

Student Outcomes

Goal 2, Interim Measure 2.2
Guardrail 1

Board Update
January 28, 2025





Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



Administrative Window	Grade	Report Date
MVPA - Benchmark 1	3-5	Jan 14, 2025
MVPA - Benchmark 1	6-8	Jan 28, 2025
MVPA - Benchmark 2	3-5	Mar 11, 2025
MVPA - Benchmark 2	6-8	Mar 25, 2025
MVPA - Final Benchmark	3-5	May 27, 2025
MVPA - Final Benchmark	6-8	June 19, 2025

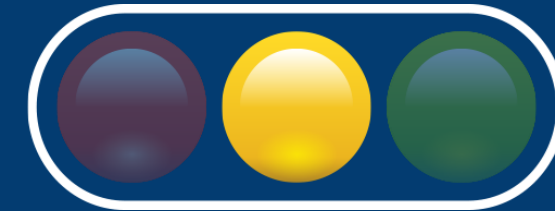
Understanding Grades 6-8 Reading End of Grade Assessments



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RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Students must carefully read a complex eighth-grade text, access the appropriate paragraph, determine how the author refines key concepts, and analyze how a specific paragraph contributes to the development of an idea throughout the text.

Adapted from "Bats"

by W. S. Dallas

Among the sounds which greet the ear of the wayfarer¹ as the shades of evening deepen into night, one of the commonest is a rather faint chirping noise which comes mysteriously from overhead. On looking up in search of the source of this peculiar sound, we may see a small, dark, shadow-like creature sweeping to and fro with great rapidity. It is one of the curious groups of animals called bats, representatives of which are to be met with in all countries, always active at night or in the twilight, and presenting a remarkable general similarity of structure, although in some respects they may differ considerably in habits. In the British Islands some fourteen species have been distinguished.

2

Like the owls, with which they share the dominion² of the evening air, the bats have a perfectly noiseless flight; their activity is chiefly during the twilight, although some species are later, and in fact seem to keep up throughout the whole night. As they rest during the day, concealed usually in the most inaccessible places they can find, and are seen only upon the wing, their power of flight is their most striking peculiarity in the popular mind, and it is perhaps no great wonder that by many people, both in ancient and modern times they have been regarded as birds. Nevertheless, their hairy bodies and leathery wings are so unlike anything that we ordinarily understand as pertaining to a bird, that opinion was apparently always divided, as to the true nature of these creatures—"a mouse with wings," as Goldsmith called it once, according to James Boswell, is certainly a curious animal, and very difficult to classify so long as the would-be systematist has no particularly definite ideas to guide him. The likeness of the bat to a winged mouse has made itself felt in the name given to the creature in many languages, such as the "Chauvesouris" of the French and the "Flitter-mouse" of some parts of England, the latter being reproduced almost literally in German, Dutch, and Swedish, while the Danes called the bat a "Flogenmues," which has about the same meaning, and the Swedes have a second name, "Lädermus," evidently referring to the texture of the wings, as well as to the mouse-like character of the body.

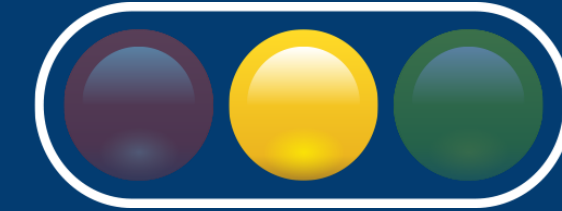
- 32 How does the last sentence in paragraph 2 refine a key concept about bats?
- A by describing how owls and bats fly at night
 - B by explaining the functions of a bat's wings and its furry body
 - C by showing how a bat is different from both a mouse and a bird
 - D by illustrating how other languages have similar meanings for the word "bat"
- 33 How does paragraph 3 contribute to the development of the idea of scientific classification of bats?
- A It explains why classifying any sort of animal is important to its preservation.
 - B It describes the specific characteristics that are used to classify bats as mammals.
 - C It describes the specific characteristics that are used to understand that bats are alive.
 - D It explains why classifying an animal as a mammal is better than classifying it as a bird.



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Progressing



Grade	Level 4 and 5 Percentile
6th Grade	79 - 99
7th Grade	74 - 99
8th Grade	76 - 99

CAUTION

This goal measures the highest levels of reading skill (levels 4 and 5). Students scoring at a level 4 or 5 are typically in the ___ percentile and above. Data in this report do not reflect reading grade level **proficiency** (levels 3, 4 and 5).

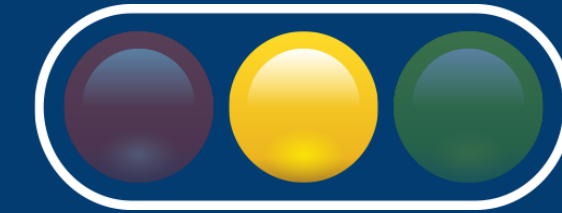
Understanding Grades 6-8 Reading MVPA Benchmark Assessments



Student Outcome Goal 2

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Progressing



- What is MVPA?

MVPA (Mastery View Predictive Assessments) is designed to utilize predictive benchmarks to gauge students' progress at key points during the school year. These assessments help our district customize instruction on a timely basis.

- Why do we analyze MVPA?

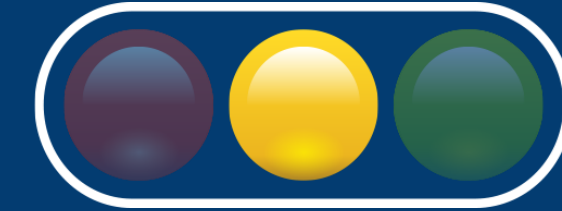
Mastery View Predictive Assessments provide you with district, school, and classroom data enabling you to make highly accurate predictions regarding student progress towards mastery on your state's assessments.



Student Outcome Goal 2

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Progressing



MVPA Qtr 1 Reading Benchmark

Grade Level	Minimum Percent Correct to be Projected CCR
6th Grade	61.0%
7th Grade	62.0%
8th Grade	70.0%

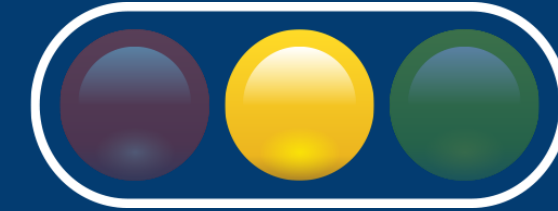
2024-25 Grades 3-8 ELA Quarter 1 MVPA Benchmark Assessment Performance



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



Executive Data Summary for Grades 3-8 Reading

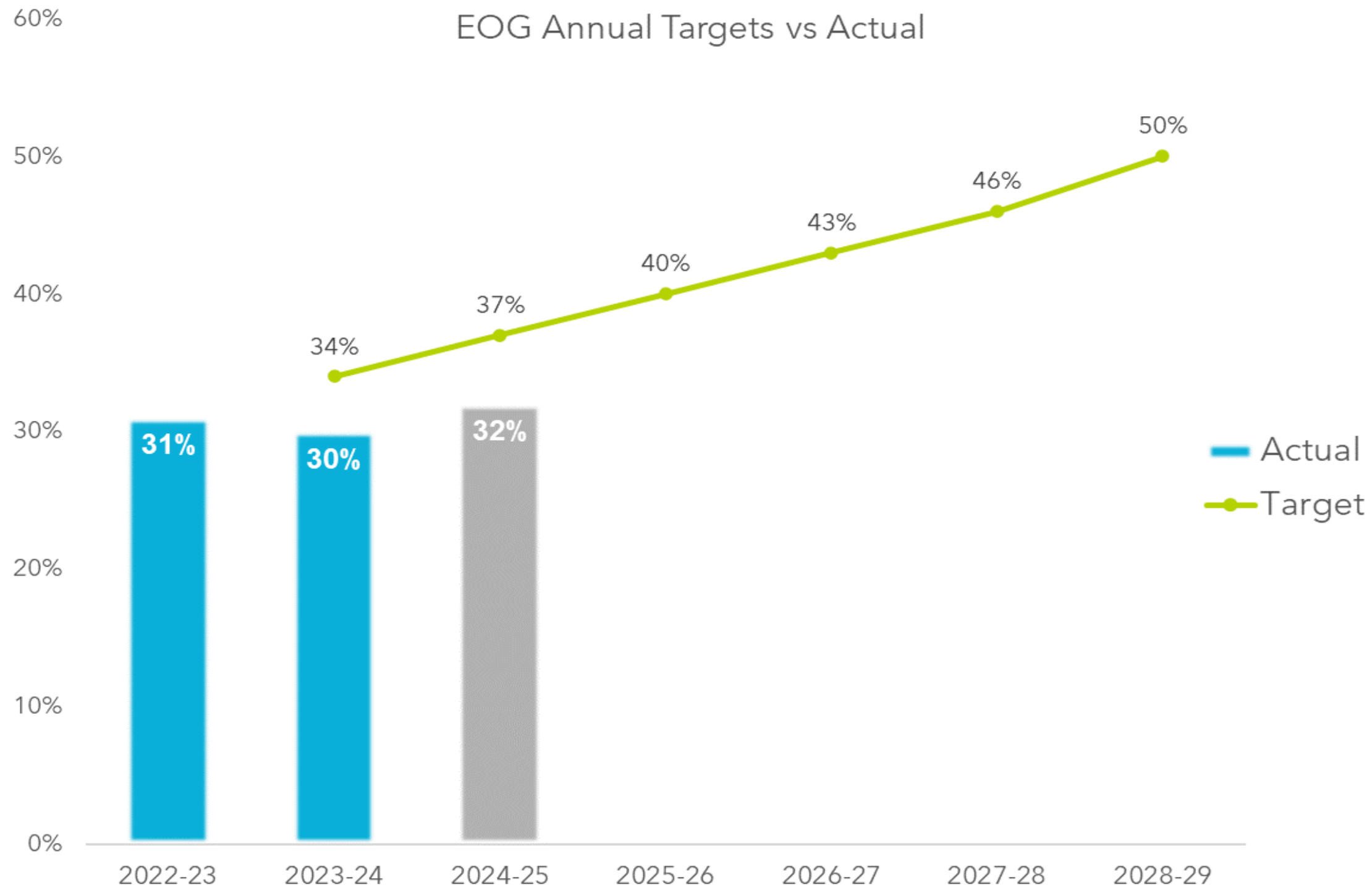
- Goal 2 Overall
 - EOG: 1% point decrease from EOY 2022-23 to EOY 2023-24 (31% to 30%)
 - Need a 7% point increase in 2024-25 to reach this year's annual target (37%)
- Goal 2 Interim Measures
 - Current MVPA data projects grades 3-8 reading college and career readiness student achievement to be 32% at the end of this school year. This is a 2% point increase over achievement on the end of grade assessment in 2023-24 but 5% points below this year's annual target
 - % college and career ready in 6 of the 8 student groups are projected to increase in 2024-25. Decreases are projected in the following student groups: Asian (-1.2%) and ML (-0.2%).



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Progressing

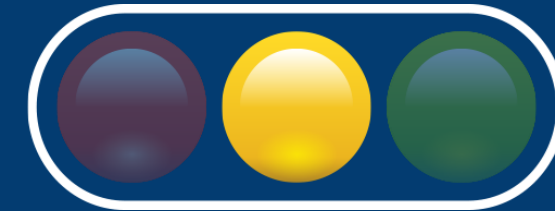




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Progressing



	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 30% to 37% by June 2025 .	31%	34%	30%	37%		40%		43%		46%		50%	

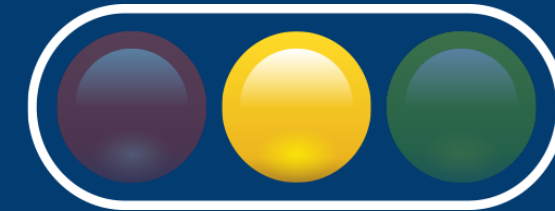
	2023-24		2024-25		
Interim Measure	Target	Projection	Target	Projection	Change
MVPA 1st Admin	34%	36%	37%	32%	-4
MVPA 2nd Admin	34%	36%	37%		TBD
MVPA 3rd Admin	34%	36%	37%		TBD



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Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



2024-25 MVPA Projections 1st Administration

61,580

Total Students (Grades 3-8)

22,786

Total Students Needed to Reach Goal 2 Target (37%)

19,650

Current Students at CCR (*MVPA Projection*)

3,136

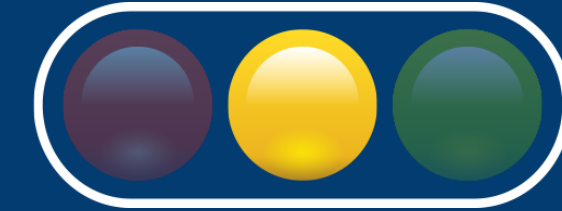
Additional Students Needed to Reach Goal 2 (*MVPA Projection*)



Student Outcome Goal 2

Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 3-8 from 31% (June 2023) to 50% (June 2029).

Progressing



Student Group	2023-24 (%) Actual	2024-25 (%) Projection	Projected Change (% Points)
All	30.0	31.6	1.6 ↑
Asian	55.5	54.3	- 1.2 ↓
Black	19.1	21.5	2.4 ↑
Hispanic	15.5	17.3	1.8 ↑
Native American	36.0	38.3	2.3 ↑
Two or More	38.0	41.2	3.2 ↑
White	56.7	56.9	0.2 ↑
ML	6.5	6.3	- 0.2 ↓
Students with Disabilities	5.9	7.5	1.6 ↑

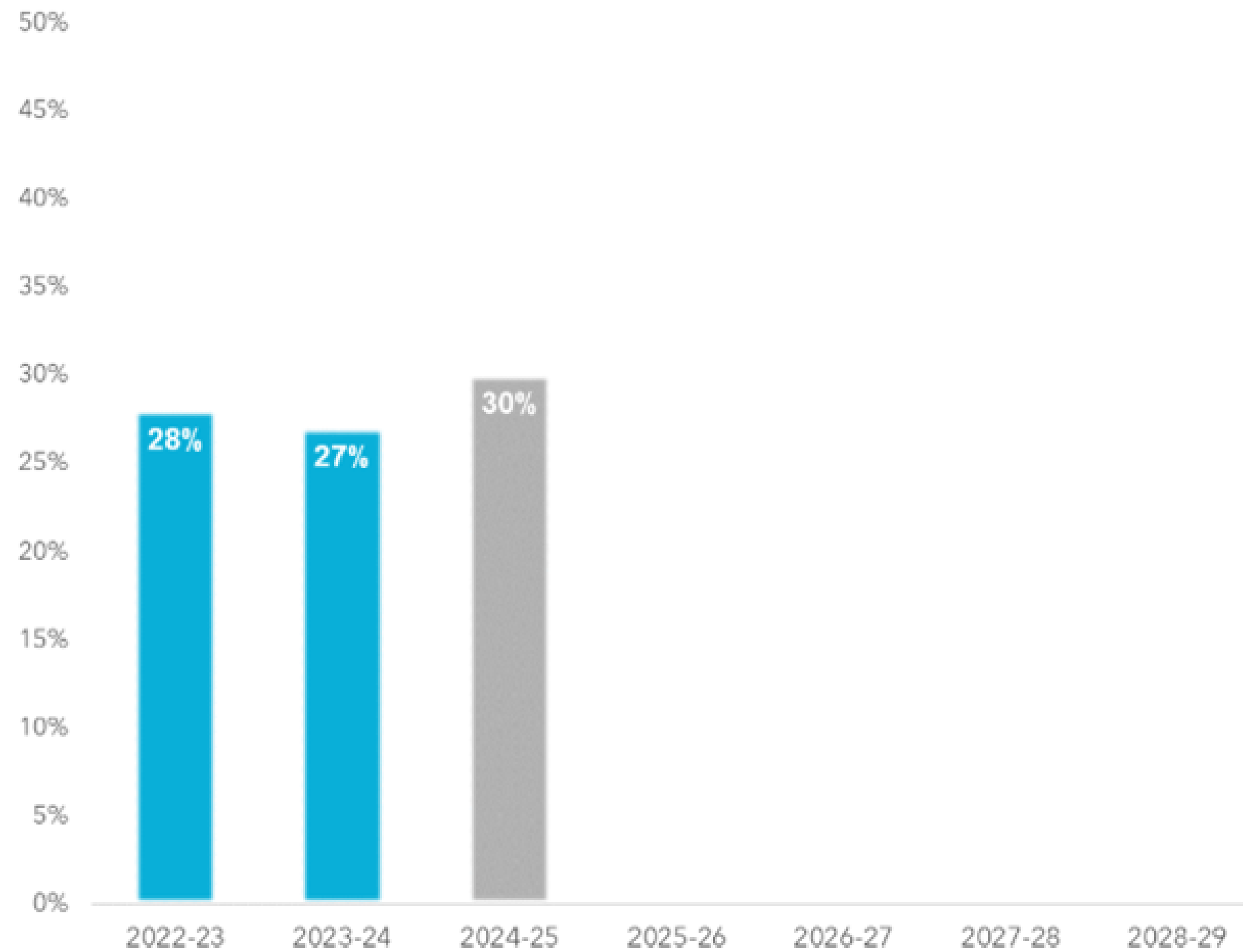
2024-25 Grades 6-8 ELA Quarter 1 MVPA Benchmark Assessment Performance



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2023) to 50% (June 2029)

Progressing

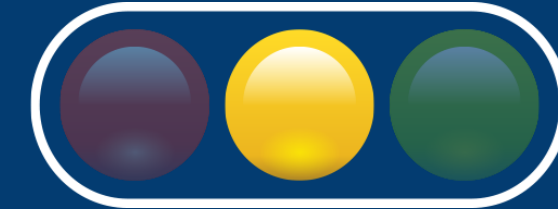




Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2023) to 47% (June 2029)

Progressing



	2022-23	2023-24		2024-25		2025-26		2026-27		2027-28		2028-29	
Goals for 2024-25	Baseline	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Increase the percent of students scoring CCR (college and career ready) on reading end of grade assessments in grades 6-8 from 28% in June 2023 to 34% by June 2025 .	28%	34%	27%	37%		40%		43%		46%		50%	

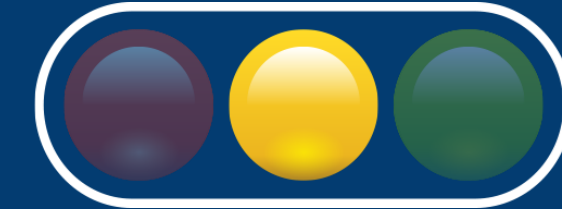
Interim Measure	2023-24		2024-25		Projected Change
	Target	Projection	Target	Projection	
Gr 6-8 MVPA 1st Admin	34%	37%	37%	30%	-7%
Gr 6-8 MVPA 2nd Admin	34%	35%	37%		TBD
Gr 6-8 MVPA 3rd Admin	34%	34%	37%		TBD



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2023) to 50% (June 2029)

Progressing



2024-25 MVPA Projections 1st Administration

30,228

Total Students

11,184

Total Students Needed to Reach Goal 2 Target

9,118

Current Students at CCR (*MVPA Projection*)

2,066

Additional Students Needed to Reach Goal 2 (*MVPA Projection*)



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2023) to 50% (June 2029)

Progressing



Student Group	2023-24 (%) Actual	2024-25 (%) Projection	Change (% Points)
All	27.1	29.9	2.8 ↑
Asian	56.6	55.1	- 1.5 ↓
Black	15.8	19.2	3.4 ↑
Hispanic	13.8	16.5	2.7 ↑
Native American	28.6	39.5	10.9 ↑
Two or More	33.3	38.9	5.6 ↑
White	53.1	55.3	2.2 ↑
ML	2.8	3.6	0.8 ↑
Students with Disabilities	3.7	5.8	2.1 ↑

Strategies



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2023) to 37% (June 2025)

Progressing



Directly Goal Aligned Projects	Indirectly Goal Aligned Projects
<p>P01: Provide Comprehensive Curriculum & PD</p> <p>P02: High Dosage Tutoring</p> <p>P03: Core Action Walkthroughs</p> <p>P05: High Needs Vacancy Monitoring</p> <p>P07: Learner Profiles and Future Pathways</p> <p>P08: Career Exploration via Community Partnerships</p> <p>P10: MTSS for Accelerated Learning</p> <p>P11: Family & Community Partnership Communication</p> <p>P12: Providing Variety of Opportunities</p> <p>P13: Community Partnerships & Student Wellness</p> <p>P14: Attendance</p> <p>P15: SEL & Student Discipline</p> <p>P16: Recruitment & Retention</p> <p>P18: Onboarding New Employees</p> <p>P19: Compensation & Incentive Plans</p> <p>P20: Professional Development</p> <p>P22: Staff Wellness</p> <p>P24: District Wide Coaching Model</p> <p>P35: Family Academy</p> <p>P37: Summer Programming</p>	<p>P06: SIP Planning & Alignment</p> <p>P09: Pre-K Opportunities</p> <p>P17: Housing</p> <p>P21: Succession Planning</p> <p>P23: District Planning</p> <p>P25: Districtwide Performance Management Evaluation Systems</p> <p>P26: Work Order Process</p> <p>P27: Business Modernization System</p> <p>P28: Device Life Cycle Protocol</p> <p>P29: Preparation for Transition to Infinite Campus</p> <p>P30: Service Now</p> <p>P31: Data Reporting Platform Modernization</p> <p>P32: Data Driven Continuous Improvement</p> <p>P33: AI</p> <p>P34: Local and State Coalitions</p> <p>P36: Internal Communication Structures</p>






Student Outcome Goal 2 - Interim Measure

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Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Inputs 	Outputs to Date 	Strategic Adjustments 
<ul style="list-style-type: none"> • Provided high quality, standards-aligned, evidence based literacy curriculum and supplemental resources for effective language arts instruction to all students in grades 6-8, including resources for instructing multilingual learners, students with disabilities, advanced learners • Conducted professional development for teachers and master teachers, including Response to Benchmark data analysis guidance with school-based leadership for implementation of data-driven instruction • Conducted 279 learning walks with SPAs or independently to collect data on instructional practices and provide feedback to school-based staff and SPA leadership designed to refine teaching and learning 	<ul style="list-style-type: none"> • 100% master teachers and teachers have access to 6-8 resources for teaching reading, including resources for instructing multilingual learners, students with disabilities, advanced learners • 93.5% schools serving students in grades 6-8 have a reading master teacher or the equivalent Teacher Leader Pathway position • 91% literacy master teachers serving students in grades 6-8 attended district required professional development in during first and second quarters 	<ul style="list-style-type: none"> • Develop Response to Benchmark 2 guidance to facilitate teachers' ability to adjust instruction to triangulate applicable data points to support each school's development of appropriate Qtr 3 instructional next steps for grades 6-8 students. • Continue to provide professional learning based on the needs of individual schools and performance area needs. • Deploy district curriculum specialists to specified schools to support instruction; use those schools as proof points of possibility for Qtr 3 and 4 professional development for staff from other schools






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Progressing



Project 03 (P03): Core Action Walkthroughs (CAWS)

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Established a reporting mechanism to track data from core action walkthroughs Standardized a Core Action Walkthrough tool to ensure alignment across all schools serving grades 6-8 Conducted training on instructional look-fors for staff members conducting classroom walkthroughs Designed and implemented a system for completion of Qtr 1 core action walkthroughs to assess current state of districtwide 6-8 reading instruction Master Teachers and Assistant Principals have opportunities to engage in Core Action Walkthroughs to observe learning and teaching across schools serving 6-8 students 	<ul style="list-style-type: none"> 279 Literacy core action walkthroughs in 48 schools serving students in grades 6-8 have been completed for the beginning of the year window Identified strengths and areas for improvement in Core Action Walkthrough process Desegregated the data to identify instructional strengths and areas for improvement across grade levels; created professional development to support teachers; collaborated with district stakeholders to determine next steps for school-based instructional support and professional development 	<ul style="list-style-type: none"> Calibrate ratings with school-based master teachers Use Qtr 2 data to prioritize targeted Qtr 3 core action walkthroughs at schools meeting specified criteria; Core action walkthrough data supports identifying problems of practice and provides suggested guidance on removing barriers to strengthen core instruction implementation Deploy district specialist staff to support schools with effective implementation of core instruction and intervention practices






Student Outcome Goal 2 - Interim Measure

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Progressing



Project 10 (P10): MTSS for Accelerated Learning

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Made evidence-based reading supplemental and intensive intervention resources available for teacher use with students in grades 6-8. Conducted Q1 Data Analysis Sessions with school teams. Determined the number of students in grades 6-8 needing to be considered for additional instructional literacy support based on the Universal Screener: <ul style="list-style-type: none"> 31 % of sixth grade students (3250 out of 10,693) 32% of seventh grade students (3240 out of 10,648) 31% of eighth grade students (3329 out of 10,768) 	<ul style="list-style-type: none"> Monitor student completion of the iReady placement assessment and at least one lesson in their personalized pathway. <ul style="list-style-type: none"> 87% of sixth grade students (8,895/10,212) 82% of seventh grade students (8,325/10,158) 73% of eighth grade students (7,423/10,213) Identified students in need of supplemental and intensive intervention during Qtr 1 Data Analysis Sessions with School Teams 	<ul style="list-style-type: none"> Launch a communication plan for internal staff and external partners and families about 1) how to know a student's current performance if in need of supplemental or intensive services and 2) what the next steps are needed to support the student's growth. Monitor the completion of progress monitoring for students identified as needing supplemental or intensive intervention. Establish a cadence for studying data regarding the effectiveness of interventions, making adjustments as needed.






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Progressing



Project 14 (P14): Attendance

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Created school tiered attendance plans Streamlined district reports regarding attendance and absenteeism so that there one source of truth for the correct data Developed a process to identify students needing attendance intervention plans Developed and implemented attendance initiatives including but not limited to Tiered Case Management Developed and implemented a truancy mediation program 	<ul style="list-style-type: none"> All Elementary, Middle and K-8 schools have created and submitted their 2024-25 tiered attendance plan as a part of their 2024-25 School Improvement Planning process; feedback has been provided to all schools 41% of Middle and K-8 Schools (18 out of 44) had a 92% or higher attendance ratio for December reporting 7 mediation appointments for middle schools have occurred and a new mediator has been added to the team as a tiered support for students with chronic absenteeism My Brother's Keeper made 674 home visits and 814 phone calls during to chronically absent middle school students that were difficult to reach 	<ul style="list-style-type: none"> Social workers will continue to identify and provide resources to remove barriers to students' ability to consistently attend school Social workers will complete district monitored spreadsheets to document phone calls, home visits, and interventions provided to students that are chronically absent Monitor mediation session participation and impact on attendance Continue the regular cadence for monitoring attendance data at the district and school level in response to at risk chronic absenteeism student data






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Progressing



Project 05 and 16 (P05 & P16): High Needs Vacancy Monitoring & Recruitment and Retention

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Implemented a coordinated and collaborative system for beginning of year school support visits <ul style="list-style-type: none"> Visits conducted by staff from Teacher Leader Pathway, Beginning Teacher Development and Support and CMS Teacher Residency programs Established a plan to meet with all 1295 alternatively licensed teachers in the district to ensure they are on track for their next license and retained in the district Launched Phase 1 of the Teacher Assistant to Teacher Program Updated recruitment and attraction strategies Invested in and publicize advancement opportunities for teachers 	<ul style="list-style-type: none"> 100% of schools have received a beginning of year visit to support Teacher Leader Pathway teachers, Beginning Teachers and teachers in the CMS Teacher Residency Program. 98% of teacher fill rate districtwide 	<ul style="list-style-type: none"> Conduct an after action review of last year's hiring timeline and process Collaborate in the development of the 2025-26 hiring timeline, prioritizing early hiring where needed, appropriate and applicable; draft and publicize the 2025-26 recruitment campaigns and events Execute school support plans for Teacher Leader Pathway, Beginning Teacher and Teacher Residency teacher support, collaborating with departments also supporting new teachers to build awareness of new teacher highest impact areas of development Develop business rules to forecast high needs vacancies both short and long term






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Progressing



Project 18 (P18): Onboarding New Employees

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Implemented a three week teacher onboarding experience (The Crown Academy) Implemented weekly onboarding for any teacher who is hired during the school year and is new to Charlotte-Mecklenburg Schools <ul style="list-style-type: none"> Onboarding development includes classroom management, organization, technology tools/platforms, building relationships and introduction to content/curriculum Developed survey to get teacher stakeholder feedback regarding the effectiveness of district onboarding efforts 	<ul style="list-style-type: none"> 1,124 teachers have completed the onboarding program for the 2024-25 school year.* <ul style="list-style-type: none"> 558 of the 1,124 teachers who have completed onboarding are alternatively licensed 382 K-6 teachers have completed onboarding <ul style="list-style-type: none"> 152 of the 382 teachers with K-6 licensure who have completed onboarding are alternatively licensed. 	<ul style="list-style-type: none"> Survey participants of onboarding program 60 and 120 days after onboarding to determine effectiveness and to inform improvement to onboarding content and/or structures Monitor retention rate of beginning teachers Add a 2-day option for onboarding for experienced teachers new to CMS and rehires (4+ year of teaching experience and licensed) began on 12/2 Launch affinity groups for EC Teachers, ML Teachers, 2nd Career Teachers, and Traditional Pathway BT1s based on survey data that extends the onboarding support and experiences for targeted teacher group






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Progressing



Project 11 (P11): Family and Community Partnership Communication

Inputs 	Outputs 	Strategic Adjustments 
<ul style="list-style-type: none"> Collaborated with cross-functional team (with a consistent meeting cadence) to review districtwide resources and processes Finalized inventory of current resources available for parents and caregivers to support their scholars learning outside of the school day Collaborated with CMS Technology to determine the best end user experience for families and external stakeholders 	<ul style="list-style-type: none"> Created subcommittees based on grade spans: High School, Middle School, and Elementary School in order to organize resources by grade span Subcommittees mapped out pathways by grade level and compiled all pertinent information needed for families to support their scholars Launched monthly internal and external newsletter with resources to support at home learning including literacy 	<ul style="list-style-type: none"> Build pathways on CMS Website to ensure timely, accessible, and user friendly content for families Collaborate with CMS Communications to plan strategy to bring awareness of districtwide resources via ParentSquare and social media platforms






Student Outcome Goal 2 - Interim Measure

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Progressing



Project 35 (P35): Family Academy

Inputs 	Outputs 	Strategic Adjustments 
<p>Planned inputs to date:</p> <ul style="list-style-type: none"> Expanding 2024-25 Family Academy <ul style="list-style-type: none"> Virtual, in-person, and on demand offerings Virtual sessions ensure accessibility, language inclusion, and on demand recordings 893 families participated in sessions at the Back to School Kickoff in August 2024 6 Family Academy courses offered in November, including sessions directly aligned to Goal 1 <ul style="list-style-type: none"> Understanding MTSS and My Role as a Parent Within the Framework (70 Engagement Touchpoints) 6 Scheduled for December: <ul style="list-style-type: none"> Understanding the Tests Your Students Take for ML Families and Understanding Parent Reports K-12 	<p>Outputs to date:</p> <ul style="list-style-type: none"> 12 departments and 15 community partners have facilitated or supported Family Academy sessions In person sessions have been hosted at Ada Jenkins Center, Belmont Center, McClintock MS, Central United Methodist Church All school performance areas have had families engaged in courses 995 families have engaged since September <ul style="list-style-type: none"> 192 families with K-2 students have attended Family Academy Virtual and/or On Demand As of November 22, CMS Family Academy has hosted 6 Virtual Lunch and Learn Sessions <ul style="list-style-type: none"> 100% positive feedback from stakeholders 	<p>Next Steps:</p> <ul style="list-style-type: none"> Continue to develop and implement Family Academy courses to provide timely information to support families Expanded survey to identify grade level engagement of families Continue collaboration with CMS Departments and community partners to offer timely courses to meet the needs of families Incorporate additional lunch and learn sessions to expand Family Academy on Demand



Endless Possibilities

start with

30
cms

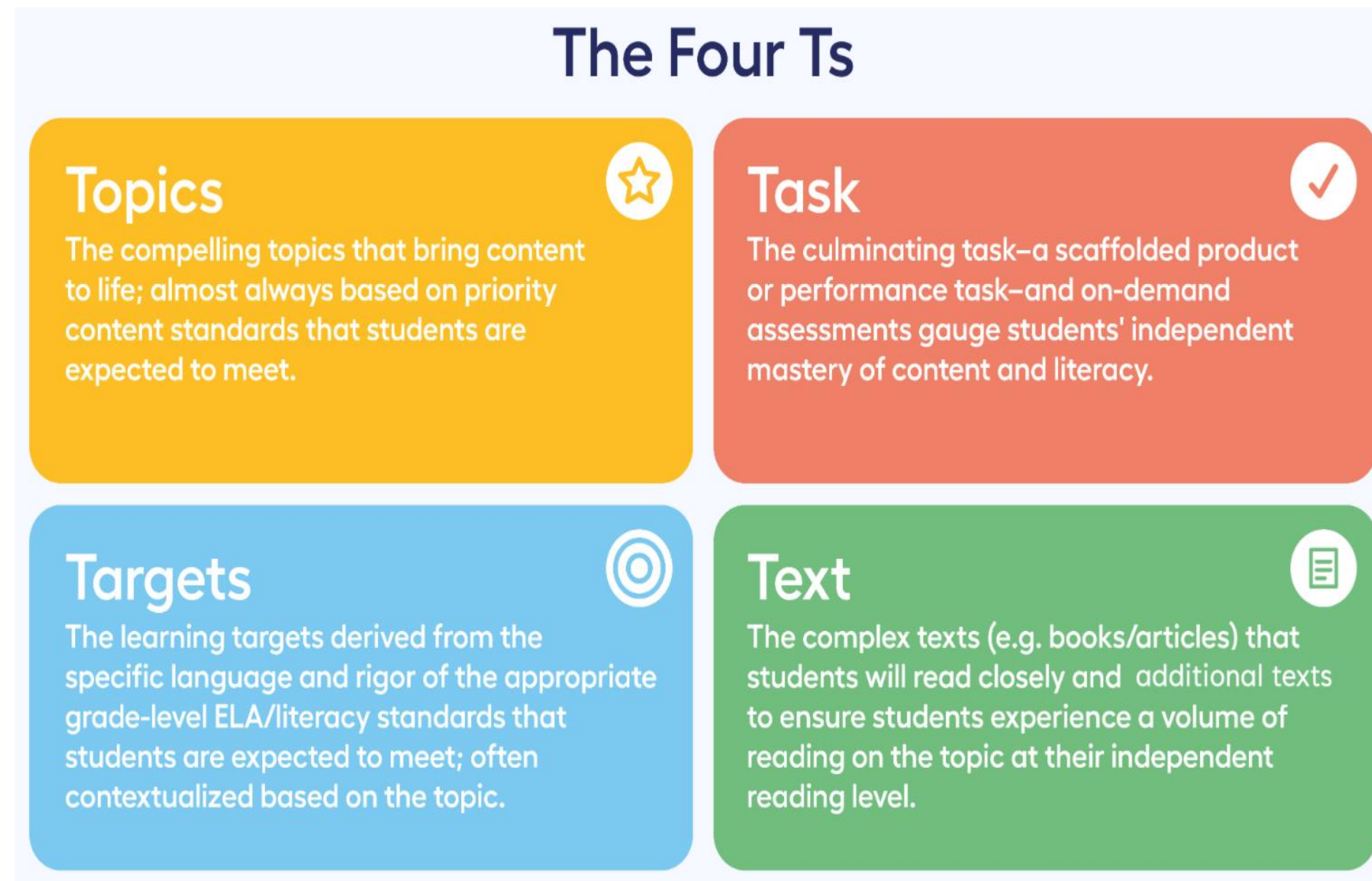
Charlotte-Mecklenburg Schools

Endless possibilities

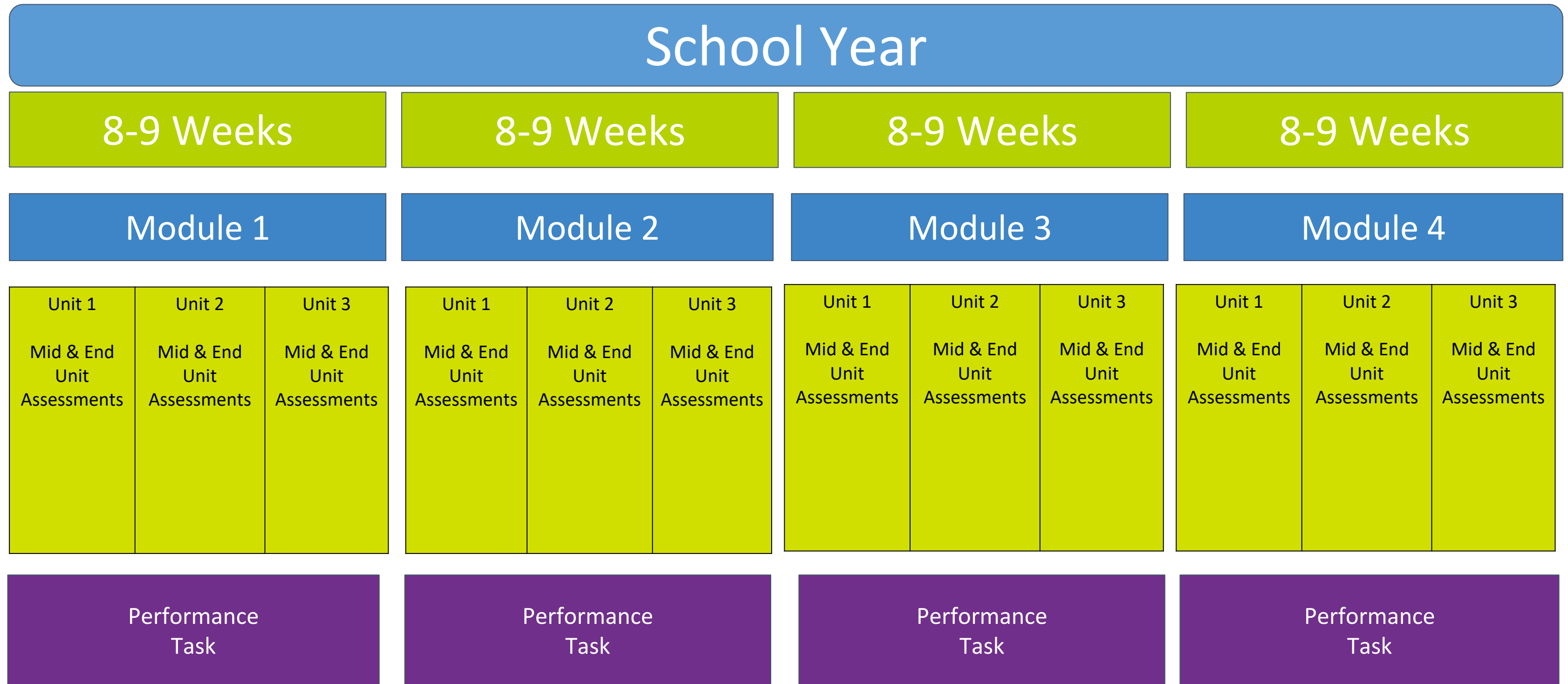
Module

The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

The 4 T's: Topic, Task, Targets, and Text, provide a strong and approachable framework for planning ELA instruction. Regardless of the scope—from a week of lessons to semester-long unit plan—all evidence-based curriculum rests on the dynamic interplay among topic, task, targets, and text.



Grades 6-8 ELA Year in Review



Module Outline

An EL Education module is a comprehensive, standards-based unit designed to engage students in deep learning through meaningful, text centered learning experiences. Each module typically lasts 8-9 weeks and focuses on building knowledge, skills, and habits of character. Here's an overview of its key components:

Each module is anchored by a central, high-quality text or set of texts, often connected by a theme or essential question.

Each module is divided into three units, with a clear progression of learning:

- Unit 1: Build background knowledge through close reading, vocabulary work, and discussion.
- Unit 2: Apply learning with more complex tasks, such as writing text-dependent responses or conducting research.
- Unit 3: Culminates in a performance task, where students create a product or presentation to demonstrate mastery of the standards and connect their learning to the real world.

In grades 6-8 the modules fully teach and assess all of the ELA standards at each grade level. Each grade level includes four modules, which span a full school year. The four modules allow students to build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout providing students with several opportunities to engage with text using a variety of strategies.

Defining an Effective 6-8 ELA Classroom for CMS Students

Look	Sound	Feel
<ul style="list-style-type: none">● Organized classroom with clear learning targets posted.● Evidence of students engaged in collaborative work.● Anchor charts highlighting key strategies, vocabulary, and protocols (e.g., close reading, language dives).● Print-rich environment with accessible resources like word walls, student-created posters, and other curriculum displays.● Student work samples displayed.● Curriculum materials in use, such as text-based resources, student workbooks, graphic organizers, and the core text.	<ul style="list-style-type: none">● Purposeful student discussions using total participation techniques.● Students asking and answering questions.● Teacher modeling think-alouds during close reading or analyzing texts.● Active use of protocols like Jigsaw, Fishbowl, and Language Dives.● Constructive feedback being exchanged between students and teachers.	<ul style="list-style-type: none">● Collaborative and inclusive environment where all voices are valued.● Students feel challenged but supported in their learning.● A sense of ownership over learning, with students demonstrating independence and accountability.● Respectful and empathetic interactions among students.● Clear alignment to CMS values, emphasizing equity, rigor, and engagement.

Differentiated Core Task Example

Overview: With teacher guidance, students explore how American Indian Boarding Schools came to be and the impact they had on the American Indian experience. In this lesson, students will analyze Captain Pratt's historic speech, by listening to the speech first, then reading it. Students will work in triads to engage in academic conversations based on their reading of the speech, then work independently to complete the text-dependent task.

Learning Target(s): I can paraphrase the key ideas and demonstrate understanding of the perspective being conveyed in Pratt's text. I can analyze Pratt's point of view and how it is conveyed in the text. (RI.6.1, RI.6.2)

Supports are provided to ensure student access to on-grade level work or beyond during the Teacher Guided portion of the lesson.

■ Below Grade Level

Students read an excerpt of Pratt's speech in a small group or in pairs

Annotate Pratt's speech before distributing to students (ie highlighting key sentences and vocabulary, providing a summary of the text in the margin)

Give students multiple opportunities to read the excerpt with a specific task with each read (ie first read for the gist, second read identify difficult vocabulary, third read to ask questions, etc.)

▲ English Language Learner

Use conversation cues to to deepen student thinking (ie "Can you give me an example?", "Can you repeat what your classmate said?", "Who can add to what your classmate said?", "How is what ___said similar/ different from what ___ said?"

Provide students with one paragraph at a time of the text

● ◆ On/Above Grade Level

Students are able to pre-read the upcoming chapter(s) in preparation for the next lesson

Students are able to read their independent reading research text and create a Book Talk or other presentation of their reading to create excitement for their peers for the independent reading book selection.

Ensuring Student Progression

Student Levels	Strategies for Movement
Non-Proficient to Proficient Students	<ul style="list-style-type: none"> ● Response to Benchmark ● Provide support directly to school-based staff ● Support small group instruction planning in PLC meetings ● Utilize Standard Treatment Protocol
Proficient to College and Career Ready (CCR)	<ul style="list-style-type: none"> ● Response to Benchmark ● Provide support directly to school-based staff ● Provide professional training to teachers and master teachers based on data collected in previous PD sessions
Acceleration for College and Career Ready (CCR)	<ul style="list-style-type: none"> ● Honors Companion Documents ● Access to Opportunities to Extend via EL Education

Academic Flex Time

This is a 30-45 minute session each day where students receive interventions to improve specific literacy skills or enrichment instruction based on individual needs.

Area of Need	Intervention
Phonemic Awareness & Phonics	<ul style="list-style-type: none"> Orton-Gillingham
Fluency, Vocabulary & Comprehension	<ul style="list-style-type: none"> Achieve the Core iReady
Spelling	<ul style="list-style-type: none"> Achieve the Core Orton-Gillingham
Written Expression	<ul style="list-style-type: none"> Self-Regulated Strategy Development for Written Expression Orton-Gillingham
Oral Expression and Listening Comprehension	<ul style="list-style-type: none"> FCRR

Area of Enrichment	Resource(s)
Reading, Writing, Speaking & Listening	<ul style="list-style-type: none"> EL Education (See “Opportunities to Extend” in Lesson Narrative within the curriculum) Honors Companion documents



Student Outcome Goal 2 - Interim Measure

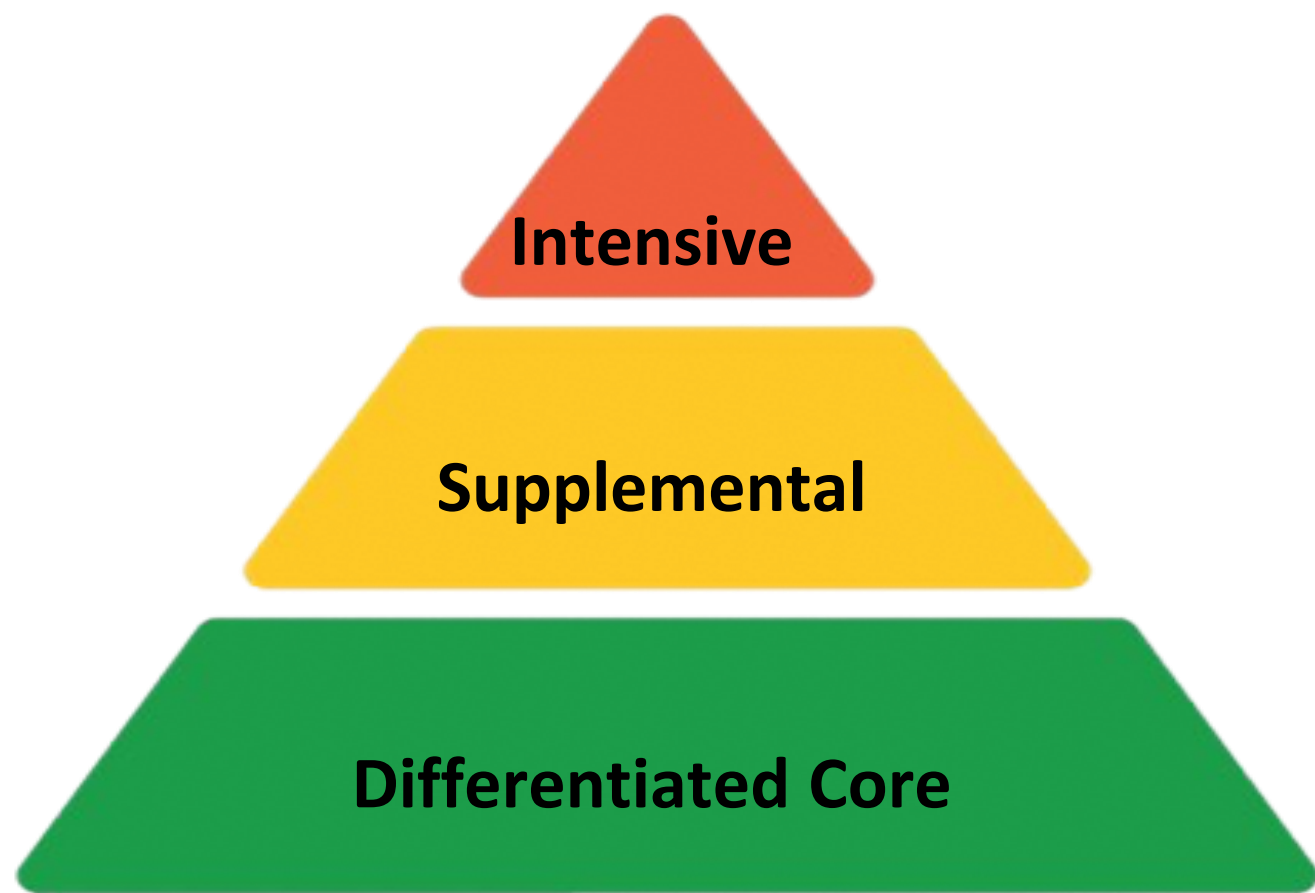
Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2024) to 32% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

Students in grades 6-8 will receive the following support based on projections of the MVPA reading benchmark and additional data:



Intensive	Students are: <ul style="list-style-type: none"> ● engaged in Standard Treatment Protocol “Tier 3” interventions: <ul style="list-style-type: none"> ○ Orton Gillingham, Achieve the Core (Fluency), i-Ready, Orton Gillingham (Transcription), Self-Regulated Strategy Development for Written Expression (Text Generation), FCRR
Supplemental	Students are: <ul style="list-style-type: none"> ● engaged in Standard Treatment Protocol “Tier 2” interventions: <ul style="list-style-type: none"> ○ Orton-Gillingham, Achieve the Core, i-Ready,
Differentiated Core	Students are: <ul style="list-style-type: none"> ● engaged in Standard Treatment Protocol “Tier 1”: ○ Differentiated Core resources (EL Education, CMS iReady)



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2024) to 32% (June 2025)

Progressing



Project 01 (P01): Provide Comprehensive Curriculum and Professional Development

iReady Usage

Students should engage in the iReady personalized learning pathway for 30 minutes per week. [Research from iReady](#) supports this recommendation. iReady should not ever replace standards-aligned core instruction.

Building Teacher Capacity to Foster Growth

	Current Actions
Targeted Professional Development	<ul style="list-style-type: none">● Master Teacher PD● Teacher PD● Leadership Meetings● Collaboration Across Departments
Instructional Resources	<ul style="list-style-type: none">● Response to Benchmark● Honors Companion Documents● Professional Development Archive● Curriculum Essentials Documents● Lesson Videos● Standards Unpacking Guidance● Writing Support for Students Checklist
Core Action Learning Walks	<ul style="list-style-type: none">● Conduct Core Action Walks in 91% of middle schools in the district.● Utilize the Core Action Walkthrough Instrument to collect data on teaching practice and student learning.● Offer actionable, feedback to school leaders.● Aggregate observation data to identify instructional strengths and areas for improvement across grade levels.



Student Outcome Goal 2 - Interim Measure

Increase the percent of students scoring CCR (college and career ready) on reading final MVPA benchmark assessment in grades 6-8 from 28% (June 2023) to 37% (June 2025)

Progressing



Project 14 (P14): Attendance

Continuum of Attendance Support

Number of Absences	Intervention	Contact Person	Resource
0-2	Tiered Attendance Plan	Administrator	Tiered Attendance Plan
	Attendance message on phone calls, social media, emails, etc.	Administrator	Messaging for Families
	Create a Welcoming School Environment	All Staff Members	Welcoming School Environment
	Build Positive Relationships	All Staff Members	Build Positive Relationships
2-3	Phone Call Home	Teacher	Sample Script
3	Send 3 Day Letter or make phone call	Attendance Secretary	Keep a Copy for Records
4-6	Discuss in SSPLC and phone call home	SSPLC Member	Chronically Absent Tracker
6	Family Conference with attendance contract	SSPLC Member	Elementary Contract/Success Plan
	Send 6 Day Letter via mail	Attendance Secretary	Keep a Copy for Records
7-9	Implement Intervention: Check in/Check Out, Why Try, Student Attendance Group, or Mentor/Buddy, Nudge Letter	Teacher/SSPLC	Standard Treatment Protocol
10	Home Visit	Social Worker	Home Visit Presentation
	Attendance Review Conference	Social Worker	Attendance Review Conference
	Send 10 Day Letter via mail and email/deliver	Attendance Secretary	Keep a Copy for Records
11-15	Home Visits from My Brother's Keeper	Social Worker/Admin	Referral Form
15	Truancy Mediation	Social Worker	Truancy Mediation Referral
18+	Truancy Court	Social Worker	Truancy Court Referral Checklist

Goal 2 Projections

College & Career Readiness / Level 4, 5

Slide presented on Sept 26, 2023 during creation of current goals and guardrails

		3	4	5	6	7	8	Composite
2019-20								
2020-21	Actual	29.5	29.4	29.3	23.8	29.9	29.3	28.5
2021-22	Actual	25.1	32.0	30.2	24.7	29.3	29.4	28.5
2022-23	Actual	29.2	36.9	31.7	26.5	29.1	29.5	30.5
2023-24	This Year	32.2	32.2	39.9	34.7	29.5	32.5	33.5
2024-25	Yr 1 Strategic Plan	35.2	35.2	35.2	42.9	37.7	32.5	36.5
2025-26	Yr 2 Strategic Plan	40.2	38.2	38.2	38.2	45.9	40.7	40.2
2026-27	Yr 3 Strategic Plan	45.2	43.2	41.2	41.2	41.2	48.9	43.5
2027-28	Yr 4 Strategic Plan	50.2	48.2	46.2	44.2	44.2	44.2	46.2
2028-29	Yr 5 Strategic Plan	53.2	53.2	51.2	49.2	47.2	47.2	50.2

This represents a 3% increase in 3rd grade in 2023-24, 2024-25 and 2028-29. This represents a 5% increase in 3rd grade in 2025-26, 2026-27 and 2027-28 when students who received the full curriculum in person and with teachers who are LETRS trained in early grades (“the full treatment”) reach third grade. This also represents a 3% increase yearly within the student cohort (shown by shaded cells). The final target would be 50.2%.