			• EL sharing of resources
			• Focus on the Speaking Domain
			   ○ compare stories, issues, concepts
			   ○ Paraphrase, summarize
			   ○ state ideas to how how or why with examples
			   ○ Give opinions supported by detailed reasons

Family Engagement/Climate data:	- Parents are able to come back into the building - Open House in August was well attended by families - Back to School Night was well attended by families - Social Media notifications are sent in a timely fashion - Push notifications are being viewed by a large numbers of families - Jeenie App	- We do not have a consistent platform for communicating with parents (Dojo, Class Tag, etc.) - It is still difficult to get in touch with all parents - Lack of a PTA	- Notifying our Spanish speaking families to let them know that we now have the Jeenie App and it will be easier to communicate with the school. - Gator Grown-ups group - Updating/refreshing PowerSchool once a month with new phone numbers/email addresses etc. - More frequent family engagement opportunities - Monthly Title One Events

Focus Area # 1: Academic Achievement and Progress (ELA & Math)

GOAL # 1 A	By June 2023, all students in grades 3 - 5, will increase Informational Text scores to or above the national average per grade level on the NWEA MAP Growth Reading assessment.
	Indicators: All Galena Elementary School students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.

NWEA MAP Growth Reading Data

ELA MAP 2021/2022

MAP Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: English Language Arts Record the percent of students in each band.	KDG																		
	Grade 1	30	32	30	20	25	17%	23	28	20%	30	22	30%	17	16	23%	10	9	10%
	Grade 2	39	40	38	59	50	47%	13	15	13%	8	13	16%	10	13	13%	10	10	11%
	Grade 3	51	51	46	43	35	35%	25	24	24%	4	14	13%	20	14	13%	8	14	15%
	Grade 4	39	42	39	49	36	36%	5	12	13%	26	14	13%	10	24	28%	10	14	10%
	Grade 5	48	47	44	33	40	36%	27	17	23%	13	9	14%	17	23	20%	10	11	7%

ELA MAP 2022/2023																		
MAP Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: English Language Arts Record the percent of students in each band.	KDG																		
	Grade 1																		
	Grade 2																		
	Grade 3	35			18 53%			7 19%			2 6%			4 11%			4 11%		
	Grade 4	47			16 37%			11 26%			4 9%			5 12%			7 16%		
	Grade 5	44			13 30%			8 18%			5 11%			10 23%			8 18%		

3rd Grade Fall ELA MAP by Domains

	Vocabulary		Literary Text		Informational Text	
141-150	3		1		7	
151-160	9	58%	9	63%	9	68%
161-170	1		10		10	
171-180	9		4		10	
181-190	7	18%	3	8%	4	11%
191-200	8		5		4	
201-210	0	24%	4	29%	3	21%
211-220	0		1		1	
221-230	1		0		0	
National Average 187						

4th Grade Fall ELA MAP by Domains

	Vocabulary		Literary Text		Informational Text	
141-150	1		0		0	
151-160	2		3		3	
161-170	5	53%	10	54%	6	57%
171-180	9		7		10	
181-190	11		8		11	
191-200	9	17%	8	15%	8	15%
201-210	10		8		6	
211-220	2	29%	6	31%	6	28%
221-230	3		1		3	
231-240	0		1		0	
National Average 197						

5th Grade Fall ELA MAP by Domains						
	Vocabulary		Literary Text		Informational Text	
131-140	1		0		0	
141-150	0		1		0	
151-160	0		1		1	
161-170	4	44%	3	48%	3	48%
171-180	3		1		3	
181-190	4		9		7	
191-200	8		7		7	
201-210	7	16%	7	16%	10	22%
211-220	12		9		9	
221-230	5	40%	5	36%	2	31%
231-240	0		2		3	
241-250	1		0		0	
National Average 204						

GOAL # 1 B	By June 2023, all students in grades 1 - 2, will increase their scores to or above the 60 - 80% percentile in the Phonics and Word Recognition instructional area on the NWEA MAP Adaptive Oral Reading Fluency Assessment.
	Indicators: All Galena Elementary School students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.

1st Grade MAP Adaptive Oral Reading Fluency By Skill 2022/2023							2nd Grade MAP Adaptive Oral Reading Fluency By Skill 2022/2023						
Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension		Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension	
0-20%	11	39%	10	50%	4	22%	0-20%	2	22%	6	31%	2	12%
21-40%	3		8		4		21-40%	5		4		2	
41-60%	8	22%	8	22%	7	19%	41-60%	3	9%	2	6%	4	12%
61-80%	5	39%	6	33%	8	21%	61-80%	7	69%	4	56%	6	75%
81-100%	9		6		13		81-100%	15		14		18	

Goal #1 C	By June 2023, the number of students flagged on the Dyslexia screener will decrease by at least half.
	Indicators: All Galena Elementary School students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.

Kindergarten Dyslexia Screener- 21/22

Grade Level	Baseline Students flagged	Percentage	MOY Students flagged	Percentage	EOY	Percentage
Teacher A	15/22	68%	8/22	36%	5/22	23%
Teacher B	13/21	62%	10/21	48%	6/21	29%
Total	28/43	65%	18/43	42%	11/43	26%

NWEA Dyslexia Screener 2022/23

	BOY Students Flagged	Percentage	MOY Students Flagged	Percentage	EOY Students Flagged	Percentage
K Teacher A	8/18	44%	6/19	32%		
K Teacher B	11/20	55%	7/22	32%		
1st Teacher A	1/1	100%	1/2	50%		
3rd Teacher A	0/1	0%	-	-		
Total	20/40	50%	14/43	33%		

Strategy #1	Galena Elementary will implement Student Support Coaches in grades K - 5 Galena Elementary will implement Title 1 and TSI Tutoring services for students in K - 5.

Action Steps	Action	Staff Responsible	Resources	Timeline
	Each classroom will implement an Academy Time focusing on ELA at least four times a week (45 minutes daily) to ensure each student is receiving what he/she needs (Intervention, Additional Core curriculum Practice, Extension)	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Classroom Teachers Tracey Kendall-Parent (EL) Jody Herman (EL) Student Support Coach Title 1 Tutors Special Education Teachers Student Support Coaches	Sound Partners LETRS training Science of Reading Practices Lexia Imagine Reading/Literacy WonderWorks Orton Gillingham (Hopkins)	Daily

	Each classroom will implement a math intervention time at least four times a week to ensure each student is receiving what he/she needs (Intervention, Additional Core curriculum Practice, Extension)	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Classroom Teachers Tracey Kendall-Parent (EL) Jody Herman (EL) Student Support Coach Title 1 Tutors Special Education Teachers Student Support Coaches	Do the Math Origo Math Facts Dreambox Imagine Math	Daily
	Student Support Coaches will receive training in intervention programs. ~~Student Support coaches will meet with the instructional coach, Interventionist and classroom teacher to review progress monitoring data~~.	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Classroom Teachers Student Support Coaches	Sound Partners Lexia Lexia Lessons NWEA Progress Monitoring	Monthly
	Student Support coaches will meet with the instructional coach, Interventionist and/or classroom teacher to	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Classroom Teachers Student Support Coaches	Student Data Notebooks	Approximately every 6 weeks

	review progress monitoring data.			
	Action	**Staff Responsible**	**Resources**	**Timeline**
	Title 1 and TSI tutors will work with the interventionist to review classroom reading and math data during grade level meetings. ~~Together they will select the best intervention and identify the students receiving the intervention~~	Rachel Hopkins (Title 1 Interventionist) Title 1 tutors	Sound Partners Lexia Fundations	Monthly

Check Points	**Notes:** (PLC updates; SIT review; adjustments to action steps)
	• Instructional Coach meets with SSCs biweekly (beginning 12/2/22) 　○ Follow-up Sound Partner training 　○ Instructional coach will begin reviewing data with SSCs at biweekly meetings • Progress Monitoring Data collected and documented 　○ NWEA Progress Monitoring with K - 2, weekly 　　■ Kindergarten: Flagged students only 　　■ Grades 1 & 2 all students 　○ Grades 3 - 5

	▪ Data collection varies based on intervention

Strategy #2	All teachers will participate in data driven Professional Learning Communities both grade level based and school wide.

Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Meet in grade level team meetings to review data and update student groups	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Classroom Teachers Special Education Teachers	Sound Partners LETRS training Science of Reading Practices Lexia Imagine Reading/Literacy Unit Assessments Writing Rubrics MCAP Release Items	Once ~~monthly~~ every six weeks
	Every teacher (classroom, special education, English Language) will keep track of student data by using a data binder or similar method of organization	Classroom Teachers Special Education Teachers English Language Teachers Becky Yoder (Principal)	MAP Assessments Unit Assessments Running Records Classroom Observations Lexia Dreambox Imagine Reading/Literacy Exit Tickets	~~Daily~~ As established by the given assessment
	Teachers will participate in LETRS or SoR training	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist)	LETRS modules LETRS textbook	

	in order to understanding the why behind the data	LETRS trainers SoR trainers Becky Yoder (Principal)	Wonders Instructional Routines Handbook	~~Quarterly~~ As scheduled by district

Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)**
	
	Grade Level Meeting Agendas & Notes:
	Kindergarten: GALES K Meetings SY2223 (running SANE)
	    Grade 1: GALES 1st Grade Meetings SY2223 (running SANE)
	    Grade 2: GALES 2nd Grade Meetings SY2223 (running SANE)
	    Grade 3:GALES 3rd Grade Meetings SY2223 (running SANE)
	    Grade 4:GALES 4th Grade Meetings SY2223 (running SANE)
	    Grade 5: GALES 5th Grade Meetings SY2223 (running SANE)
	
	Schoolwide Meeting Agenda:
	December 20, 2022
	January 24, 2023			

GOAL # 2	By June 2023, all students in grades K - 5, will increase the percentage of students scoring at or above the national average in the Numbers and Operations instructional area on the NWEA MAP Growth Math assessment.
	Indicators: All Galena Elementary School students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.

NWEA MAP Growth Math Data

Math MAP 2021/2022

LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: Math Record the percent of students in each band.	KDG	40		41	5%		7%	13%		15%	30%		22%	20%		22%	33%		34%
	Grade 1	30	32	30	23%	19%	20%	23%	38%	27%	20%	16%	23%	27%	22%	17%	7%	6%	13%
	Grade 2	40	40	38	58%	65%	45%	18%	8%	21%	12%	15%	13%	12%	13%	16%	0%	0%	5%
	Grade 3	51	51	50	33%	41%	32%	23%	14%	30%	23%	20%	10%	14%	20%	18%	6%	6%	10%
	Grade 4	38	42	39	42%	45%	41%	26%	24%	23%	13%	12%	10%	16%	12%	23%	3%	7%	3%
	Grade 5	48	48	45	54%	54%	58%	25%	25%	20%	10%	8%	11%	8%	6%	4%	2%	6%	7%

Math MAP 2022/2023

LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: Math Record the percent of students in each band.	KDG	32	41		4 13%	6 15%		8 25%	12 29%		7 22%	10 24%		5 16%	6 15%		8 25%	7 17%	
	Grade 1	35	38		7 20%	4 11%		5 14%	7 18%		5 14%	11 29%		11 31%	11 29%		7 20%	5 13%	
	Grade 2	27	33		16 59%	10 32%		5 19%	7 19%		2 7%	6 19%		3 11%	9 26%		1 4%	1 3%	
	Grade 3	35	40		17 53%	18 46%		9 23%	9 24%		5 13%	8 22%		2 3%	3 5%		2 3%	2 3%	
	Grade 4	47	47		19 40%	17 36%		10 21%	13 28%		5 11%	6 13%		6 13%	5 11%		7 15%	6 13%	
	Grade 5	43	46		16 36%	16 36%		10 23%	10 22%		10 23%	11 22%		4 11%	7 16%		3 7%	2 4%	

Kindergarten Fall Math MAP by Domains 2022/2023									
	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking	
101-110	1		0		0		0	
111-120	1	13%	1	25%	1	6%	0	9%

1st Grade Fall Math MAP by Domains 2022/2023								
	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking
101-110	0		0		0		0
111-120	1		0		0		0

1st Grade Fall Math MAP by Domains 2022/2023									
	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking		
101-110	0		0		0		0		
111-120	1		0		0		0		
121-130	0		0		1		0		
131-140	4	61%	2	81%	2	84%	0	72%
141-150	2		4		7		7	
151-160	4		13		10		8	
161-170	11		11		11		11	
171-180	12	32%	5	14%	6	16%	8	22%
181-190	2	8%	0	0%	0	0%	3	8%
191-200	1		0		0		0	
National Average 160									

2nd Grade Fall Math MAP by Domains 2022/2023									
	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking		
101-110	0		0		0		1		
111-120	0		0		0		0		
121-130	0		0		0		0		
131-140	3	63%	4	72%	1	72%	3	72%	
141-150	4		3		3		2		
151-160	5		7		6		5		
161-170	8		9		13		12		
171-180	5	16%	6	19%	5	16%	3	9%
181-190	6	22%	3	9%	4	13%	6	19%
191-200	1		0		0		0	
National Average 175									

3rd Grade Fall Math MAP by Domains 2022/2023

Range	Geometry BOY	Geometry BOY %	Geometry MOY	Geometry MOY %	Geometry EOY	Number & Operations BOY	N&O BOY %	N&O MOY	N&O MOY %	N&O EOY	Measurement & Data BOY	M&D BOY %	M&D MOY	M&D MOY %	M&D EOY	Operations & Algebraic Thinking BOY	OAT BOY %	OAT MOY	OAT MOY %	OAT EOY
121-130	0		0			1		0			0		0			0		0		
131-140	0		1			0		0			1		0			2		0		
141-150	1	54%	0	33%		3	57%	0	20%		0	62%	0	40%		0	59%	0	35%	
151-160	4		2			4		0			4		1			5		2		
161-170	3		4			2		1			9		7			7		6		
171-180	12		6			11		7			9		8			8		6		
181-190	5	14%	11	28%		13	35%	14	35%		6	16%	11	28%		10	27%	12	30%	
191-200	6		12			3		10			6		6			3		7		
201-210	6	32%	3	40%		2	14%	7	45%		1	22%	3	33%		3	16%	5	33%	
211-220	0		1			0		1			1		3			0		0		
221-230	0		0			0		0			0		1			0		1		

National Average 188

4th Grade Math MAP by Domains 2022/2023

	Geometry					Number & Operations					Measurement & Data					Operations & Algebraic Thinking				
	BOY		MOY		EOY	BOY		MOY		EOY	BOY		MOY		EOY	BOY		MOY		EOY
141-150	0		0			0		0		0	0		0			0		0		
151-160	1		0			1		1			0		0			2		0		
161-170	5	50%	1	56%		3	56%	1	55%		4	46%	1	52%		2	46%	1	56%	
171-180	9		5			9		1			9		5			10		3		
181-190	11		12			16		12			11		8			10		10		
191-200	8	15%	11			11	21%	13			13	25%	13			15	29%	15		
201-210	12		13	23%		7		12	23%		6		15	29%		7		13	25%	
211-220	4		9			2		5			5		8			2		3		
221-230	2	35%	3	25%		3	25%	4	22%		3	29%	2	19%		5	27%	5	19%	
231-240	0		1			0		2			1		0			0		2		
241-250	0		0			1		0			0		0			0		0		

National Average

5th Grade Math MAP by Domains 2022/2023

Score	Geometry BOY		Geometry MOY		Geometry EOY	Number & Operations BOY		Number & Operations MOY		Number & Operations EOY	Measurement & Data BOY		Measurement & Data MOY		Measurement & Data EOY	Operations & Algebraic Thinking BOY		Operations & Algebraic Thinking MOY		Operations & Algebraic Thinking EOY
151-160	0		0			0		0			1		0			0		0		
161-170	1		1			1		0			1		0			2		1		
171-180	2	50%	2			5		2	35%		7	57%	4			3	46%	2	26%	
181-190	8		2	24%		9	54%	6			5		5	28%		9		5		
191-200	12		6			10		8			12		4			7		4		
201-210	10	22%	18	39%		11	24%	11	24%		7	15%	12	26%		10	22%	14	30%	
211-220	10		10			8		8	41%		7	30%	12			7	30%	9		
221-230	2	28%	6	37%		3	28%	8			6		7	46%		6		10	43%	
231-240	1		1			2		3			1		2			1		1		

National Average 209

Strategy #1	Teachers will create individual learning plans for students who have scored in Level 1 and Level 2 on Fall 2022 MAP Math growth assessment in Numbers and Operations			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Progress Monitor ILP student data at monthly grade level meetings	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Classroom Teachers Special Education Teachers Becky Yoder (Principal)	IM curriculum Do the Math Dreambox Imagine Math Unit Assessments	Grade Levels Meet Monthly for 1 hour with "Staff Responsible"
	Use the SSC to work with small groups or individual students based on Fall MAP math results	Classroom Teachers Student Support Coach Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist)	Do the Math Reach Back IM Lessons	Daily
	Title 1 math tutoring	Rachel Hopkins (Title 1 Interventionist) Christine Austin (Title 1 Tutor)	Do the Math	Four days a week
	TSI Math Tutoring	Rachel Hopkins (Title 1 Interventionist) Lynn Beauchamp (TSI Tutor)	Do The Math	Four days a week
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)**			

Strategy #2	Teachers will implement developmentally appropriate practices by using concrete to abstract models to develop Numbers and Operations domains			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Professional Development	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Special Educators	Imagine training Christina Tornaval Do the Math	Monthly
	Use of manipulatives	Erin Legg (Instructional Coach) Rachel Hopkins (Title 1 Interventionist) Student Support Coaches Classroom Teachers Special Education Teachers	Illustrative Math Manipulative Kits	Every Lesson/Daily
	use of county-wide programs	Classroom Teachers	Illustrative Math Teachers Guide, Student Workbooks ILC Website Continuous Learning at KCPS Website Imagine Math Facts XtraMath Dreambox	
	Modeling/Coaching/Co-Planning/Walkthroughs/Observations of Illustrative Math lessons with Classroom Teachers	Erin Legg (Instructional Coach) Dawn Webb (Teacher Specialist)	Illustrative Math Program Danielson Model Universal Design of Instruction	As deemed necessary by the teacher, coach, interventionist, Teacher Specialist or Principal

Check Points	Notes: (PLC updates; SIT review; adjustments to action steps)

Focus Area # 2: Academic Achievement and Progress in Student Groups	
GOAL # 1 A	**By June 2023, all students with disabilities in grades 3 - 5, will increase vocabulary scores to or above the national average per grade level on the NWEA MAP Growth Reading assessment.**
	Indicators: All Galena Elementary School students with disabilities will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.
NWEA MAP Growth Reading, Dyslexia Screener & Oral Reading Fluency Data	

| SPECIAL EDUCATION READING MAP FALL 2022 | | | | | | | | | | | | | | | | | | | | |
MAP Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: English Language Arts Record the percent of students in each band.	Grade 3	6			(5) 83%			(1) 16%			0%			0%			0%		
	Grade 4	4			(3) 75%			0%			(1) 25%			0%			0%		
	Grade 5	8			(7) 88%			(1) 13%			0%			0%			0%		

Students with Disabilities Fall Reading Growth MAP by Domains 2022/2023			
3rd Grade	**Vocabulary**	**Informational Text**	**Literary Text**
131-140			
141-150	I	I	
151-160	2	2	I
161-170	I	I	4
171-180	2	2	
181-190			I
191-200			
201-210			
211-220			
National Average 187			

Students with Disabilities Fall Reading Growth MAP by Domains 2022/2023			
4th Grade	**Vocabulary**	**Informational Text**	**Literary Text**
131-140			
141-150			
151-160	I	I	
161-170	I		2
171-180	I	I	
181-190		2	I
191-200	I	I	I
201-210	2	I	I
211-220			i
National Average 197			

Students with Disabilities Fall Reading Growth MAP by Domains 2022/2023			
5th Grade	**Vocabulary**	**Informational Text**	**Literary Text**
131-140	I		
141-150			I
151-160		I	
161-170	3	I	I
171-180	2	I	
181-190	I	4	I
191-200	I	I	5
201-210			
National Average 204			

Strategy #1	Galena Elementary will use a Co-Teaching model of instruction in the general education classroom			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Utilize planning time	Rachael Gugasian-Special Educ	Wonders Curriculum	Weekly

to co-plan reading lessons that meet the specific vocabulary needs of stu	ation Teacher Aileen Ingaglio - Special Education Teacher Brooke Mulford - 5th Grade Ashlee Langer - 4th Grade	Wonder Works Curriculum LETRS Training Lexia	

de nts	Sara Brock - 4th Grad e Tiffa ny Kenn edy - 3rd Grad e		
Util ize sm all gro up inst ruc tio n in the cla	Rach ael Guga sian- Speci al Educ ation Teac her Ailee n Inga	Wo nde rs Curr icul um Wo nde r Wor ks Curr	D a i l y

	ssroom to target specific needs	glio - Special Education Teacher Brooke Mulford - 5th Grade Ashlee Langer - 4th Grade Sara Brock - 4th Grade	iculum LETRS Training Lexia		

	Tiffany Kennedy - 3rd Grade		
Meeting grade level team meetings to review progress	Rachael Gugasian- Special Education Teacher Aileen Ingaglio - Special Education	Unit Assessments Running Records Informal assessments Exit Tickets Interven	Weekly and/or Monthly

monitoring data and update student groups	Teacher Brooke Mulford - 5th Grade Ashlee Langer - 4th Grade Sara Brock - 4th Grade Tiffany Kennedy - 3rd	tion data Anecdotal notes	

		Grade Rachel Hopkins - Title 1 Interventionist Erin Legg - Instructional Coach Becky Yoder - Principal Dawn		

	Webb - Teacher Specialist		
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)**		

Strategy #2	Galena Elementary will utilize Special Education Teachers to provide Specially Designed instruction revolved around Vocabulary.			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Special Education	Rachael Gugasian-Special Educ	Really Great Reading Curr	Daily

	Teacher will use Really Great Reading - HD Word and/or Blast program	ation Teacher Aileen Ingaglio - Special Education Teacher	iculum Goal Book Orton Gillingham LETRS training	
	Speci	Rachael	Assess	We

al Education teachers will share Intervention progress	Gugasian-Special Education Teacher Aileen Inglio - Special Education Teacher Brooke Mulford - 5th Grade Ashlee	ment data IEP Goal collection data Progress reports	ekly

	Lang er - 4th Grad e Sara Broc k - 4th Grad e Tiffa ny Kenn edy - 3rd Grad e			
C h e c k	**Notes: (PLC updates; SIT review; adjustments to action steps)**			

Points	
GOAL #1B	By June 2023, all students with disabilities in grades K - 2, will increase their scores to or above the 60 - 80% percentile in the Phonological Awareness instructional area on the NWEA MAP Adaptive Oral

Reading Fluency Assessment.
Indicators: All Galena Elementary School students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.

K - 2 Students with Disabilities NWEA MAP Adaptive Oral Reading Fluency By Skill 2022/2023						
Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension	
0-20%	3		3		2	
21-40%			1		1	
41-60%						
61-80%	1				1	
81-100%	2		2		2	

NWEA Students with Disabilities Dyslexia Screener 2022/23						
	BOY Students Flagged	Percentage	MOY Students Flagged	Percentage	EOY Students Flagged	Percentage
Kindergarten						
First Grade	1					
2nd Grade	2					
Total	6					

Strategy #1	Galena Elementary will use a Co-Teaching model of instruction in the general education classroom			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Utilize planning time to co-plan reading lessons that meet the specific vocabulary needs of students	Alixandra Murphy - Special Educator PK - 1 Aileen Ingaglio - Special Educator - 2 -4 Jessica Ribaudo - Kindergarten Teacher Rebeka Vansant - First Grade Teacher Mary Jessica McGee - Second Grade Teacher Lauren Edwards - Second Grade Teacher	Wonders Curriculum Wonder Works Curriculum LETRS Training Lexia	Weekly
	Utilize small group instruction in the classroom to target specific needs	Alixandra Murphy - Special Educator PK - 1 Aileen Ingaglio - Special Educator - 2 -4 Jessica Ribaudo - Kindergarten Teacher Rebeka Vansant - First Grade Teacher Mary Jessica McGee - Second Grade Teacher Lauren Edwards - Second Grade Teacher	Wonders Curriculum Wonder Works Curriculum LETRS Training Lexia	Daily
	Meet in grade level team meetings to review progress monitoring data and update student groups	Alixandra Murphy - Special Educator PK - 1 Aileen Ingaglio - Special Educator - 2 -4 Jessica Ribaudo - Kindergarten Teacher Rebeka Vansant - First Grade Teacher Mary Jessica McGee - Second Grade Teacher Lauren Edwards - Second Grade Teacher Rachel Hopkins - Title 1 Interventionist	Unit Assessments Running Records Informal assessments Exit Tickets Intervention data Annodoctal notes	Weekly and./or Monthly

		Erin Legg - Instructional Coach Becky Yoder - Principal Dawn Webb - Teacher Specialist		
Check Points	**Notes: (PLC updates; SIT review; adjustments to action steps)**			
Strategy #2	Galena Elementary will utilize Special Education Teachers to provide Specially Designed instruction revolved around Phonological Awareness			

Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Special Education Teacher will use Really Great Reading -	Alixandra Murphy - Special Educator PK - 1 Aileen Ingaglio - Special Educator - 2 -4	Really Great Reading Curriculum- Count Down Goal Book	Daily
	Special Education teachers will share Intervention progress	Alixandra Murphy - Special Educator PK - 1 Aileen Ingaglio - Special Educator - 2 -4 Jessica Ribaudo - Kindergarten Teacher Rebeka Vansant - First Grade Teacher Mary Jessica McGee - Second Grade Teacher	Assessment data IEP Goal collection data Progress reports	Weekly

		Lauren Edwards - Second Grade Teacher		
Check Points	**Notes:** (PLC updates; SIT review; adjustments to action steps)			

GOAL # 2	**By June 2023, all English Language students will increase their speaking scores.** **(0% in scale score 100 - 200; 40% or below in scale score 200 - 300; and 40% or higher in scale score 300 - 600)**
	Indicators: All Galena Elementary School English Language students will have equitable access to rigorous, culturally relevant curriculum and instructional programs aligned to Maryland College and Career Readiness Standards.
	ACCESS WIDA Assessment Data

ACCESS for EL - Spring 2022 *(score to test out = >4.5)						
	<1.0	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.5	
Grade K	1	3	2	0	0	
Grade 1	0	0	1	0	0	
Grade 2	0	0	5	5	0	
Grade 3	0	0	3	4	2	
Grade 4	0	0	0	4	1	
Totals	1	3	11	13	3	
	3%	9%	35%	42%	9%	

ACCESS Language Domain Breakdown - Spring 2022						
	Scale Score 100 - 200	Scale Score 201-300	Scale Score 301-400	Scale Score 401-500	Scale Score 501-600	Number of Students with Scale Scores 100-300
Listening	I (3%)	II (34%)	I6 (50%)	4 (13%)		37
Speaking	5 (16%)	I7 (53%)	I0 (31%)			69
Reading	4 (13%)	I0 (31%)	I8 (56%)			44
Writing	4 (13%)	I4 (44%)	I4 (44%)			57
Oral Language 50% Listening/50% Speaking	I (3%)	I6 (50%)	I5 (47%)			53
Literacy 50% Reading/50% Writing	4 (13%)	I2 (38%)	I6 (50%)			51
Comprehension 70% Reading/30% Listening	3 (9%)	7 (22%) 31	22 (69%)			

Strategy #1	Galena Elementary will use a Co-Teaching model of instruction in the general education classroom			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Utilize planning time to co-plan reading and math lessons that meet the specific speaking needs of students	Tracey Kendall-Parent - EL Teacher Jody Herman - EL Teacher Linda Taylor - Kindergarten Teacher Lauren Birney - First Grade Teacher Jessie McGee - Second Grade Teacher Abigail Saxton - Third Grade Teacher April Blackiston - Fourth Grade Teacher Brooke Mulford - Fifth Grade Teacher Alex Harmon - Fifth Grade Teacher	Wonders EL curriculum Illustrative Math curriculum Math manipulatives WIDA Speaking Rubric	Weekly
	Utilize small group instruction in the classroom to target specific speaking needs		Wonders EL curriculum Illustrative Math curriculum Math manipulatives WIDA Speaking Rubric	Daily
	Meet in grade level team meetings to review progress monitoring data and update student groups		Assessment data Exit Tickets Anecdotal notes	Weekly and or Monthly

Check Points	Notes: (PLC updates; SIT review; adjustments to action steps)

Strategy #2	Galena Elementary English Language Teachers will utilize specifically designed small group instruction outside of the general education classroom in order to target specific speaking skills.			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Meet with small groups of students in a setting where speaking goals are specifically targeted	Tracey Kendall-Parent Jody Herman	WIDA speaking rubric Wonders EL curriculum	two times weekly
	Students will work in small groups or pairs to practice specific speaking skills	Tracey Kendall-Parent Jody Herman	Prepared sentences Dialogue starters Wonders EL stories	two times weekly
Check Points	Notes: (PLC updates; SIT review; adjustments to action steps)			

Focus Area # 3:   Family Engagement/Climate

GOAL # 1	By June 2023 Galena Elementary will increase the number of families attending school sponsored events, increase the number of student group families that participate in school sponsored events.
	Indicators:

Family Survey and Title One Survey Responses

For each question, please choose ALWAYS, SOMETIMES, RARELY, or NEVER.   Copy

Legend: Always, Sometimes, Rarely, Never, Don't Know

19. Does honest, two-way communication occur...
20. Do families have leadership opportunities and chances t...
21. Do school staff help your family feel included? For exam...
22. Does the school welcome...
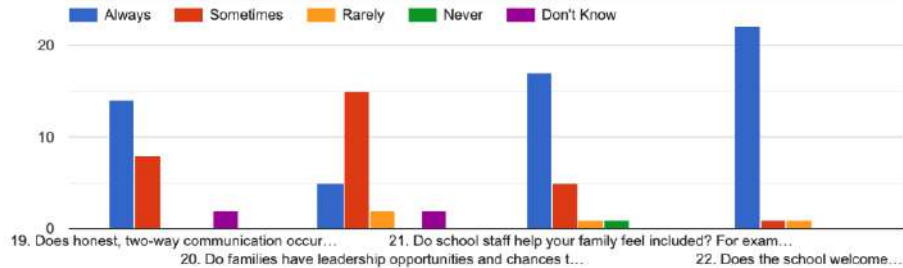
How would you like to see the funds for Parent Engagement spent?   Copy

30 responses

- subscription to math or reading... — 2 (6.7%)
- Math games — 3 (10%)
- Book giveaways — 5 (16.7%)
- Math toolkits (general supplies... — 4 (13.3%)
- Reading toolkits (reading suppli... — 6 (20%)
- Math Night — 2 (6.7%)
- Literacy Night — 4 (13.3%)
- Other (please use the space pr... — 23 (76.7%)
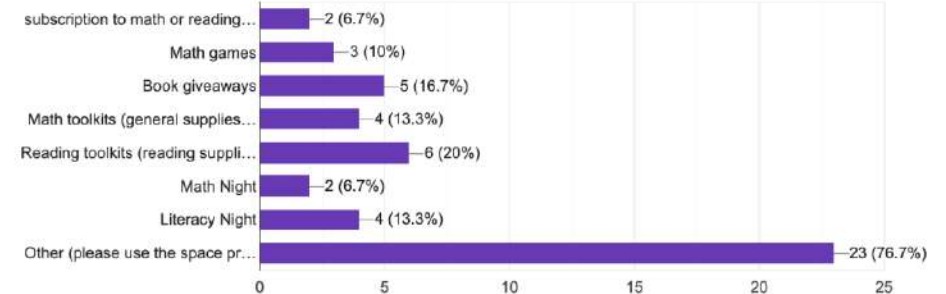
23. Does your school have a parent leadership organization (parent council, parent-teacher organization (PTO), etc.)?

24 responses

- Yes
- No
- I don't know

45.8%
41.7%
12.5%
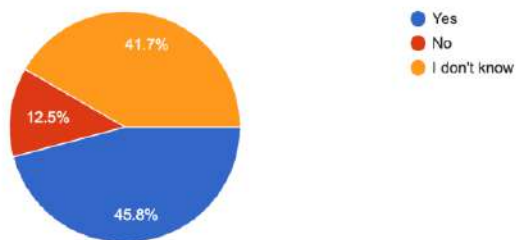
24. How did you find out about the parent leadership organization at your school? Choose all that apply.

23 responses

Response	Count
I was invited by the organization to participate.	3 (13%)
I heard about it from other parents.	2 (8.7%)
I heard about it from teachers or other school staff.	6 (26.1%)
I heard about it on my own.	4 (17.4%)
I heard about it in some other way.	1 (4.3%)
This does not apply. My school does not have a parent organiz...	10 (43.5%)
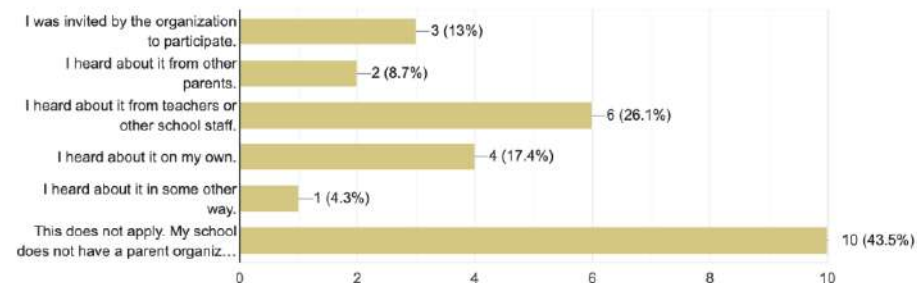
Strategy #1	Galena Elementary will provide families with year long opportunities to attend events that support their child's academic and/or social emotional learning.			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	At least once a month, a school event will be scheduled so that families can support their child's academic and/or social emotional learning	Becky Yoder, Principal Rachel Hopkins, Title One Interventionist Erin Legg, Instructional Coach	August: Open House Sept: Back to School Night Oct: Genie Information Night Nov: Veterans Day Dec: Christmas Concert Jingle Bell Run Jan:	Monthly

			Feb: March: April: May:	
Check Points	Notes: (PBIS updates; SIT review; adjustments to action steps)			
Strategy #2	Galena Elementary will provide regular communication with families			
Action Steps	**Action**	**Staff Responsible**	**Resources**	**Timeline**
	Staff members will use the Jeenie App when communicating with Spanish Speaking Families	Becky Yoder, Principal Stephanie Krastel, Front Office Camy Gerstung, Guidance Classroom Teachers	Jeenie App	As needed
	Social Media (FaceBook, InstaGram, Website, KCPS App) Posts	Becky Yoder, Principal Rachel Hopkins, Title One Interventionist Erin Legg, Instructional Coach Cheryl Santmyer, Technology	Computer	At least weekly
	Bright Arrow emails, Robo calls	Becky Yoder, Principal Cheryl Santmyer, Technology Stephanie Krastel, Front Office	Computer	As needed
	Galena Elementary Newsletter	Becky Yoder, Principal Rachel Hopkins, Title One Interventionist Erin Legg, Instructional Coach Julia Moore, RN	Canva	At least Quarterly

		Camy Gerstung, Guidance Ashley Spittel, Social Worker Stephanie Krastel, Front Office		
Check Points	Notes: (PBIS updates; SIT review; adjustments to action steps)			

	2022-2023 NWEA MAP Student Outcome Projections					
	Spring 2022 ELA	Spring 2023 ELA Projection*	Spring 2025 ELA Projection**	Spring 2022 Math	Spring 2023 Math Projection**	Spring 2025 Math Projection**
District Total	30%	34.42% (+4.42)	43.26% (+13.26)	25%	29.96% (+4.96)	39.88% (+14.88)
Galena Total	33%	37.42%	46.26%	29.57%	34.53% (+4.96)	44.45% (+14.88)
2022-2023 NWEA MAP Outcome Projections by Galena Elementary Student Groups						
Student Group	Spring 2022	Spring 2023 ELA	Spring 2025 ELA	Spring 2022	Spring 2023 Math	Spring 2025 Math

	ELA	Projection*	Projection**	Math	Projection**	Projection**
Asian	***	***	***	***	***	***
Black/African American	20%	24.42%	33.26%	25%	29.96%	39.88%
Hispanic or Latino	10%	14.42%	23.26%	10%	14.96%	24.88%
White	44%	48.42%	57.26%	36%	40.96%	50.88%
Female	35%	39.42%	48.26%	25%	29.96%	39.88%
Male	31%	35.42%	34.26%	32%	36.96%	46.88%
English Learner	3%	7.42%	16.26%	4%	8.96%	18.88%
Non-English Learner	38%	42.42%	51.26%	33%	37.96%	47.88%
Students with Disabilities	18%	22.42%	31.26%	23%	27.96%	37.88%
Non-Students with Disabilities	36%	40.42%	49.26%	30%	34.96%	44.88%
Economically Disadvantaged	42%	46.42%	55.26%	37%	41.96%	51.88%
Non-economically Disadvantaged	26%	30.42%	39.26%	23%	27.96%	37.88%

*Reflects 2x state growth projection population **Reflects 2x state growth projection times 3 years ***<3% is reflected in student

Editable Copies of Data Tables

Math MAP 2022/2023																			
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY)			Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP			BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: Math Record the percent of students in each band.	KDG	32	41		4 13%	6 15%		8 25%	12 29%		7 22%	10 24%		5 16%	6 15%		8 25%	7 17%	
	Grade 1	35	38		7 20%	4 11%		5 14%	7 18%		5 14%	11 29%		11 31%	11 29%		7 20%	5 13%	
	Grade 2	27	33		16 59%	10 32%		5 19%	7 19%		2 7%	6 19%		3 11%	9 26%		1 4%	1 3%	
	Grade 3	35	40		17 53%	18 46%		9 23%	9 24%		5 13%	8 22%		2 3%	3 5%		2 3%	2 3%	
	Grade 4	47	47		19 40%	17 36%		10 21%	13 28%		5 11%	6 13%		6 13%	5 11%		7 15%	6 13%	
	Grade 5	43	46		16 36%	16 36%		10 23%	10 22%		10 23%	11 22%		4 11%	7 16%		3 7%	2 4%	

5th Grade Math MAP by Domains 2022/2023

	Geometry					Number & Operations					Measurement & Data					Operations & Algebraic Thinking				
	BOY (Natl avg 209)		MOY (Natl avg 215)		EOY	BOY (Natl avg 209)		MOY (Natl avg 215)		EOY	BOY (Natl avg 209)		MOY (Natl avg 215)		EOY	BOY (Natl avg 209)		MOY (Natl avg 215)		EOY
151-160	0		0			0		0			1		0			0		0		
161-170	1		1			1		0			1		0			2		1		
171-180	2	50%	2			5	54%	2			7	57%	4			3	46%	2	57%	
181-190	8		2	63%		9		6	59%		5		5	54%		9		5		
191-200	12		6			10		8			12		4			7		4		
201-210	10	22%	18			11	24%	11			7	15%	12			10	22%	14		
211-220	10		10	22%		8		8	17%		7	30%	12	26%		7	30%	9	20%	
221-230	2	28%	6	15%		3	28%	8	24%		6		7	20%		6		10	24%	
231-240	1		1			2		3			1		2			1		1		

4th Grade Math MAP by Domains 2022/2023

	Geometry					Number & Operations					Measurement & Data					Operations & Algebraic Thinking				
	BOY		MOY		EOY	BOY		MOY		EOY	BOY		MOY		EOY	BOY		MOY		EOY
141-150	0		0			0		0		0	0		0			0		0		
151-160	1		0			1		1			0		0			2		0		
161-170	5	50%	1	56%		3	56%	1			4	46%	1			2	46%	1	56%	
171-180	9		5			9		1	55%		9		5	52%		10		3		
181-190	11		12			16		12			11		8			10		10		
191-200	8	15%	11			11	21%	13			13	25%	13			15	29%	15		
201-210	12		13	23%		7		12	23%		6		15	29%		7		13	25%	
211-220	4	35%	9			2	25%	5	22%		5	29%	8	19%		2	27%	3	19%	
221-230	2		3	25%		3		4			3		2			5		5		

	Geometry					Number & Operations					Measurement & Data					Operations & Algebraic Thinking				
231-240	0		1			0		2			1		0			0		2		
241-250	0		0			1		0			0		0			0		0		

National Average

3rd Grade Math MAP by Domains 2022/2023

	Geometry					Number & Operations					Measurement & Data					Operations & Algebraic Thinking				
	BOY (Natl Avg. 188)		MOY (Natl Avg. 196)		EOY	BOY (Natl Avg. 188)		MOY (Natl Avg. 196)		EOY	BOY (Natl Avg. 188)		MOY (Natl Avg. 196)		EOY	BOY (Natl Avg. 188)		MOY (Natl Avg. 196)		EOY
121-130	0		0			1		0			0		0			0		0		
131-140	0		1			0		0			1		0			2		0		
141-150	1	54%	0			3	57%	0			0	62%	0			0	59%	0		
151-160	4		2	60%		4		0	55%		4		1	68%		5		2	65%	
161-170	3		4			2		1			9		7			7		6		

Score	Geometry BOY	Geometry MOY	Geometry EOY	Number & Operations BOY	Number & Operations MOY	Number & Operations EOY	Measurement & Data BOY	Measurement & Data MOY	Measurement & Data EOY	Operations & Algebraic Thinking BOY	Operations & Algebraic Thinking MOY	Operations & Algebraic Thinking EOY
171-180	12	6		11	7		9	8		8	6	
181-190	5 (14%)	11		13 (35%)	14		6 (16%)	11		10 (27%)	12	
191-200	6	12 (30%)		3	10 (25%)		6	6 (15%)		3	7 (18%)	
201-210	6 (32%)	3 (10%)		2 (14%)	7 (20%)		1 (22%)	3 (18%)		3 (16%)	5 (15%)	
211-220	0	1		0	1		1	3		0	0	
221-230	0	0		0	0		0	1		0	1	
National Average												

	Geometry			Number & Operations			Measurement & Data			Operations & Algebraic Thinking		
2nd Grade Fall Math MAP by Domains 2022/2023												
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
101-110	0	0		0	0		0	0		1	0	

Score	Geometry					Number & Operations					Measurement & Data					Operations & Algebraic Thinking			
111-120	0		0			0		0			0		0			0		0	
121-130	0		0			0		0			0		0			0		0	
131-140	3	63%	0	26%		4	72%	1	32%		1	72%	0	29%		3	72%	1	26%
141-150	4		0			3		0			3		0			2		0	
151-160	5		5			7		3			6		3			5		1	
161-170	8		4			9		7			13		7			12		7	
171-180	5	16%	9	26%		6	19%	7	21%		5	16%	8	24%		3	9%	11	32%
181-190	6	22%	6	47%		3	9%	14	47%		4	13%	8	47%		6	19%	8	41%
191-200	1		8			0		2			0		5			0		5	
201-210	0		2			0		0			0		3			0		1	
National Average 175																			

2nd Grade Fall Math MAP by Domains 2022/2023

	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking	

Range								
101-110	0		0		0		1	
111-120	0		0		0		0	
121-130	0		0		0		0	
131-140	3	63%	4	72%	1	72%	3	72%
141-150	4		3		3		2	
151-160	5		7		6		5	
161-170	8		9		13		12	
171-180	5	16%	6	19%	5	16%	3	9%
181-190	6	22%	3	9%	4	13%	6	19%
191-200	1		0		0		0	
National Average 175								

1st Grade Fall Math MAP by Domains 2022/2023

	Geometry			Number & Operations			Measurement & Data			Operations & Algebraic Thinking		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
101-110												
111-120												
121-130												
131-140												
141-150												
151-160												
161-170												
171-180												
181-190												
191-200												
National Average 160												

	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking	
1st Grade Fall Math MAP by Domains 2022/2023								
101-110	0		0		0		0	
111-120	1		0		0		0	
121-130	0		0		1		0	
131-140	4	61%	2	81%	2	84%	0	72%
141-150	2		4		7		7	
151-160	4		13		10		8	
161-170	11		11		11		11	
171-180	12	32%	5	14%	6	16%	8	22%
181-190	2	8%	0	0%	0	0%	3	8%
191-200	1		0		0		0	
National Average 160								

	Geometry			Number & Operations			Measurement & Data			Operations & Algebraic Thinking		
Kindergarten Fall Math MAP by Domains 2022/2023												
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
101-110												
111-120												
121-130												
131-140												
141-150												
151-160												
161-170												
171-180												

181-190																
191-200																

National Average 140

Kindergarten Fall Math MAP by Domains 2022/2023								
	Geometry		Number & Operations		Measurement & Data		Operations & Algebraic Thinking	
101-110	1		0		0		0	
111-120	1	13%	1	25%	1	6%	0	9%
121-130	2		7		1		3	
131-140	5	16%	1	3%	5	16%	5	16%
141-150	3		4		7		5	
151-160	3		5		3		3	
161-170	3	28%	0	28%	1	34%	2	31%
171-180	0		0		0		0	

181-190	0	0	0	0
191-200	0	0	0	0
National Average 140				

ELA MAP 2022/2023

LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: Reading Record the percent of students in each band.	KDG																		
	Grade 1																		
	Grade 2																		
	Grade 3	35	40		18 53%	19 48%		7 19%	5 5%		2 6%	5 13%		4 11%	5 13%		4 11%	6 15%	
	Grade 4	47			16 37%			11 26%			5 9%			5 12%			7 16%		
	Grade 5	44	44		13 30%	12 27%		8 18%	1 2%		5 11%	12 27%		10 23%	11 25%		8 18%	8 18%	

NWEA Dyslexia Screener 2022/23

	BOY Students	Percentage	MOY Students	Percentage	EOY Students	Percentage

	Flagged		Flagged		Flagged	
K Teacher A	8/18	44%	6/19	32%		
K Teacher B	11/20	55%	7/22	32%		
1st Teacher A	1/1	100%	1/2	50%		
3rd Teacher A	0/1	0%	-	-		
Total	20/40	50%	14/43	33%		

NWEA Students with Disabilities Dyslexia Screener 2022/23						
	BOY Students Flagged	Percentage	MOY Students Flagged	Percentage	EOY Students Flagged	Percentage
Kindergarten						
First Grade	1					

2nd Grade	2					
Total	6					

K - 2 Students with Disabilities **NWEA MAP Adaptive Oral Reading Fluency By Skill 2022/2023**					
Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension	
0-20%	3		3		2	
21-40%			1		1	
41-60%						
61-80%	1				1	
81-100%	2		2		2	

ACCESS Language Domain Breakdown - Spring 2022					
	Scale Score 100 - 200	**Scale Score 201-300**	**Scale Score 301-400**	**Scale Score 401-500**	**Scale Score 501-600**	**Number of Students with Scale Scores**

						100-300
Listening	**I** (3%)	**II** (34%)	**I6** (50%)	**4** (13%)		37%
Speaking	**5** (16%)	**I7** (53%)	**I0** (31%)			69%
Reading	**4** (13%)	**I0** (31%)	**I8** (56%)			44%
Writing	**4** (13%)	**I4** (44%)	**I4** (44%)			57%
Oral Language 50% Listening/50% Speaking	**I** (3%)	**I6** (50%)	**I5** (47%)			53%
Literacy 50% Reading/50% Writing	**4** (13%)	**I2** (38%)	**I6** (50%)			51%
Comprehension 70% Reading/30% Listening	**3** (9%)	**7 (**22%) 31	**22 (**69%)			

Discipline & Attendance Data 21-22									
2021/2022	All Students	SWD	White	African American	Am. Indian or Alaska Native	Asian	Hispanic	Two or More Referrals	EL FARMS

Discipline Data	15	4	8	6	0	0	1	5	1	15
Attendance Data	293		209	39	0	2	43			293

SPECIAL EDUCATION READING MAP FALL 2022																			
MAP Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))		Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP		BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: English Language Arts Record the percent of students in each band.	Grade 3	6	6		(5) 83%			(1) 16%			0%			0%			0%		
	Grade 4	4	4		(3) 75%	3 (75%)		0%	(1) 25%		(1) 25%	0%		0%	0%		0%	0%	
	Grade 5	8	8		(7) 88%	(8) 100%		(1) 13%			0%			0%			0%		

SPECIAL EDUCATION MATH MAP FALL 2022																				
LEA Assessment Comparison (Beginning of Year (BOY) to End of Year (EOY))			Total # of Students Tested			% Students Low <21%			% Students Low Avg 21% - 40%			% Students Avg 41 - 60%			% Students High Avg 61 - 80%			% Students High > 80%		
Assessment Selected: MAP			BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Student Achievement and Growth: Math Record the percent of students in each band.	Grade 1		3			(2) 67%			0%			0%			(1) 33%			0%		
	Grade 2		4			(3) 75%			0%			0%			0%			(1)25%		
	Grade 3		6			(5) 83%			(1)17%			0%			0%			0%		
	Grade 4		4	4		(4)100%			0%			0%			0%			0%		
	Grade 5		8	8		(7) 88%	(8) 100%		(1)13%			0%			0%			0%		

Students with Disabilities Fall Reading Growth MAP by Domains 2022/2023			
5th Grade	**Vocabulary**	**Informational Text**	**Literary Text**
131-140	l		
141-150			l
151-160		l	
161-170	3	l	l
171-180	2	l	
181-190	l	4	l
191-200	l	l	5

201-210			
National Average 204			

Students with Disabilities Fall Reading Growth MAP by Domains 2022/2023			
4th Grade	**Vocabulary**	**Informational Text**	**Literary Text**
131-140			
141-150			
151-160	I	I	
161-170	I		2
171-180	I	I	
181-190		2	I
191-200	I	I	I
201-210	2	I	I
211-220			i

National Average 197

Students with Disabilities Fall Reading Growth MAP by Domains 2022/2023			
3rd Grade	**Vocabulary**	**Informational Text**	**Literary Text**
131-140			
141-150	I	I	
151-160	2	2	I
161-170	I	I	4
171-180	2	2	
181-190			I
191-200			
201-210			
211-220			

National Average 187

3rd Grade Fall ELA MAP by Domains							
	Vocabulary		Literary Text		Informational Text	
141-150	3		1		7	
151-160	9	58%	9	63%	9	68%
161-170	1		10		10	
171-180	9		4		10	
181-190	7	18%	3	8%	4	11%
191-200	8	24%	5	29%	4	21%
201-210	0		4		3	

211-220	0		1		1	
221-230	1		0		0	
National Average 187						

4th Grade Fall ELA MAP by Domains						
	Vocabulary		Literary Text		Informational Text	
141-150	1		0		0	
151-160	2		3		3	
161-170	5	53%	10	54%	6	57%
171-180	9		7		10	
181-190	11		8		11	
191-200	9	17%	8	15%	8	15%

201-210	10		8		6	
211-220	2	29%	6	31%	6	28%
221-230	3		1		3	
231-240	0		1		0	
National Average 197						

5th Grade Fall ELA MAP by Domains						
	Vocabulary		Literary Text		Informational Text	
131-140	1		0		0	
141-150	0	44%	1	48%	0	48%
151-160	0		1		1	
161-170	4		3		3	

Range						
171-180	3		1		3	
181-190	4		9		7	
191-200	8		7		7	
201-210	7	16%	7	16%	10	22%
211-220	12		9		9	
221-230	5	40%	5	36%	2	31%
231-240	0		2		3	
241-250	1		0		0	
National Average 204						

Kindergarten MAP Adaptive Oral Reading Fluency By Skill 2022/2023						
Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension	
0-20%						

21-40%						
41-60%						
61-80%						
81-100%						

1st Grade MAP Adaptive Oral Reading Fluency By Skill 2022/2023						
Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension	
0-20%	11	39%	10	50%	4	22%
21-40%	3		8		4	
41-60%	8	22%	8	22%	7	19%
61-80%	5	39%	6	33%	8	21%
81-100%	9		6		13	

2nd Grade MAP Adaptive Oral Reading Fluency By Skill 2022/2023						
Percentiles	Phonological Awareness		Phonics and Word Recognition		Language Comprehension	
0-20%	2	22%	6	31%	2	12%
21-40%	5		4		2	
41-60%	3	9%	2	6%	4	12%
61-80%	7	69%	4	56%	6	75%
81-100%	15		14		18	