

Student Outcomes

Goal 1 Interim Measure 1.1

Board Update
April 22, 2025

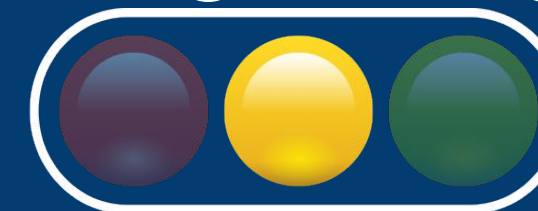




Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Progressing



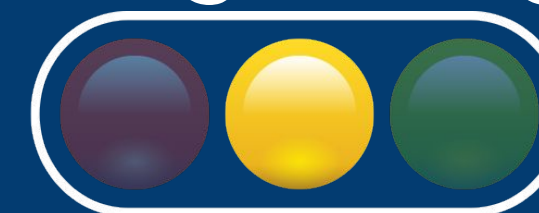
Administrative Window	Grade	Report Date
BOY - Beginning of Year	Kindergarten	Nov 12, 2024
BOY - Beginning of Year	1 & 2	Dec 10, 2024
MOY - Middle of Year	Kindergarten	Apr 22, 2025
MOY - Middle of Year	1 & 2	May 13, 2025
EOY - End of Year	Kindergarten	Aug 12, 2025
EOY - End of Year	1 & 2	Aug 26, 2025



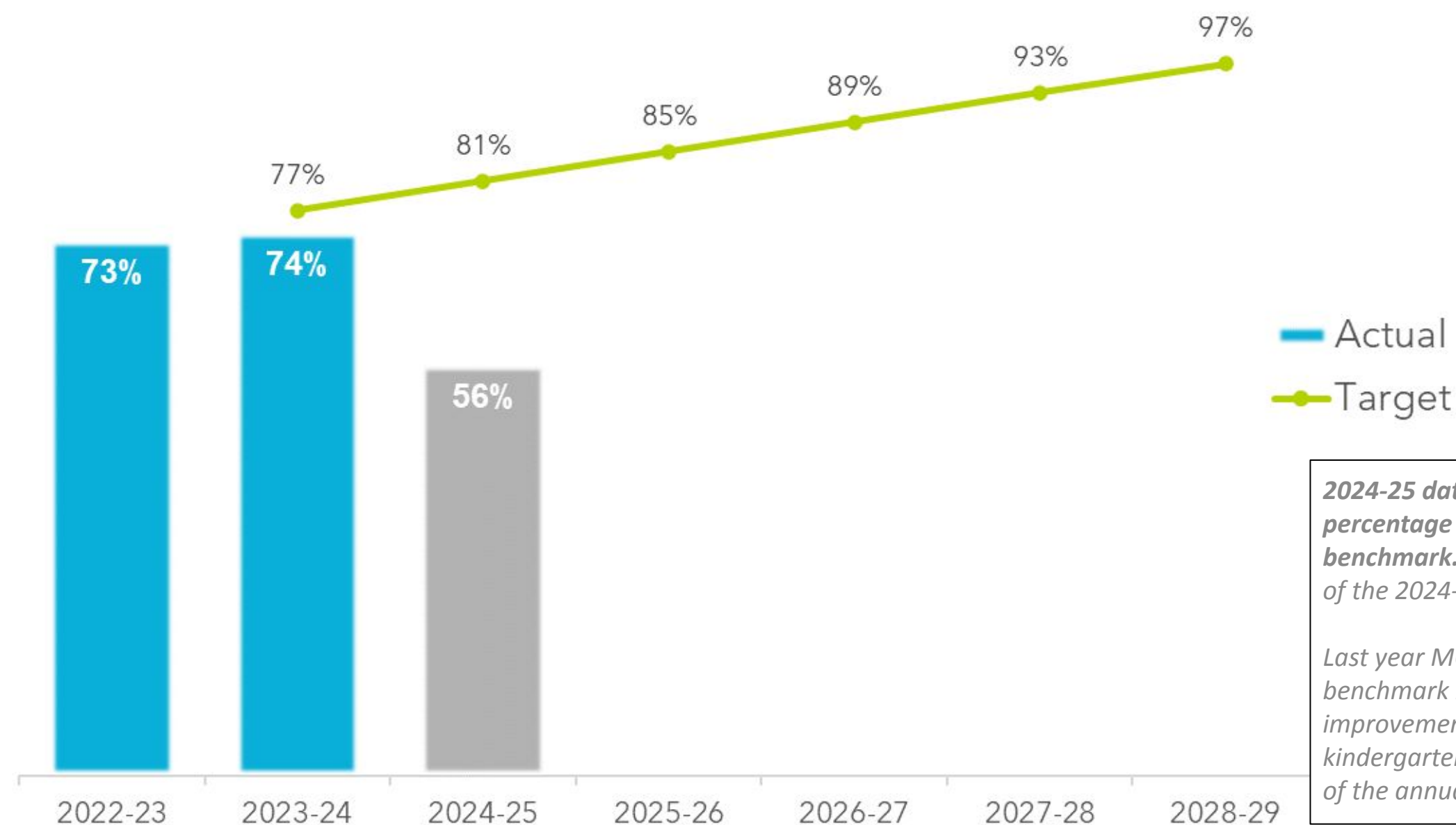
Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



DIBELS - At/Above Benchmark %
Kindergarten



2024-25 data shown is the MOY (middle of year) percentage of kindergarten students at or above benchmark. Official EOY data will be added at the end of the 2024-25 school year.

Last year MOY to EOY kindergarten at or above benchmark increased by 17.6%. The same rate of improvement this year would result in 73.6% of kindergarten students at or above benchmark, short of the annual target of 81%.



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

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 Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2023) to 81% (June 2025)	73%	77%	74%	81%		85%		89%		93%		97%	



% of Kindergarten Grade Students At/Above Benchmark			
Interim Measure	2022-23	2023-24	2024-25
Middle of Year (MOY)	54.3%	56.4%	56.4%

2024-25 data shown is the MOY (middle of year) percentage of kindergarten students at or above benchmark. Official EOY data will be added at the end of the 2024-25 school year.

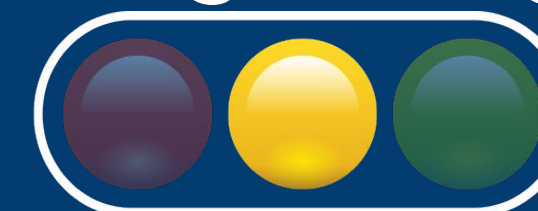
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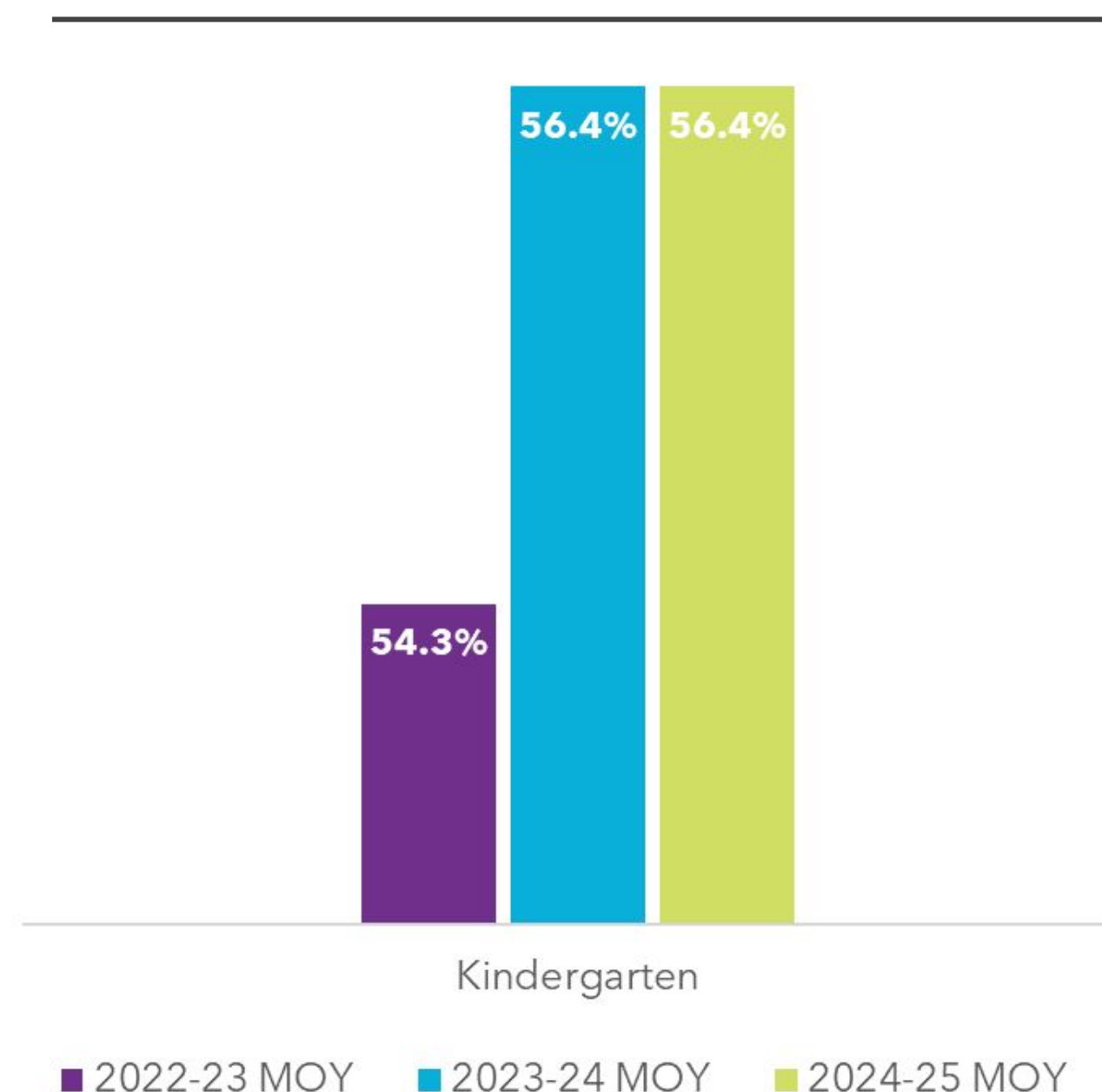
Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



% of Students At or Above Benchmark
Annual Comparison
MOY



**This graph contains Middle of Year data and is not intended to be directly compared to Goal 1 End of Year targets.*



Student Outcome Goal 1 - Interim Measure 1.1
Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



DIBELS - MOY Kindergarten

9,482	Total Students
7,681	Total Students Needed to Reach Target (81%)
5,346	Current Students At/Above Benchmark
<hr/>	
2,335	Additional Kindergarten Students Needed to Reach Target



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

2024-25 Kindergarten Grade MOY Subtest Data

Letter Naming Fluency (LNF):

- **58%** of Kindergarten students are able to accurately and automatically identify letter names.

Phoneme Segmentation Fluency (PSF):

- **44%** of Kindergarten students are able to identify individual speech sounds in a word.

Correct Letter Sounds in Nonsense Word Fluency (CLS NWF):

- **56%** of Kindergarten students have strong skills in letter-sound recognition.

Words Decoded Correctly in Nonsense Word Fluency (WRC NWF):

- **42%** of Kindergarten students are able to apply phonics skills to read unfamiliar (nonsense) words.

Word Reading Fluency (WRF):

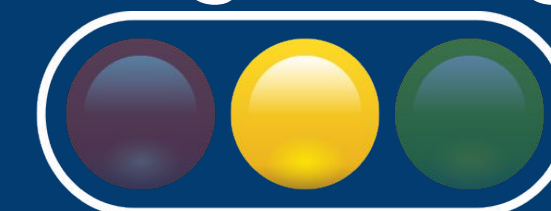
- **52%** of Kindergarten students recognize words automatically, which is essential for reading fluency.



Student Outcome Goal 1 Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



Directly Goal Aligned Projects

P01: Provide Comprehensive Curriculum & PD
P02: High Dosage Tutoring
P03: Core Action Walkthroughs
P05: High Needs Vacancy Monitoring
P07: Learner Profiles and Future Pathways
P08: Career Exploration via Community Partnerships
P10: MTSS for Accelerated Learning
P11: Family & Community Partnership Communication
P12: Providing Variety of Opportunities
P13: Community Partnerships & Student Wellness
P14: Attendance
P15: SEL & Student Discipline
P16: Recruitment & Retention
P18: Onboarding New Employees
P19: Compensation & Incentive Plans
P20: Professional Development
P22: Staff Wellness
P24: District Wide Coaching Model
P35: Family Academy
P37: Summer Programming

Indirectly Goal Aligned Projects

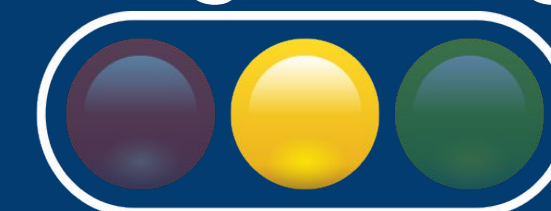
P06: SIP Planning & Alignment
P09: Pre-K Opportunities
P17: Housing
P21: Succession Planning
P23: District Planning
P25: Districtwide Performance Management Evaluation Systems
P26: Work Order Process
P27: Business Modernization System
P28: Device Life Cycle Protocol
P29: Preparation for Transition to Infinite Campus
P30: Service Now
P31: Data Reporting Platform Modernization
P32: Data Driven Continuous Improvement
P33: AI
P34: Local and State Coalitions
P36: Internal Communication Structures



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



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

Inputs What happened Q3 and Q4	Outputs to Date What did we learn?	Strategic Adjustments Plan for Q4 and 2025 - 2026?
<p>Inputs to date:</p> <ul style="list-style-type: none">Update and make available K-2 resources for teaching early literacy effectively for all students have, including resources for instructing multilingual learners, students with disabilities, advanced learners.Provide professional development for K-2 master teachers to ensure understanding about how to support teachers with using those curricular resources effectivelyProvide professional development for K-2 teachers to ensure understanding about how to use those curricular resources effectively	<p>Outputs to date:</p> <ul style="list-style-type: none">100% of master teachers and teachers have access to K-2 resources for teaching early literacy, including resources for instructing multilingual learners, students with disabilities, advanced learners92% of K-2 master teachers attended required professional development; 98% of respondents' answers reflected understanding of the knowledge based questions1,285 K-2 teachers attended the required February early release day professional development; 99% of respondents' answers reflected understanding of the knowledge based questions.	<p>To strategically support Finishing the Year Strong with a focus on the highest weighted DIBELS subtests:</p> <ul style="list-style-type: none">(Master Teacher PD): All master teachers will develop a plan to support teachers in using DIBELS resources.(Leadership Meeting): School leaders will review DIBELS resources for providing extra word reading practice during Skills Block and at home.(Early Release Day): All K-2 teachers will view a video on how to incorporate extra word reading practice into Skills Block and at-home activities.(Family Academy on the Go): Families and community partners will review the DIBELS resources being sent home for additional word reading practice, along with access to the Summer learning materials.



Student Outcome Goal 1 - Interim Measure 1.1

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Progressing

Project 02 (P02): High Dosage Tutoring*

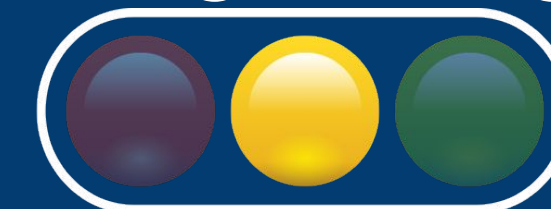
Inputs What happened Q3 and Q4	Outputs to Date What did we learn?	Strategic Adjustments Plan for Q4 and 2025 - 2026?
<p>Inputs to date:</p> <ul style="list-style-type: none">Selected a representative group of schools from each performance area for implementation based on student data, school infrastructure, and school academic needs.High dosage tutoring for kindergarten students has been delivered by one partner, reaching approximately 400 students in 19 schools with high academic need.Analyzed MOY student data to determine schools that could potentially be a part of a K-2 pilot in the 2025-2026 school year.	<p>Outputs to date:</p> <ul style="list-style-type: none">These schools have made the necessary staff infrastructure changes to support high dosage tutoring in a one on one setting.There is evidence of implementation success in these schools.School and district leaders have worked closely with partners to support schools.A dashboard could be implemented to help us to monitor student progress between benchmark assessments.	<p>Next Steps:</p> <ul style="list-style-type: none">Expand the number of Schools based on analysis of EOY Assessment Results for the 2025 - 2026 School Year.Conduct a discovery session with school leaders of schools that have the highest rates of increase with kindergarten students in reading to learn about replicable practices.Progress monitoring Dashboard: Regularly assess student progress using formative assessments, such as DIBELS for reading and i-Ready for math.



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



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

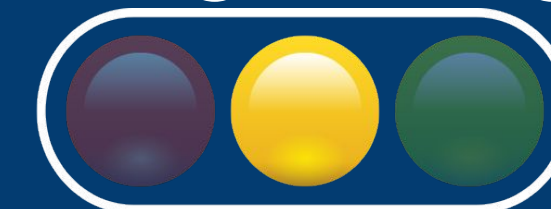
Inputs What happened Q3 and Q4	Outputs to Date What did we learn?	Strategic Adjustments Plan for Q4 and 2025 - 2026?
<p>Inputs to date:</p> <ul style="list-style-type: none">Master Teachers (MTs) conducted collaborative group visits to eight elementary schools to align on the Core Actions and establish coaching strategies for their PLCs and teachers.Instructional Specialists and Curriculum Specialists collaborated through Core Action Walks and providing school support for teachers and Master Teachers.Every elementary school was visited by both Curriculum Specialists and Instructional Specialists at the beginning and/or middle of the year.	<p>Outputs to date:</p> <ul style="list-style-type: none">Core Action Walks have shown more evidence of activity launches and academic monitoring in classrooms, which were topics of previous Master Teacher PDs.In classrooms where the adopted curriculum is being implemented with integrity, evidence of Core Actions is more consistently observed.Feedback from Master Teachers (MTs) on professional development, including school observations, has been overwhelmingly positive and impactful, as evidenced by surveys, ratings, and knowledge-based assessments. MTs have created a supportive community, effectively using strategies for coaching conversations with teachers.	<p>Next Steps:</p> <ul style="list-style-type: none">Maintain ongoing instructional walks with Master Teachers and SPA leaders to identify trends, patterns, and coaching opportunities that enhance student discourse and engagement for PLCs and teachers.Curriculum Specialists will continue to develop PD for Master Teachers that align with the CAW ratings specifically focusing on Core Action 2 and 3, aiming to foster deeper student engagement, enhance student discourse, improve understanding, and boost formative assessment data.Align communication to send out and refine resources for teachers and MTs.



Student Outcome Goal 1

Increase the percent of K students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



Project 10 (P10): MTSS for Accelerated Learning

Inputs
What happened Q3 and Q4



Outputs to Date
What did we learn?



Strategic Adjustments
Plan for Q4 and 2025 - 2026?



Inputs to date:

- Students in grade K have completed their MOY i-Ready assessment in addition to their DIBELS screening assessment
- There were 4053 Kinder students identified for consideration of a Tier 2/Tier 3 reading plan.
- Per Branching Minds 1613 of these students have active plans in the platformed for reading

Outputs to date:

- 96% of kindergarten students (9,873 out of 10,272) have been assessed in reading (i-Ready)
- 52% of kindergarten students have made progress towards annual typical growth (Typical Growth is the average annual growth for a student at their grade and baseline placement level)
- 12% of students spend 1-9 minutes on their instructional pathway; 27% 10-29 minutes; 59% spend 30 minutes or more
- Kindergarten students complete an average of 4 lessons per week with a 78% pass rate

Next Steps:

- SPA and District Leaders will continue to monitor usage data at the school performance area and district level to ensure alignment to district goals.
- School Leaders will continue to monitor students' annual typical growth and stretch growth at the school level to accelerate learning and close instructional gaps in Kindergarten reading.



Student Outcome Goal 1 - Interim Measure 1.1

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Progressing

Project 14 (P14): Attendance

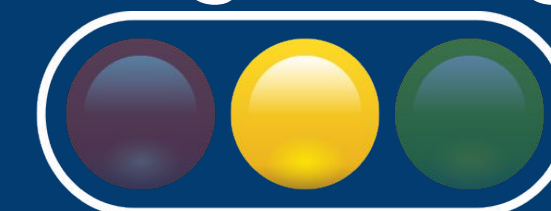
Inputs What happened Q3 and Q4	Outputs to Date What did we learn?	Strategic Adjustments Plan for Q4 and 2025 - 2026?
<p>Planned Inputs to date:</p> <ul style="list-style-type: none">Required training with social workers to review attendance practices and job role expectations around attendanceStrategic support from district social work leadership team for all schools with a 25% chronic absenteeism rate or higher:<ul style="list-style-type: none">Met with each social worker one-on-oneAttended attendance review meetings or Student Services PLC at all schools to discuss interventionsTraining with administrators, social workers and counselors on when you can unenroll students that no longer live in North CarolinaPresented the importance of attendance to parents at the March Coffee and Conversations session	<p>Outputs to date:</p> <ul style="list-style-type: none">90% of social workers attended initial training on attendance practicesDistrict social worker team met with 100% of school social workers (84 total) with a 25% chronic absenteeism rate or higher to discuss the continuum of interventions to improve attendance58% of elementary schools currently have an attendance ratio of 92% or higher2,392 school social worker home visits have been documented to determine root causes	<p>Next Steps:</p> <ul style="list-style-type: none">Regular cadence of meetings with the transportation department to problem-solve barriers, particularly for McV studentsPartnership with Meaningful Medicine grant to support both medical and mental health needs for students with attendance concernsIn collaboration with Strategic Partnerships, regular meetings with multiple community partners together to in order to have a single vision for engagement, rather than competing initiativesContinue the regular cadence for monitoring attendance data at the district and school level in response to chronic absenteeism student data



Student Outcome Goal 1 - Interim Measure 1.1

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Progressing



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

Inputs What happened Q3 and Q4



Planned Inputs to date:

- Continued implementation of school support conducted by staff from Teacher Leader Pathway, Beginning Teacher Development and Support and CMS Teacher Residency programs
- Meet with 311 K-6 alternatively licensed teachers in the district to ensure they are on track for their next license and retained in the district.
- CMS now has a registered NC Apprenticeship program. This launches our TA-Teacher program in Elementary Ed at UNCC. Addition partnerships are being developed.
- CMS Career Fair has over 2000 registrations. This year the Career Fair includes a Housing Expo.
- Actively recruiting and meeting with all student teachers in the areas of K-6 teacher

Outputs to Date What did we learn?



Outputs to date:

- Monitor progress toward teacher retention target
 - Target is to not have fewer than 98% of teacher positions filled for more than 2 months of the school year
 - Current performance is 99%
- Monitor current teacher vacancies districtwide
 - For the 24-25 school year there are 37 K-6 teacher vacancies districtwide
 - For the 25-26 school year there are 79 K-6 teacher vacancies for the 25-26 school year
- CMS Teaching Residency has 120 candidates for next school year

Strategic Adjustments Plan for Q4 and 2025 - 2026?



Next Steps:

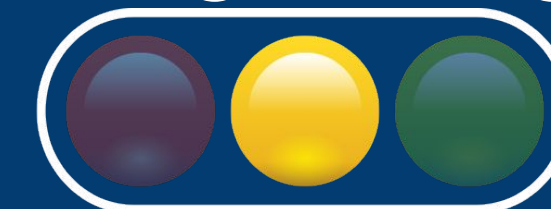
- Additional recruitment personnel will be hired as part-time support during peak hiring season and will focus on high need vacancy areas and priority staffing schools
- Draft and publicize the 2025-26 recruitment campaigns and events
- Revise and execute on the school based Retention and Development plans as part of the 25-26 SIP plans.
- Expand the CMS STEP (Student to Educator Program) program at 4 additional high schools. Utilize grant funding to build relevant curriculum and experiences for students who are interested in teaching as a profession
- In the Fall, the first TA-Teacher cohort will begin their coursework. The first cohort will be K-62.25 focused.



Student Outcome Goal 1 - Interim Measure 1.1

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Progressing



Project 18 (P18): Onboarding New Employees

Inputs What happened Q3 and Q4	Outputs to Date What did we learn?	Strategic Adjustments Plan for Q4 and 2025 - 2026?
<p>Planned Inputs to date:</p> <ul style="list-style-type: none">Implement weekly onboarding for any teacher who is hired during the school year and is new to Charlotte-Mecklenburg SchoolsUtilize continuous onboarding structures like Affinity Groups and Early Release Day Competency-focused PDAdjusted onboarding content and structures based on feedbackSurvey participants of onboarding program 45 days after onboarding to get teacher stakeholder feedback regarding the effectiveness of district onboarding efforts	<p>Outputs to date:</p> <ul style="list-style-type: none">1303 teachers have completed the onboarding program for the 2024-25 school year.*<ul style="list-style-type: none">657 of the 1,303 teachers who have completed onboarding are alternatively licensed.409 of the 1,303 teachers who have completed onboarding are K-6 teachers.100% of teachers new to CMS for the 24-25 school year have had an onboarding experience.82% of staff completing post onboarding survey indicate they feel as if they are happy with and belong at their school site.80% of staff completing post onboarding survey indicate they feel as if they are happy with and belong in CMS.	<p>Next Steps:</p> <ul style="list-style-type: none">Use survey participants of onboarding program 45 days after onboarding to determine effectiveness and to inform improvement to onboarding content and/or structures for Crown Academy 2025Track retention rate of beginning teachers during transfer fair and hiringCreate Summative Dashboard to track cohort data around NCEES Standards to help inform Onboarding and professional development opportunitiesUse year end dibels data to inform onboarding program content



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progressing



Project 11 (P11): Family and Community Partnership Communication

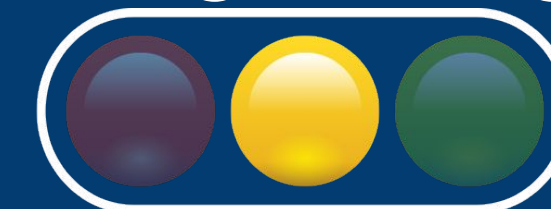
Inputs What happened Q3 and Q4	Outputs to Date What did we learn?	Strategic Adjustments Plan for Q4 and 2025 - 2026?
<p>Planned inputs to date:</p> <ul style="list-style-type: none">Finalized inventory of current resources available for families to support their scholar's learning outside of the school day and ensure all resources are family-friendly and accessibleIdentified gaps in resources and collaborated with departments to fill the needed areasCollaborated with CMS Communications and Technology to determine the best marketing and end-user experience for families and external stakeholders	<p>Outputs to date:</p> <ul style="list-style-type: none">Supported departments to ensure all family-facing resources were centrally housed on the CMS websiteOrganize comprehensive district family-facing resources by grade span to allow for easy navigation and access to resourcesInitial communication with webmaster to identify the vision and layout of The Family Portal	<p>Next Steps:</p> <ul style="list-style-type: none">Review first draft of wireframe layout for the The Family Portal with the CMS WebmasterPromote The Family Portal by collaborating with CMS Communications to bring awareness of districtwide resources to school staff and familiesSupport school based understanding of The Family Portal to communicate resource availability to families in a timely manner



Student Outcome Goal 1 - Interim Measure 1.1

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Progressing



Project 35 (P35): Family Academy

Inputs What happened Q3 and Q4



Planned inputs to date:

- Expanded 2024-25 Family Academy
 - Virtual, in-person, and on-demand offerings (virtual sessions ensure accessibility, language inclusion, and on-demand recordings)
 - In-person sessions have been hosted at Ada Jenkins Center, Belmont Center, McClintock MS, Central United Methodist Church, and Southside Homes
- Published Family Academy banner on CMS Homepage for consistent advertising to families
- Created and delivered posters in the top CMS languages to advertise at all schools
- Organized Family Academy on Demand by focus area for easy navigation

Outputs to Date What did we learn?



Outputs to date:

- 4,631 families have engaged in Family Academy sessions
- 1,444 families have attended 12 Family Academy sessions directly aligned to Goal 1, including:
 - K-5 Academic Learning Updates: Unpacking Module 1
 - Rutinas Familiares para el Exito Escolar
 - Unpacking the DIBELS Home Connect Letter for K-3
 - K-5 Academic Learning Updates: Unpacking Module 1
 - Understanding MTSS and My Role as a Parent within the Framework
 - Understanding the Tests Your Students Take (2 sessions)
 - Understanding Parent Reports K-12
 - Lectura Activa / Active Reading
 - Understanding End-of-Year Assessments K-12
 - April Family Academy on the Go!
- Provided Family Academy Posters in multiple languages to 21 community organizations

Strategic Adjustments Plan for Q4 and 2025 - 2026?



Next Steps:

- Continue collaboration with CMS Departments and community partners to offer timely sessions to meet the needs of families
- Continue expansion of community footprint to bring awareness of available resources in the community
- Continue to refine feedback process to increase usable response data
- Strengthen marketing and communication efforts to engage families from identified schools

Board Update | 4.22.25



Endless Possibilities

start with

cms

Charlotte-Mecklenburg Schools

Appendix



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Goal 1 - MOY % of Students At/Above Benchmark Kindergarten

Student Group	2024-25 MOY (%)	2024-25 BOY (%)	Current Compared to 2024-25 BOY	2023-24 MOY (%)	Current Compared to 2023-24 MOY
All	56	43	+13 ↑	56	0 —
Asian	77	68	+9 ↑	74	+3 ↑
Black	59	47	+12 ↑	54	+5 ↑
Hispanic	34	20	+14 ↑	37	-3 ↓
Native American	39	43	-4 ↓	44	-5 ↓
Two or More	70	55	+15 ↑	68	+2 ↑
White	73	56	+17 ↑	75	-2 ↓
ML	33	19	+14 ↑	33	0 —
Students with Disabilities	40	36	+4 ↑	36	-4 ↓

Supporting Documentation Table of Contents

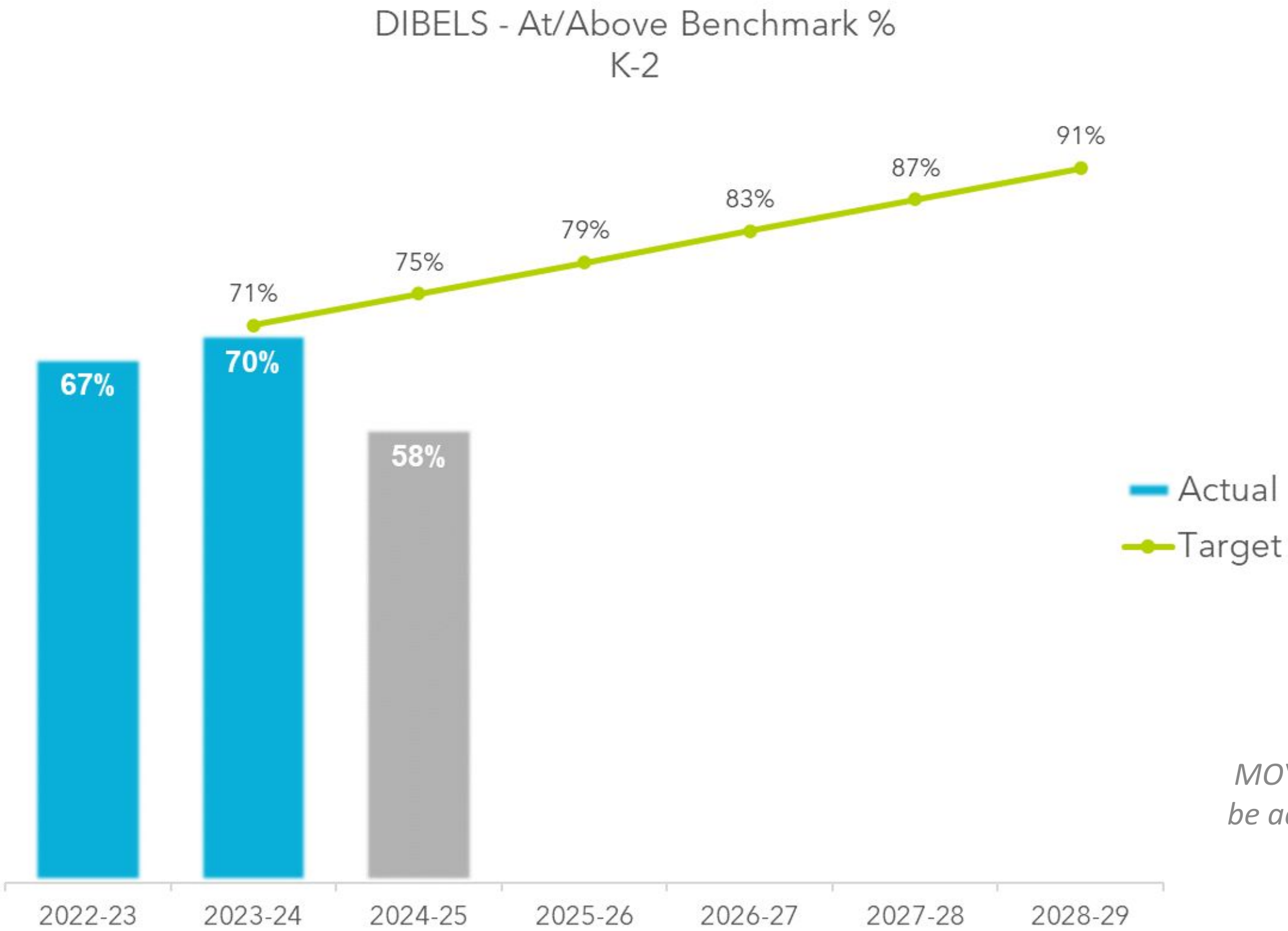
- 1 - Overall Goal 1 MOY Performance Data
- 2 - Next Step in Response to Kindergarten MOY Data
- 3 - Additional Kindergarten Instructional Information

2024-25 K-2 Overall Middle of Year (MOY) DIBELS Performance



Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)



2024-25 Data
MOY Percentage. Official EOY to be added upon completion of the 2024-25 School Year



Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

	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 K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)	67%	71%	70%	75%		79%		83%		87%		91%	



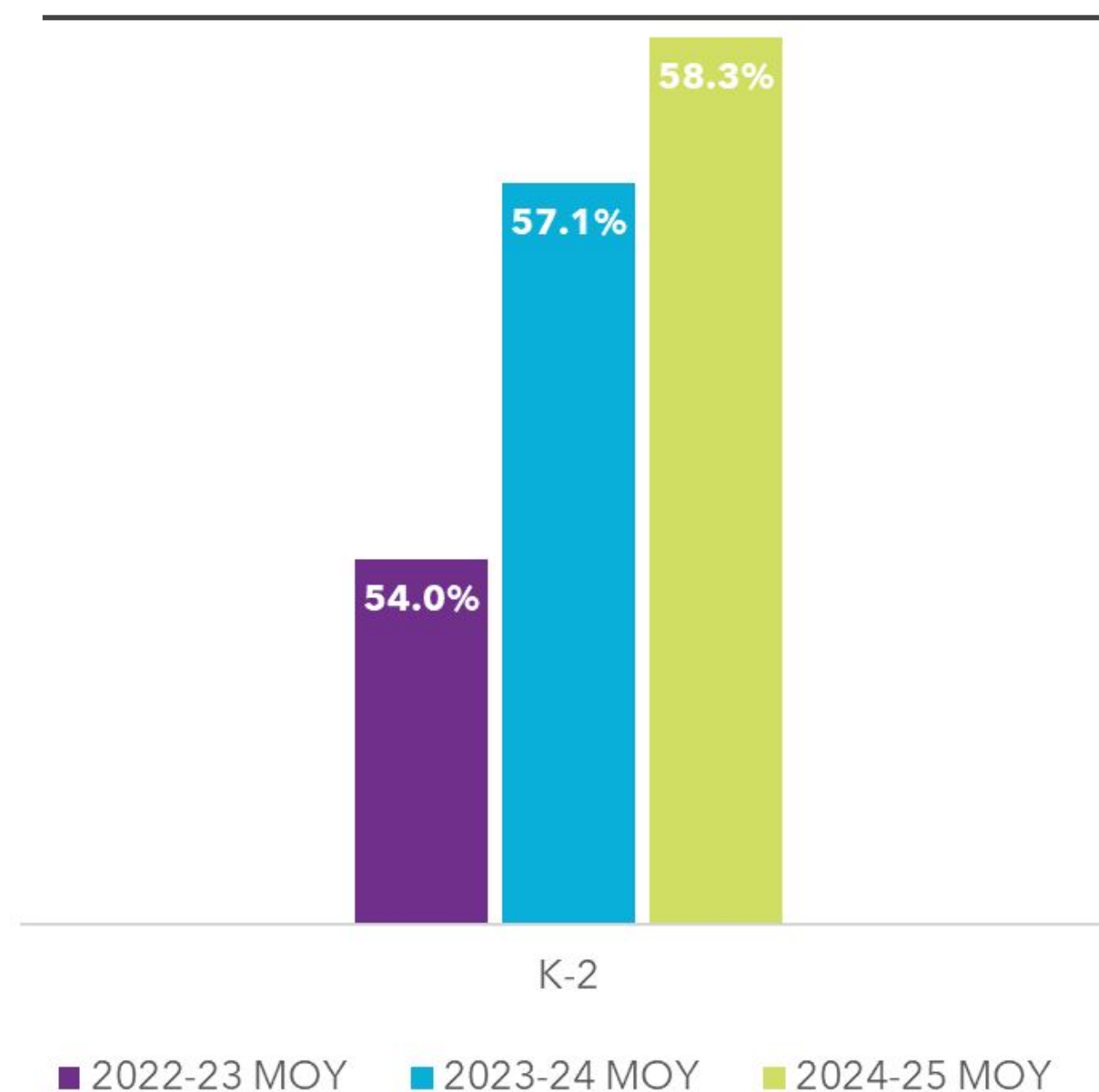
% of K-2 Students At/Above Benchmark			
Interim Measure	2022-23	2023-24	2024-25
Middle of Year (MOY)	54.0%	57.1%	58.3%



Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

% of Students At or Above Benchmark
Annual Comparison
MOY



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Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

DIBELS - MOY K-2

30,414	Total Students
22,811	Total Students Needed to Reach Target (75%)
17,736	Current Students At/Above Benchmark
<hr/>	
5,075	Additional K-2 Students Needed to Reach Target



Student Outcome Goal 1

Increase the percent of K-2 students scoring at or above benchmark in early literacy as measured by DIBELS from 67% (June 2023) to 91% (June 2029)

Goal 1 - MOY
% of Students At/Above Benchmark
K-2

Student Group	2024-25 MOY (%)	2024-25 BOY (%)	Current Compared to 2024-25 BOY	2023-24 MOY (%)	Current Compared to 2023-24 MOY
All	58	52	+6 ↑	57	+1 ↑
Asian	81	77	+4 ↑	79	+2 ↑
Black	57	52	+5 ↑	53	+4 ↑
Hispanic	39	32	+7 ↑	39	0 —
Native American	54	55	-1 ↓	62	-8 ↓
Two or More	72	66	+6 ↑	69	+3 ↑
White	77	68	+9 ↑	78	-1 ↓
ML	36	29	+7 ↑	34	+2 ↑
Students with Disabilities	37	35	+2 ↑	31	+6 ↑

Next Steps in Response to Middle of Year (MOY) DIBELS Data

DIBELS Composite Score Calculations

Subtests are weighted differently based on their predictive value for reading proficiency risk, with subtests like Oral Reading Fluency (ORF) carrying more weight. Understanding these weights is important because they influence the composite score, which provides a comprehensive measure of a student's reading ability, helping educators make informed instructional decisions

Grade	Subtest score	Weight
Kindergarten	LNF BOY	35.44
	LNF MOY/EOY	8.86
	PSF	4.13
	NWF-CLS	14.93
	NWF-WRC	3.56
First	WRF	5.62
	LNF	10.72
	PSF	2.13
	NWF-CLS	23.13
	NWF-WRC	7.79
	WRF	13.51
	ORF-WRC	25.36
	ORF-ACC	0.25

Grade	Subtest score	Weight
Second	NWF-CLS	32.74
	NWF-WRC	10.95
	WRF	21.26
	ORF-WRC	35.36
	ORF-ACC	0.15
Third	MAZE	4.28
	NWF-CLS	40.02
	NWF-WRC	11.80
	WRF	19.83
	ORF-WRC	39.42
	ORF-ACC	0.09
	MAZE	4.79

Kindergarten Readiness

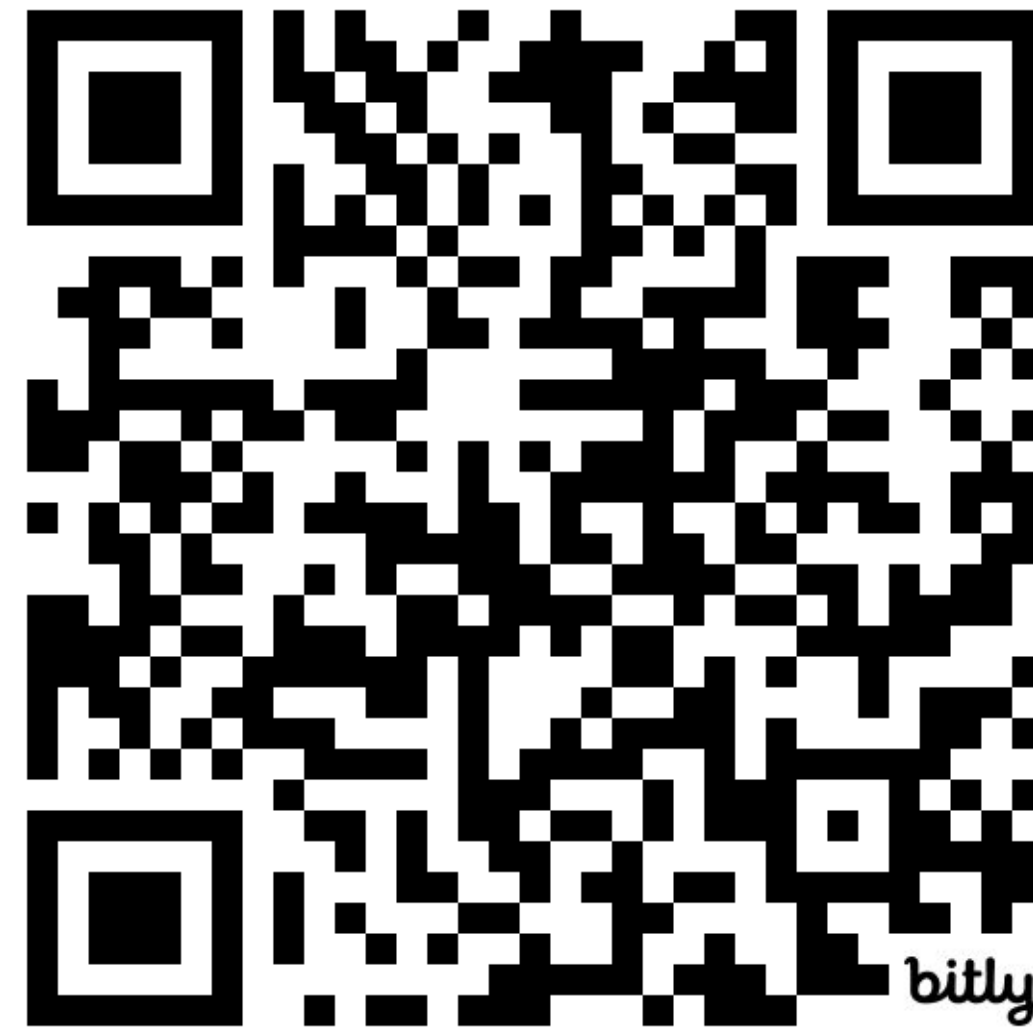
2

Every spring, CMS elementary schools plan events to help transition children who will attend kindergarten next year. Smooth transitions to school make a difference to student outcomes. The resources are translated into the top 10 languages.

Schedule

Checklist

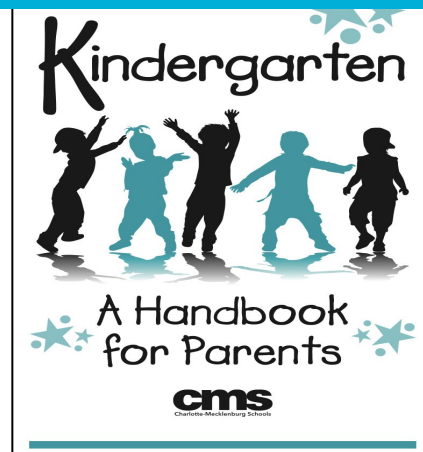
Transition to Kindergarten CMS Webpage



bit.ly/CMSTK25

Activity Book

Handbook



DIBELS Extra Practice

The following resources will be incorporated into Skills Block and sent home for extra practice to target specific high priority DIBELS subtests.

	DIBELS Focus	Decodable Readers	Phonics Speed Drills	Fluency Passages
K	Nonsense Word Fluency (Correct Letter Sound)	✓	✓	
1	Nonsense Word Fluency (Whole Word Reading) Oral Reading Fluency	✓	✓	✓
2	Nonsense Word Fluency (Whole Word Reading) Oral Reading Fluency	✓	✓	✓

Decodable Readers

I see a cat in a hat. The cat can see ham.

2

The cat can see a rat. The rat can see ham.

3

"The cat can see an ant. The ant can see ham. They all go for the ham. The rat has the ham!"

4

I see a sad cat. The cat says, "Can we all get ham?"

5

Phonics Speed Drills

1. Underline the short a spelling pattern in each word.

2. Pronounce each word.

3. Practice reading the words on your own.

4. Have a partner time you reading the words for one minute. Keep practicing to improve your speed.

ram	snap	swag	rag	drab
gas	gap	fan	pons	hat
cap	ran	tan	rat	had
had	rag	swag	tap	fan
crab	grab	pan	van	yam
zap	sram	cap	slam	plan
ham	crab	nag	swag	trap
plant	that	sap	slam	clap
sap	ran	clap	at	at
rap	crab	cat	cab	lap
van	brag	cat	rat	bad
sap	scan	yam	grab	map
ram	ham	plan	cat	lap
lap	glad	fan	am	sat
snap	mad	path	top	mad
cab	tag	nag	tan	clap
tan	ham	scan	cap	bad
map	can	path	pot	sat
am	maps	plan	mad	bad
hat	zap	pan	pot	slab
cab	ant	had	ant	can
scan	pons	ram	gas	tag
maps	sag	hat	poth	plant
nag	tap	tag	maps	that

Words Per Minute

Date

Partner

Timed Reading 1

Timed Reading 2

Timed Reading 3

Fluency Passages

The Sun and Its Patterns

The sun is big. It is hot and bright. We see the sun in the day. It rises in the east. The sun sets in the west. At night, it is gone.

The sun helps things grow. It makes plants green and helps them stand tall. The sun gives light to see and keep us warm.

In the summer, the days are long. In the winter, the days are short. The sun's light changes with seasons.

The sun is up in the sky, and looks like it moves. But the sun stays in one spot. The Earth spins.

The sun is there for us everyday. It helps us play, run, and have fun.

14

27

32

42

53

56

67

76

89

98

110

113

GOAL: 39 Words

1st Read: _____ words

2nd Read: _____ words

3rd Read: _____ words

Fluency Rubric

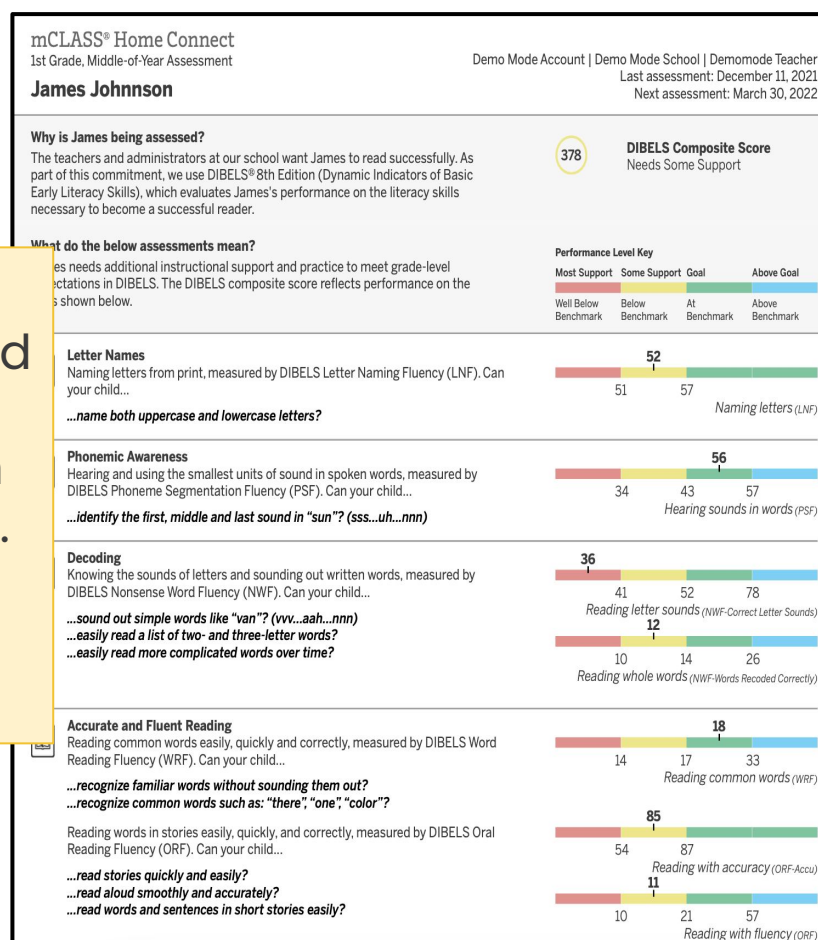
I can read smoothly.	😊	😊	😊
I can read with expression.	😊	😊	😊
I can read with meaning.	😊	😊	😊
I can read at just the right speed.	😊	😊	😊

Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Project 11 (P11): Family and Community Partnership Communication

As part of the Read to Achieve legislation ([Policy KNEC-002](#)), the DIBELS Home Connect letter is sent home for all K-3 students after each benchmark administration to communicate student progress and resources to support at home. After receiving the Home Connect Letter, parents may access the [mClass Home Connect site](#) for resources that can be used to practice and reinforce literacy skills.



The skills review section shows how the measures relate to skills development and provides descriptive examples for each skill. Skills display on progress bars, which indicates performance on each measure. The closer students are to the goal, the less support they need. The skill being measured displays beneath each bar.

James Johnson 1st Grade, Middle-of-Year

Activities for James
Even if you have just a few minutes each day, you may be surprised by how much you can help James learn to read. Here are some activities we recommend based on James's most recent mCLASS reading test. Most of these activities can be done just about anywhere. Feel free to change them a bit to match James's interests or to fit your schedule.

Where James needs support

Decoding
Knowing the sounds of letters and sounding out written words

Grocery List
Give your child a sheet of paper and dictate the items you need to buy. If your child requests the correct spelling, write the words for your child to copy, or spell the words as he or she writes them. You can also allow your child to use inventive spelling for items on the list and locate the correct spelling at the grocery store.

Magnetic Words
Help your child practice reading and writing letters and words. Help your child form words using magnetic letters.

Household Message Board
Use a chalkboard, pinboard, or a large piece of paper as a family message board. This is an exciting way to involve children in reading with a purpose. Leave written notes to your child on the message board.

We are working hard to ensure that James's development is on target for success, and we thank you for your efforts at home. Together, we will help James become a successful reader.

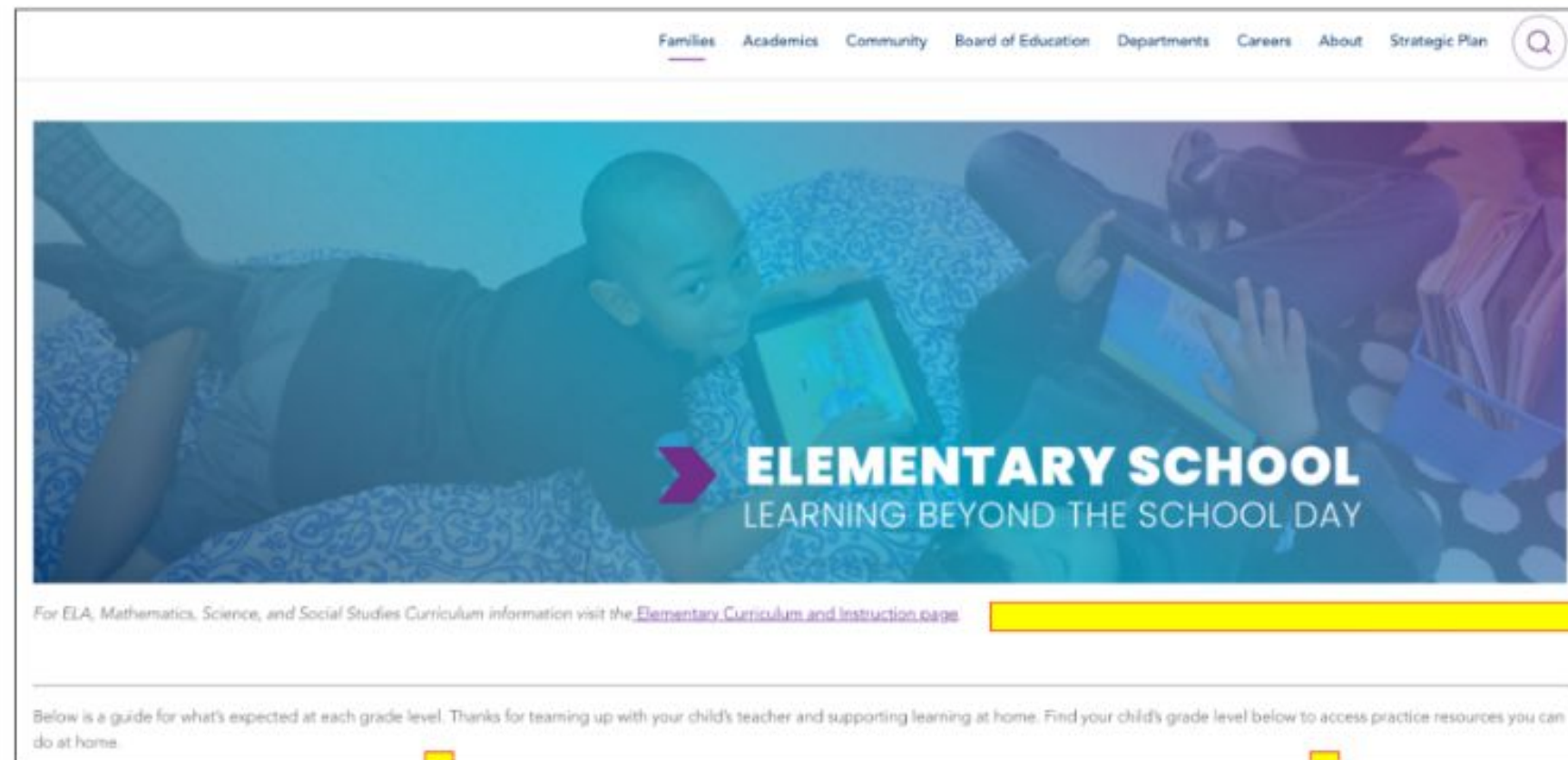
For more activities, visit our Home Connect site: <https://www.mclass.amplify.com/homeconnect>

The activities section contains a list of targeted activities for parents and students to engage in at home, in order to help children advance their reading development. The activities in the letters use the Benchmark scores for the time of year selected on the [Home Connect page](#).

Student Outcome Goal 1 - Interim Measure 1.1

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Project 11 (P11): Family and Community Partnership Communication



Family Videos: Published Quarterly
These videos aim to strengthen home-school connections by clearly explaining curriculum content. They also offer practical strategies for families to support their child's learning at home, ensuring a cohesive learning experience.



Family Resource Guide

This guide helps parents support their child's learning by outlining key skills, providing conversation prompts, suggesting topics for teacher discussions, and offering activities and resources for home practice in reading and math.

iReady Personalized Pathway

Families can access directions to access their student's personalized pathway on the iReady platform for extra literacy and math practice.



Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Individual Reading Plan – IRP

An Individualized Reading Plan should be developed for students in grades K–3 demonstrating a below or well below benchmark composite based on results of BOY or MOY DIBELS® 8 benchmark assessment.

Individual Reading Plan

Determining Which Students Need an IRP

An Individual Reading Plan (IRP) shall be developed for any student in kindergarten through third grade demonstrating difficulty with reading development based on the results of either:

- The first diagnostic or formative assessment of the school year **or**
- The first diagnostic or formative assessment of the second semester of the school year.

Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Progress Monitoring

Progress Monitoring

Progress monitoring is still required and should occur between each benchmark window to guide instruction. The frequency of progress monitoring should be based on student data to inform and determine instructional adjustments and supports. Please refer to guidelines as stated in the [2020 DIBELS® 8 Edition Administration and Scoring Guide](#). (pgs. 94-98)

Table 4.1. Recommended Progress Monitoring Frequency

Grades	Subtests	At Risk (red)	At Some Risk (yellow)
K-3	PSF, NWF, WRF, ORF	Every 2 weeks	Every 4 weeks
4-8	ORF	Every 2-3 weeks	Every 4-5 weeks
2-8	Maze	Up to 2 times between benchmarks	Up to 2 times between benchmarks

Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

Response to Benchmark

Skills Block Microphase Deep Dive	Cycles Introduced Grade-Level Core Instruction	Basic Reading Skills & Common EL Instructional Practices <u>Kindergarten Instructional Practices</u> <u>First Grade Instructional Practices</u> <u>Second Grade Instructional Practices</u>	What students are working on...	iReady (iReady Teacher Assigned Lessons)	DIBELS Measures
Late Pre-Alphabetic	Kindergarten Module 1 C1: "a," "t" C2: "h," "p" C3: "n," "c" C4: "m," "r" Kindergarten Module 2 C5: "v," "s" C6: "g," "i" C7: "l," "d," "f" C8: "k," "y" C9: "x," "q," "u" C10: "b," "o," "w" C11: "j," "e," "z"	Phonemic Awareness (PSF) -Phonemic Play -Phonemic Blending & Segmentation -Rhyme Time Letter Knowledge/Alphabetic Principle (LNF, NWF) -Getting to Know Letters -Articulatory Gestures -Letter-Sound Chant	Beginning to understand and identify letters Beginning to understand letter sounds Beginning to form letters Identifying syllables orally Understanding concepts about print: one-to-one matching, understanding letters come together to make words Understanding that words are separated by spaces in print Understanding directionality of words left to right, top to bottom, and page by page Identifying the beginning and ending sounds of a word Hearing shared sounds in words Segmenting initial sounds in the pronunciations of words Recognizing how letters symbolize initial sounds in words Understanding shared sounds in words Segmenting initial sounds in the pronunciation of words Identifying and producing rhymes	On Your Own: Recognize Rhyme Blend Words with Two or More Syllables Break Up Words with Two or More Syllables Blend Sound Parts in Words Find and Say Beginning Sounds Find and Say Ending Sounds Find and Say Beginning Vowel Sounds Find and Say Middle Short Vowel Sounds Letter Learning: Mm, Tt Letter Learning: Ss, Bb Letter Learning: Rr, Dd Letter Learning: Pp, Cc Letter Learning: Aa, Nn Letter Learning: Ff, Hh Letter Learning: Gg, Ii Letter Learning: Ll, Oo Letter Learning: Kk, Vv Letter Learning: Jj, Ww Letter Learning: Uu, Yy Letter Learning: Xx, Zz Letter Learning: Ee, Qq	Kindergarten Letter Naming Fluency (LNF) Phonemic Segmentation Fluency (PSF) Nonsense Word Fluency (NWF) Oral Language (OL) Vocabulary
Early Partial Alphabetic	Kindergarten Module 3 C12: "sh," "ch," "th" C13: /a/ words C14: /i/ words C15: /u/ words C16: /o/ words C17: /e/ words C18: compare all short vowel words	Phonemic Awareness (PSF) -Phonemic Play -Phonemic Blending & Segmentation Letter Knowledge/Alphabetic Principle (LNF, NWF) -Getting to Know Letters -Articulatory Gestures -Letter-Sound Chant Early Phonics & Alphabetic Decoding (NWF, WRF) -Phonemic Blending and Segmentation	Identifying letters Identifying letter sounds Forming letters Beginning to decode and spell CVC and VC words Recognizing consonant digraphs—ch, th, sh Recognizing and producing rhyming words Manipulating individual phonemes in one-syllable words Isolating and pronouncing the beginning, medial and ending sounds in CVC words Correlating letter and sound connections Phonetic blending and segmenting	On Your Own: Blend Words with Continuous Sounds Break Up Words with Continuous Sounds Blend Words with Stop Sounds Break Up Words with Stop Sounds Add Beginning Sounds to Make Words Add Final Sounds to Make Words Substitute Beginning Sounds to Make Words Substitute Final Sounds to Make Words Find and Say Long Vowel Sounds Read Words with Short e Read Words with Short i Read Words with Short o	Kindergarten Letter Naming Fluency (LNF) Phonemic Segmentation Fluency (PSF) Nonsense Word Fluency (NWF) Oral Language (OL) Vocabulary

Additional Kindergarten Instructional Information

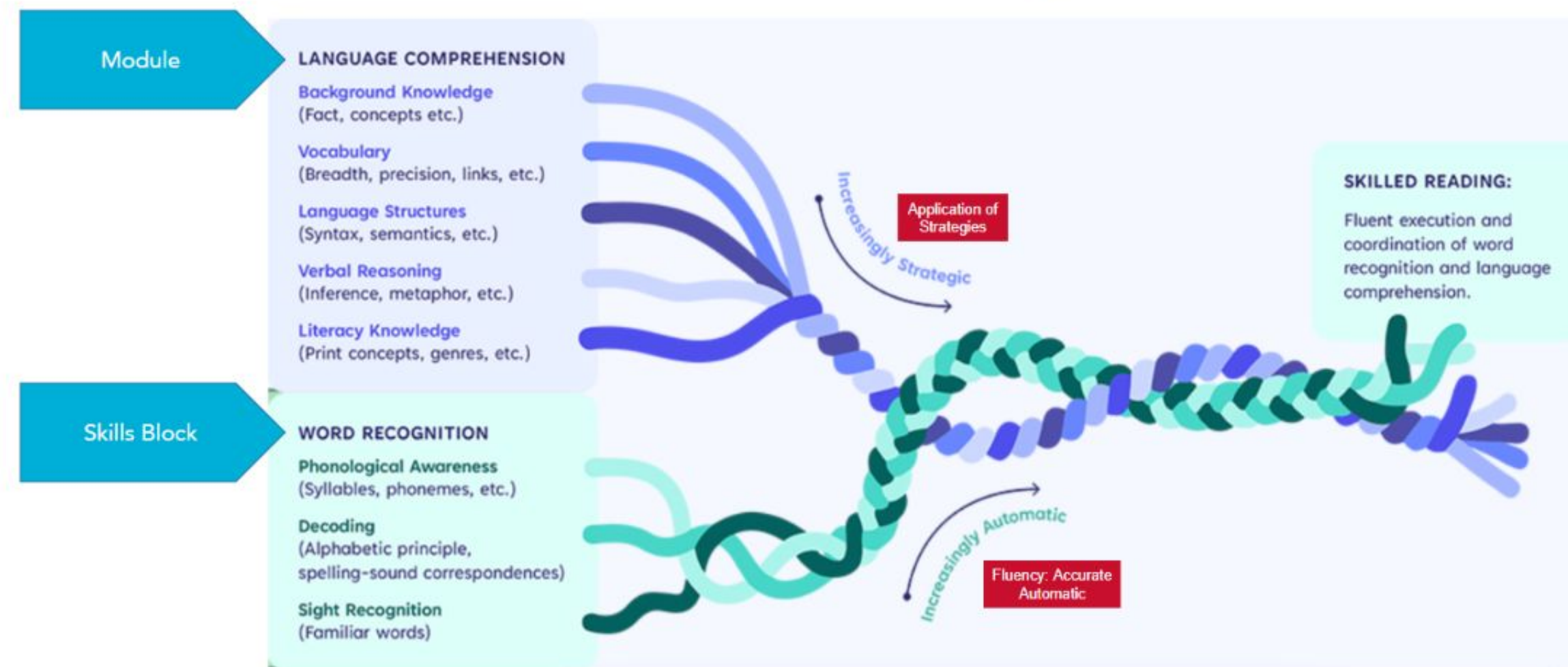
Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 73% (June 2023) to 97% (June 2029)

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

Addressing Language Comprehension and Word Recognition

The Reading Foundations Skills Block (K-2 Skills Block) and the Content-Based Literacy Modules (Module Lessons) are aligned to the science of reading. The K-2 Skills Block focuses on phonics-based instruction grounded in reading science, helping students develop essential decoding skills, fluency, and comprehension. The Module Lessons utilize trade books, authentic literature, and high-interest texts to build students' content knowledge, critical thinking abilities, and reading and writing skills.





Student Outcome Goal 1 - Interim Measure 1.1

Increase the percentage of Kindergarten students scoring at or above benchmark in early literacy as measured by DIBELS from 74% (June 2024) to 81% (June 2025)

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

Professional learning for school leaders equip school leaders with the tools to effectively observe and support K-5 educators in implementing high-leverage instructional practices within the ALL Block and Skills Block lessons. School leaders will explore strategies within *upcoming* units that empower students to take ownership of their learning, with a focus on the following key practices: learning targets, check for understanding, total participation techniques, culture of grappling, strategic questioning, student engagement with protocols, deepening student discourse, and co-constructing anchor charts.

CLASSROOM "LOOK FORS"

Lesson 1: This lesson introduces the topic of the module through a letter from the school principal.

Learning Targets:

- I can participate in conversations with my classmates. (SL.K.1)
- I can draw a picture to show how to make playing together fun. (W.K.2)

(CA 2-3) **Student Work:** Making Playing Together Fun Response Sheet

(CA 1) **Anchor Charts:** [Think-Pair-Share anchor chart](#), [Conversation Partner anchor chart](#)

Lesson 2: This lesson introduces the first of a series of close read-alouds of the anchor text for the unit, using [Close Read-aloud Guide: Llama Llama Time to Share](#) by Anna Dewdney. Students strengthen their ability to understand and converse with their peers about the text as they hear it read aloud multiple times and engage actively through the use of puppets, the [Llama Llama Feelings Anchor Chart](#), and text-dependent questions. At the end of Unit 1, students will participate in an assessment that measures their ability to answer a question about the central message of the anchor text using the illustrations as a guide.

Learning Targets:

- I can participate in conversations with my classmates. (SL.K.1)
- I can identify characters in a story that is read to me. (RL.K.1, RL.K.3)

(CA 2-3) **Student Work:** participate in conversation, name characters in story

(CA 1) **Anchor Charts:** [Conversation Partners anchor chart](#), [Think-Pair-Share anchor chart](#), [Conversation Partner anchor chart](#)

Lesson 3: In this lesson, students continue their close read of the unit's anchor text, [Llama Llama Time to Share](#) by Anna Dewdney (reference [Close Read-aloud Guide: Llama Llama Time to Share](#)). In Session 2, students are introduced to the [Llama Llama Feelings Anchor Chart](#), a tool that will help them to use the pictures and words in the story to describe the character's feelings. Focusing on the details in the illustrations helps young students to "read" the text using the illustrations, giving them confidence as they approach complex texts.

Learning Targets:

- I can participate in conversations with my classmates about our play and our materials. (SL.K.1)
- I can use illustrations in the text to describe how Llama Llama feels. (RI.K.1, RI.K.7)

(CA 2-3) **Student Work:** participate in conversation, describe how Llama Llama feels

(CA 2) **Text-Dependent Questions:**

- According to the text, what does the principal tell us (teacher) job is?

(CA 1 & 3) **Protocols:** [Think-Pair-Share protocol](#)

(CA 1) **Anchor Text:** Letter from the Principal, The Magic Show

(CA 2) **Text-Dependent Questions:**

- What is an action we can do while reading this part that shows what the poem is saying?

(CA 1 & 3) **Protocols:** [Think-Pair-Share protocol](#)

(CA 1) **Anchor Text:** Llama Llama Time to Share

(CA 2) **Text-Dependent Questions:**

- What boy do you think this part of the poem is about?
- What is happening here?
- What is an action we can do while reading this part that shows what the poem is saying?

(CA 1 & 3) **Protocols:** [Think-Pair-Share protocol](#)

(CA 1) **Anchor Text:** Llama Llama Time to Share

LATE PRE ALPHABETIC
Grade K Module 1 Cycles 1-4

Students focus on letter specification (including name, sound, and formation) and phonological awareness (the ability to focus on the sounds of speech). This allows students to make connections between graphemes (letters) and phonemes (sounds within words). Students learn about direction, pattern of speech, starting, manipulation of parts (syllables) and separate sounds in spoken words, and concepts of print, such as left-to-right directionality through various stories, poems, and other shared texts.

KEY TOPICS AND SKILLS

Key Topics

Skills to Master

- Beginning to understand and identify letters
- Beginning to understand letter sounds
- Beginning to form letters
- Identifying syllables orally
- Understanding concepts about print: one-to-one matching, understanding letters come together to make words
- Understanding that words are separated by spaces in print
- Understanding directionality of words: left to right, top to bottom, and page by page
- Identifying the beginning and ending sounds of a word
- Hearing shared sounds in words
- Segmenting initial sounds in the pronunciation of words
- Recognizing how letters symbolize initial sounds in words
- Understanding shared sounds in words
- Segmenting initial sounds in the pronunciation of words
- Identifying and producing rhymes

Multilingual Learner Supports

When focusing on Tier 2 and multi-meaning words, consider incorporating visuals as well as briefly identifying the meaning of the word(s).

Bat is a multiple meaning word.

Image:

Definition:

Sentence:

When being introduced to new vocabulary or concepts, pair them with gestures.

Support Materials in Book Creator:

[Cycle 1](#) [Cycle 2](#)
[Cycle 3](#) [Cycle 4](#)

Student Outcome Goal 1 - Interim Measure 1.1

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

Teacher Tidbits

Published Weekly

Provides concise previews of upcoming lessons, highlighting key assessments, engagement strategies, and areas needing extra attention. These overviews help teachers stay organized and informed for effective instruction. Teachers can watch or listen to the videos during their commute, planning time, or PLC meetings.

Kindergarten Tidbits

For the week of
October 14 - 18, 2024

ELA

Skills Block Lessons will focus on: Lesson 16, students are introduced to the letters "C" and "H" through the poem "Cat and Hawk," using alphabet cards for visual reference. Lesson 17 encourages students to brainstorm and create words starting with these letters while practicing proper letter formation and addressing any misconceptions. In Lesson 18, students review previously learned words, focusing on identifying the "Mystery Word" — "the" — within a poem. Lastly, Lesson 19 involves exploring syllables through rhythmic activities, and Lesson 20 focuses on identifying rhyming words in a familiar poem, emphasizing that rhyming does not require identical spelling.

Watch the [Tidbit Video](#) for more and check out the [Book Creator Book](#).

MATH

Check Math Rocks for a look at the updated K Year At a Glance. You can also find an Early Learning Inventory page with helpful information and a link to the ELI FAQ as well as the CMS created ELI rubrics. [Watch here](#) for more information about Unit 2.



Lesson Videos

Published Monthly or Bi-Monthly

Offers a view into live CMS classrooms, demonstrating high-quality curriculum implementation. Teachers can observe practical examples to refine their instructional strategies and ensure alignment with the lesson structure and standards.



PLC Deep Dives

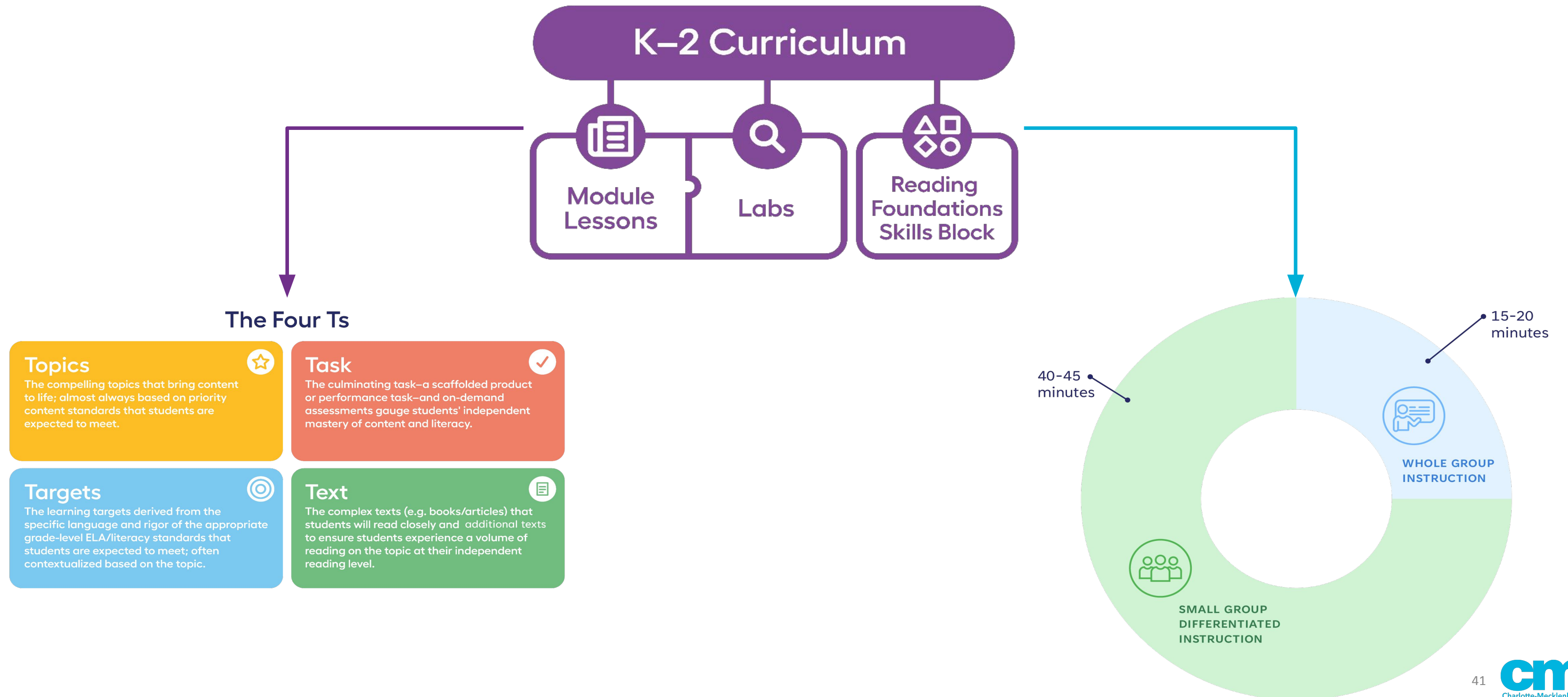
Published Two Weeks Prior to Each Unit

Showcases best practices for instructional planning, emphasizing unit objectives and standards alignment. These videos support master teachers in leading PLC meetings and provide valuable insights for individual teachers in planning and preparation for upcoming units.



Curriculum Structure

The module lessons are at the heart of the curriculum at all grade levels. 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.



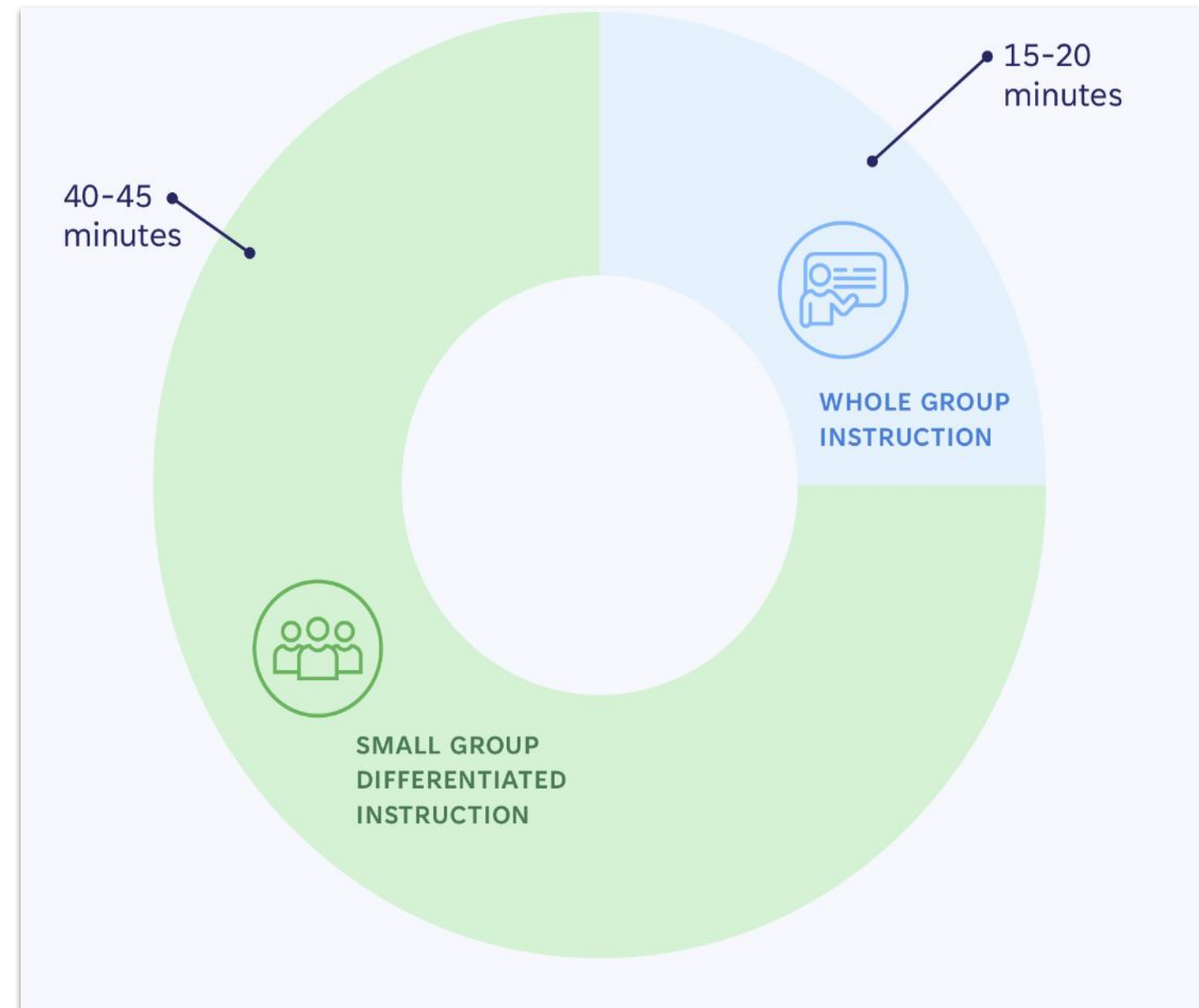
K-2 Curriculum Overview: Skills Block

3

Small Group Differentiated Instruction

All students need differentiated instruction and sufficient practice to meet their needs.

- Benchmark assessment data
- Uses instructional routines based on student needs
- Flexible grouping (every 6 weeks)



2024- 2025 CMS Instructional Expectations

Whole Group Instruction

All students need and receive exposure to grade-level content.

- Uses instructional routines
- Aligned to NCSCOS
- Direct instruction and student practice

All students receive 60 minutes of Skills Block instruction using the EL Education Curriculum & NCSCOS.

K-2 Curriculum Overview: Skills Block

WHOLE GROUP

15-20 minutes



Whole Group Instruction: Students engage in grade-level instruction. They practice newly learned phonemes, graphemes, spelling patterns, or skills.

SMALL GROUP DIFFERENTIATED INSTRUCTION

40-45 minutes



Work with Teacher Rotation: Teacher meets with two or three differentiated small groups, based on their microphase. Each group meets with the teacher for 10-12 minutes.



Independent Rotations: When students in differentiated small groups are not receiving instruction from their teacher, the groups rotate through different independent rotations that target key foundational skills.

Accountable Independent Reading Rotation	Word Work Rotation	Writing Practice Rotation	Reading Fluency Rotation
Students choose from a variety of texts based on interest and/or reading goals.	Students analyze words and word parts.	Students practice skills and habits needed to generate ideas on paper— everything from letter formation to spacing to knowing how to begin a sentence and continue a thought.	Students read lots of rereading a variety of familiar texts from the K-2 Skills Block or existing classroom libraries for fluency work.