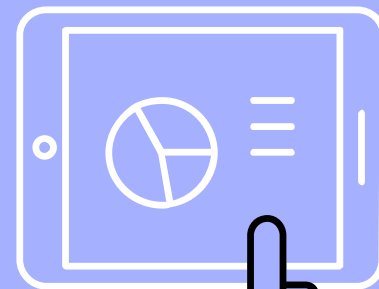
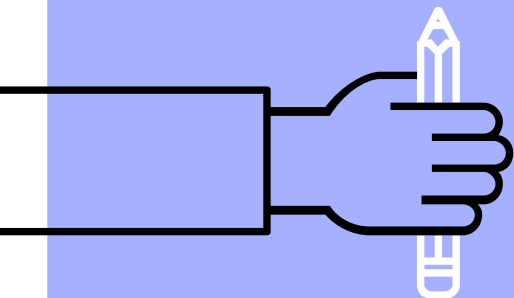
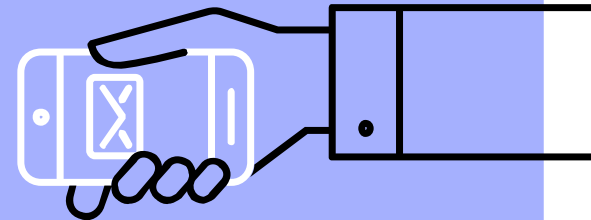
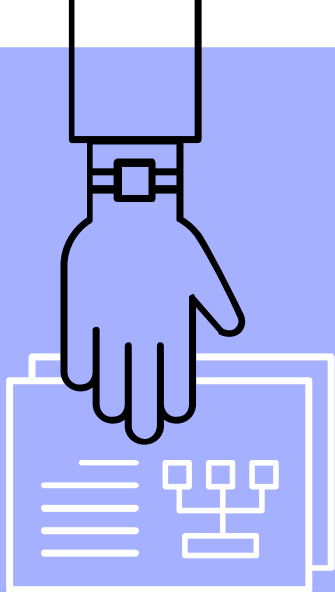
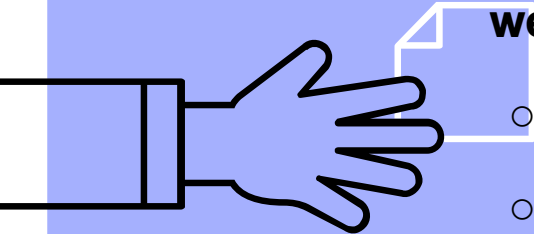
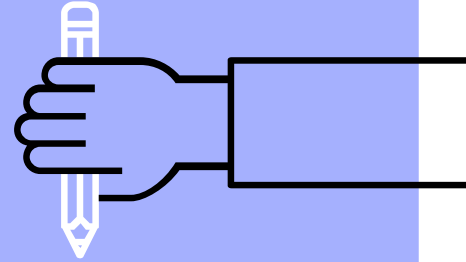


RSD Fall Benchmark Data

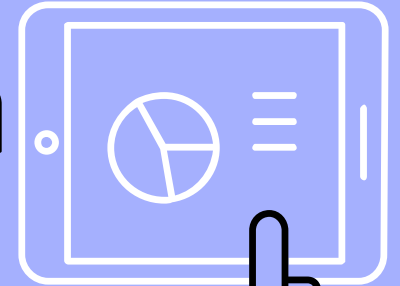
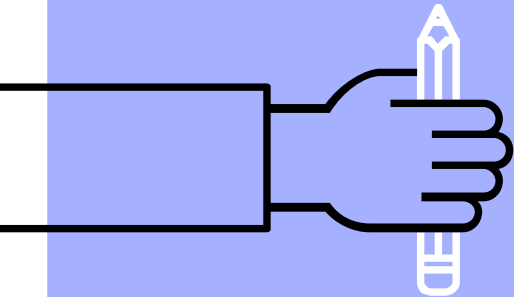
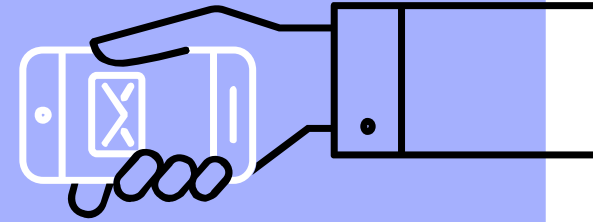
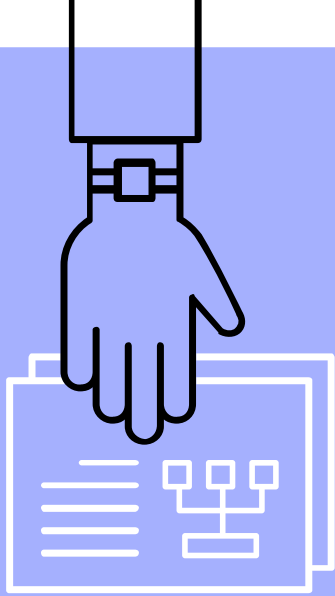


iReady

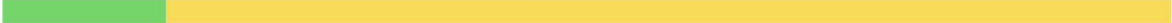



- **Diagnostic Assessment 3x/year**
 - **Fall**
 - **Winter**
 - **Spring**
- **=/> 30 minutes each of Personalized Instruction per week in Reading & Math**
 - **Grades K-6 during RtI (WIN) &/or Classroom**
 - **Grades 7 & 8 during Lab & WIN**



LRES Fall Benchmark Data

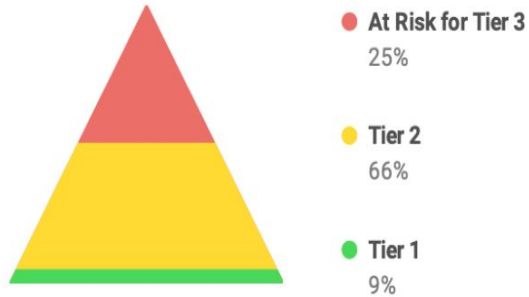


LRES Grade Level - Math

Grade	Overall Grade-Level Placement
Grade K	 <p>14% 86%</p>
Grade 1	 <p>9% 73% 18%</p>
Grade 2	 <p>9% 52% 38%</p>
Grade 3	 <p>5% 58% 37%</p>

LRES School-Wide - Math

Overall Placement

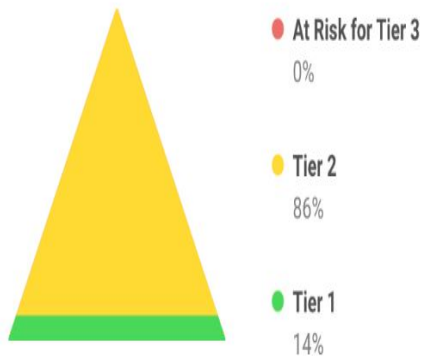


Placement By Domain

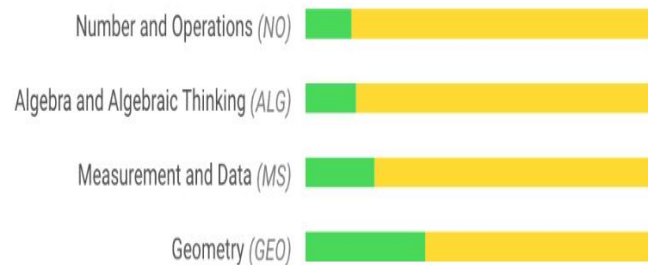


LRES Kindergarten- Math

Overall Placement



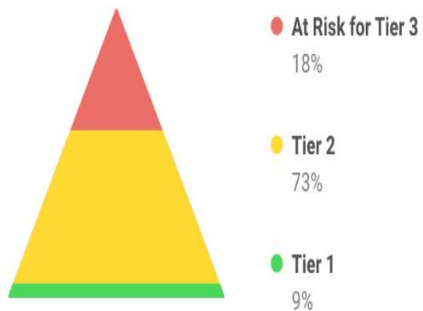
Placement By Domain



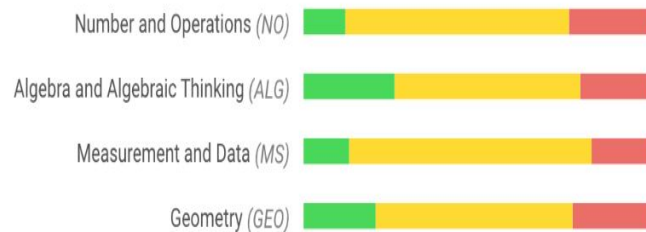
[i The Mapping Between 5-Level and 3-Level Placements](#)

LRES 1st Grade- Math

Overall Placement



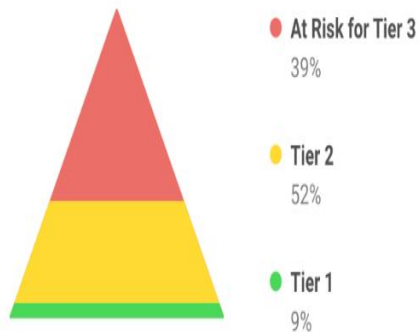
Placement By Domain



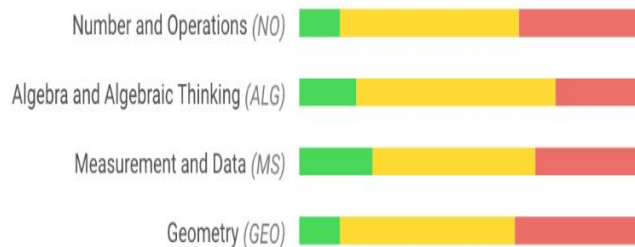
[i The Mapping Between 5-Level and 3-Level Placements](#)

LRES 2nd Grade- Math

Overall Placement



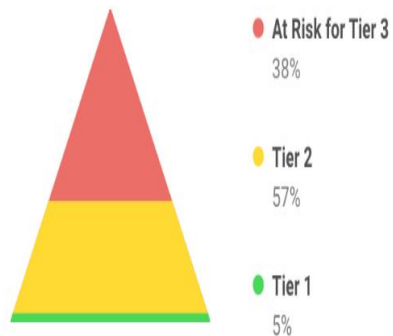
Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

LRES 3rd Grade- Math

Overall Placement



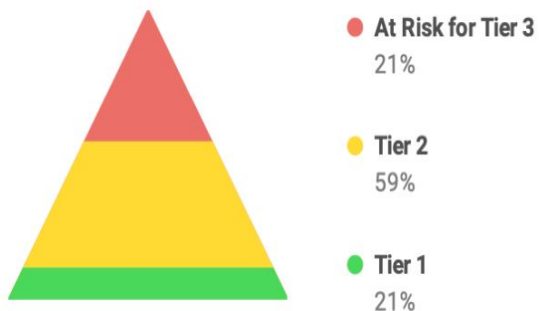
Placement By Domain



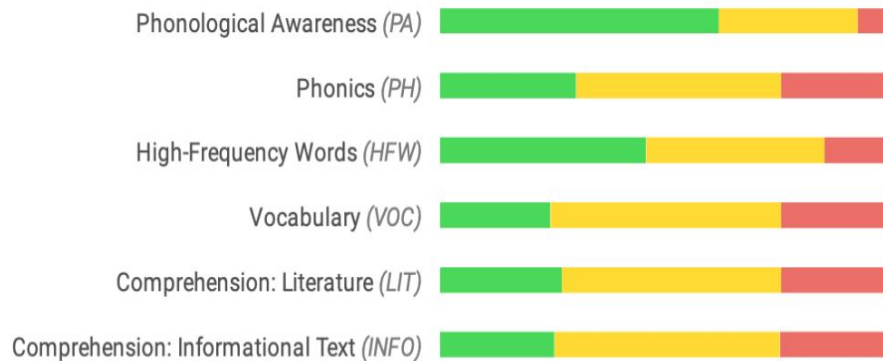
[i The Mapping Between 5-Level and 3-Level Placements](#)

LRES School-Wide- Reading

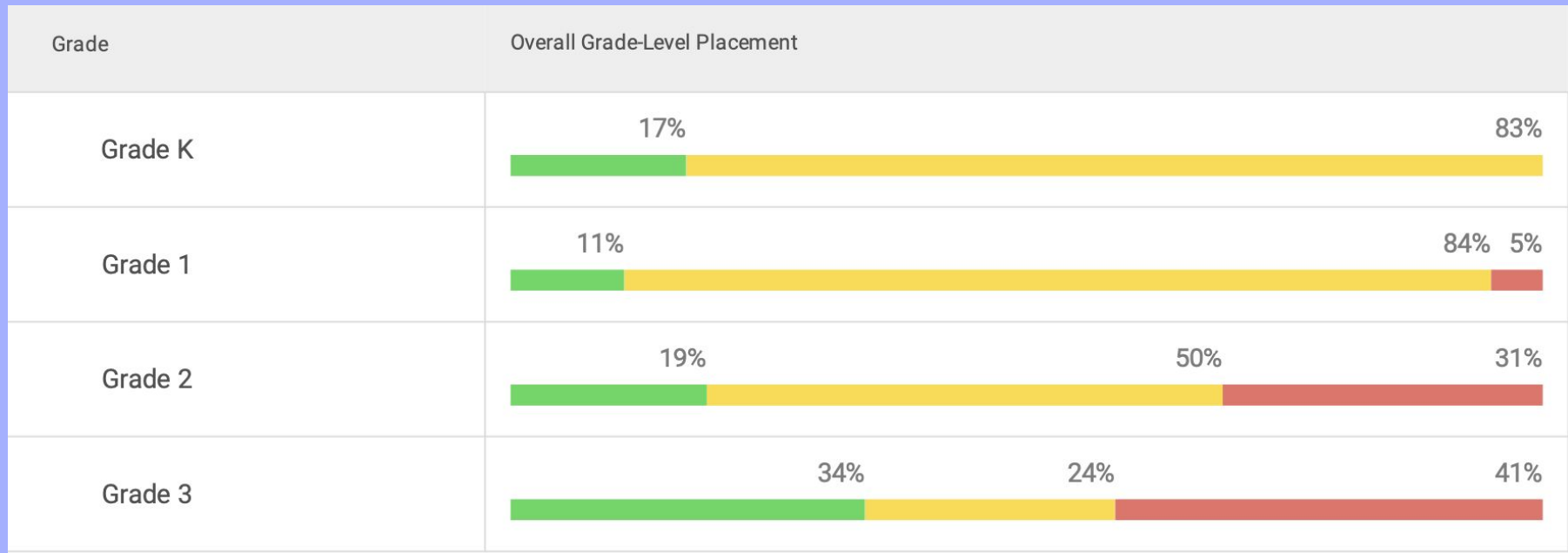
Overall Placement



Placement By Domain

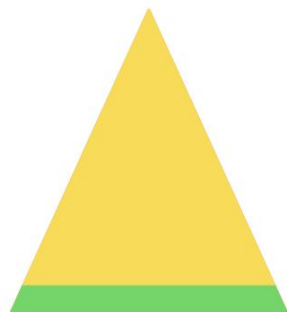


LRES Grade Level - Reading



LRES Kindergarten- Reading

Overall Placement



● **At Risk for Tier 3**

0%

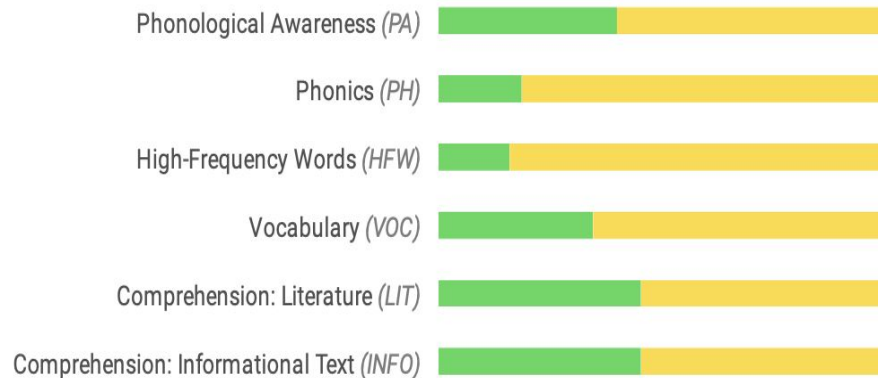
● **Tier 2**

83%

● **Tier 1**

17%

Placement By Domain



Phonological Awareness (PA)

Phonics (PH)

High-Frequency Words (HFW)

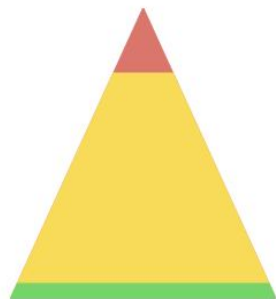
Vocabulary (VOC)

Comprehension: Literature (LIT)

Comprehension: Informational Text (INFO)

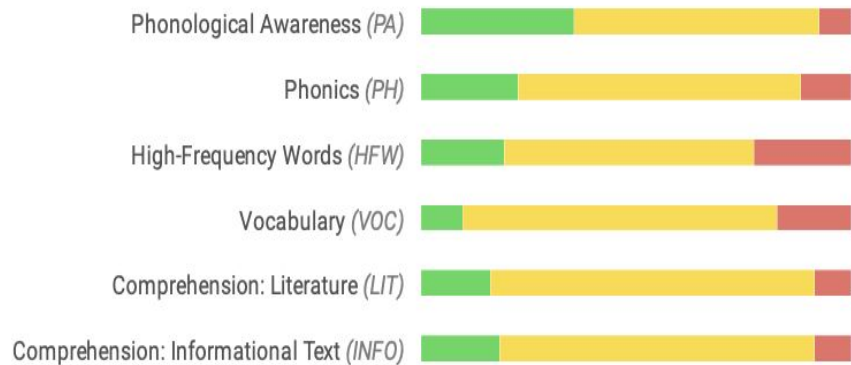
LRES 1st Grade- Reading

Overall Placement



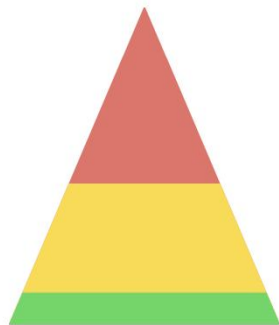
- **At Risk for Tier 3**
5%
- **Tier 2**
84%
- **Tier 1**
11%

Placement By Domain



LRES 2nd Grade- Reading

Overall Placement



● **At Risk for Tier 3**

31%

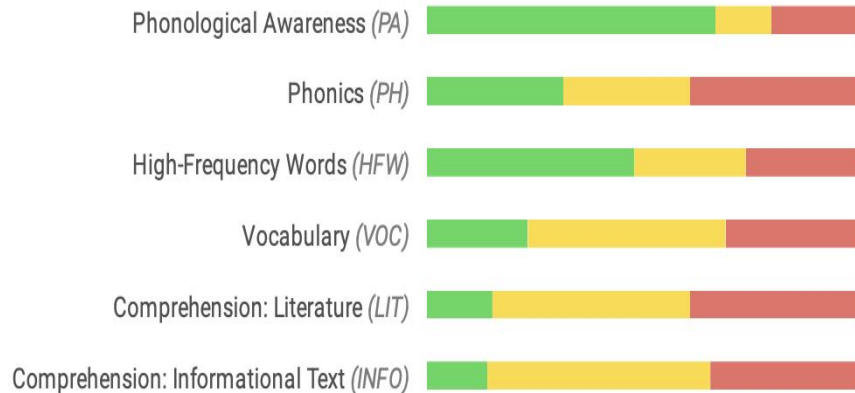
● **Tier 2**

50%

● **Tier 1**

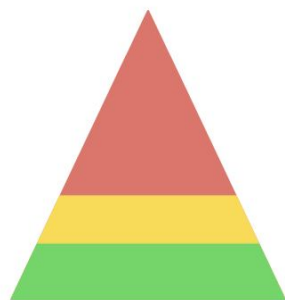
19%

Placement By Domain



LRES 3rd Grade- Reading

Overall Placement



● **At Risk for Tier 3**

41%

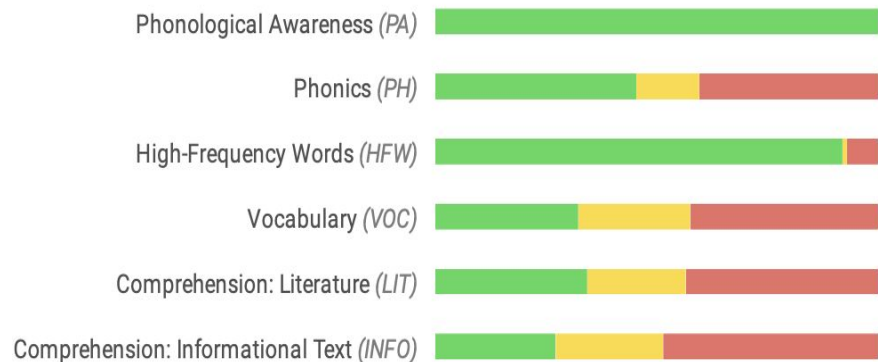
● **Tier 2**

24%

● **Tier 1**

34%

Placement By Domain



i-Ready Instructional Use

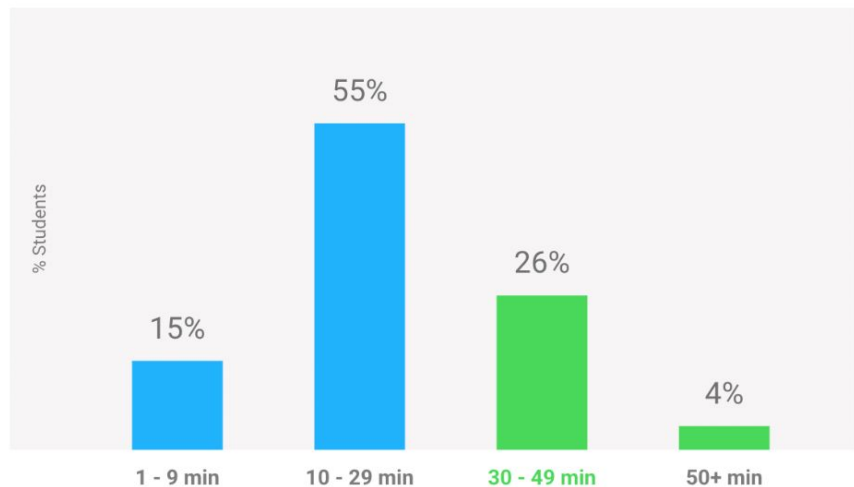
- Student personalized learning expectations are 30 minutes a week
- Teacher instructional resources (lesson plans and activities to use whole group and with i-ready created groups)



iReady - Personalized Instruction Time (Reading)

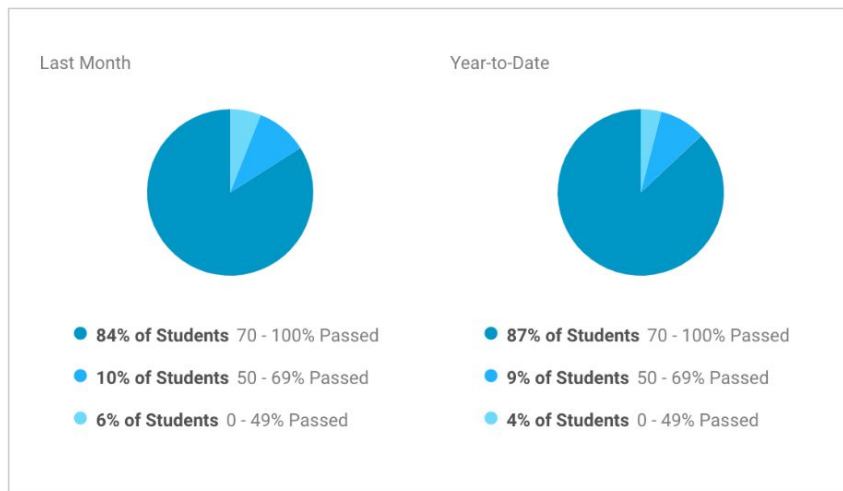
Students Using Instruction/Total (Last Month): **339/360**

Weekly Average Lesson Time-on-Task Last Month



Students Completing Lessons/Total (YTD): **344/360**

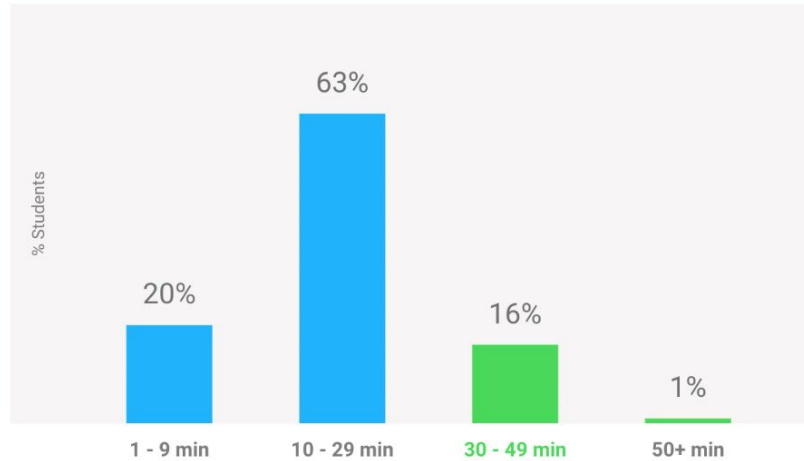
Lessons Passed



iReady - Personalized Instruction Time (Math)

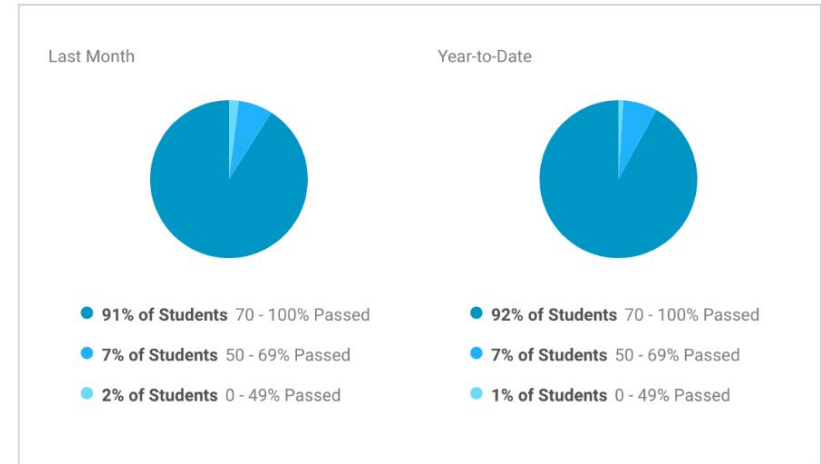
Students Using Instruction/Total (Last Month): **342/360**

Weekly Average Lesson Time-on-Task Last Month

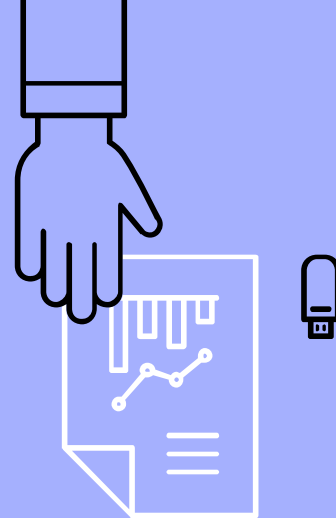
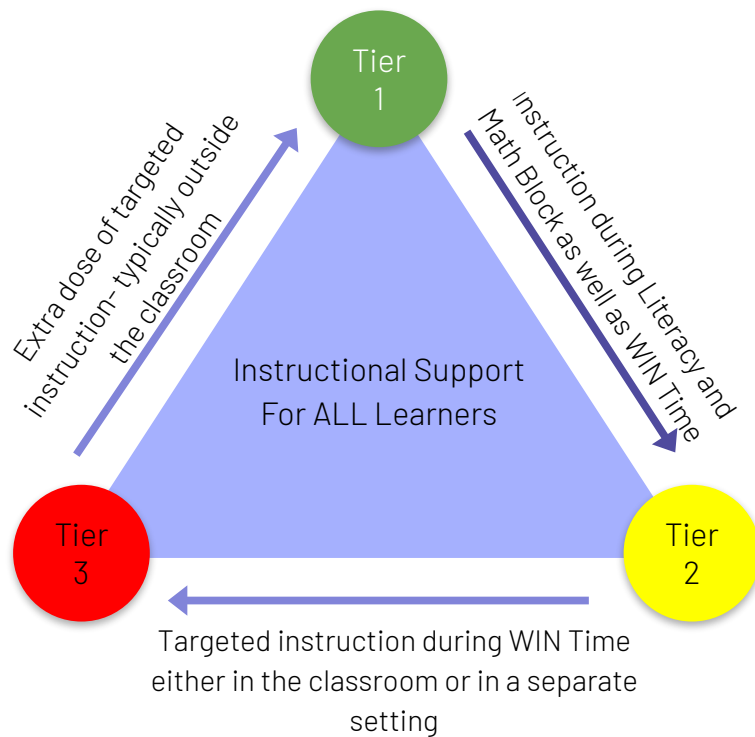


Students Completing Lessons/Total (YTD): **343/360**

Lessons Passed



How we respond to the data



PLC- A Time to Review Data

- ▶ Teachers have 30 minute PLC's two times a week
- ▶ This team time is used to review student work and plan for instruction- looking at all 3 tiers of support
- ▶ Opportunity for specialists to meet with teams of teachers



LRES Curriculum Updates

Literacy:

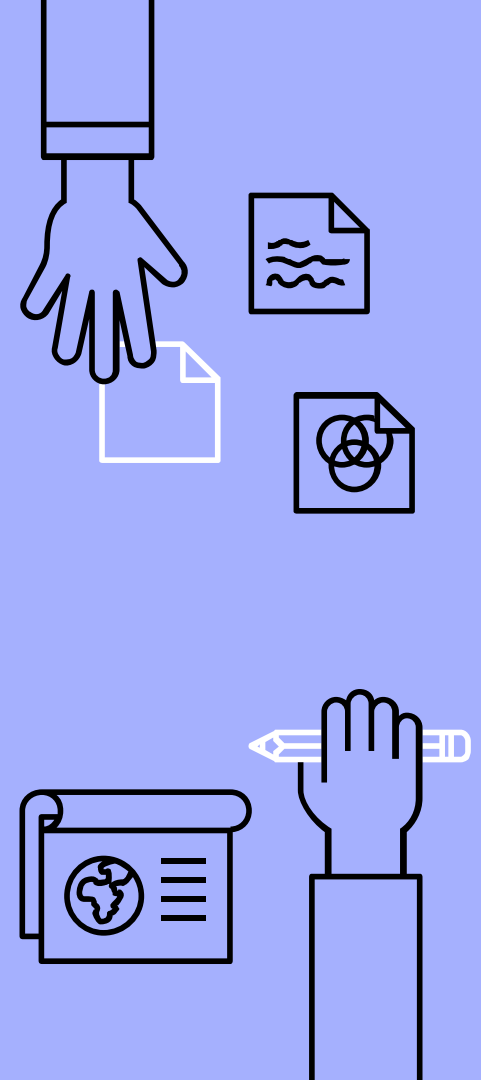
- ❑ FUNdations
- ❑ Heggerty
- ❑ Lucy Calkins
Writing Workshop
- ❑ Pilot Programs:
 - ❑ Into Reading
(4 teachers)
 - ❑ Ready
Reading (8
teachers)

Math:

- ❑ Tang Math
- ❑ Math in Focus

Supplemental Materials:

- ❑ Guided Math Kits



LRES Professional Development- Curriculum Focused

Literacy:

- ❑ UF Flamingo Matrix (currently in year 2)
 - ❑ 7 Teachers (including reading specialists, classroom teachers, and special education teacher)
- ❑ Ready Reading Pilot Training
- ❑ Into Reading Pilot Training
- ❑ FUNdations- Newly hired classroom teachers provided with opportunities to have training
- ❑ i-Ready

Math:

- ❑ Tang Math training

Other:

- ❑ PLC Training and Goal Setting



Year Long LRES Professional Development Curriculum Focus

Grade level teams have:

- ❑ Reviewed power standards and competencies for grade level reporting
- ❑ Created pacing guides and unit plans aligned standards and competencies
- ❑ Newly created pacing guides then formatted into parent friendly documents that were shared out at open house
- ❑ i-Ready Training
- ❑ UF Flamingo Matrix

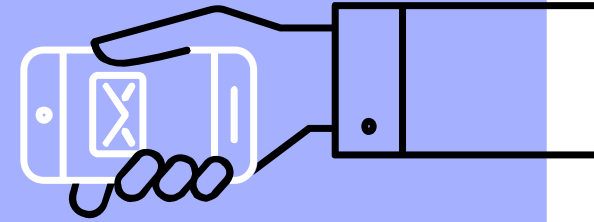
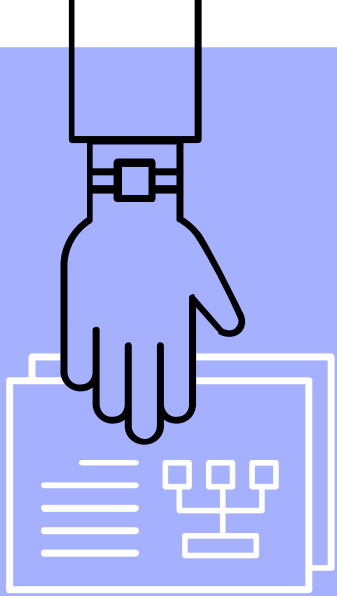
Examples of Work:

[1st Grade- Math Unit Plan \(Unit 1\)](#)

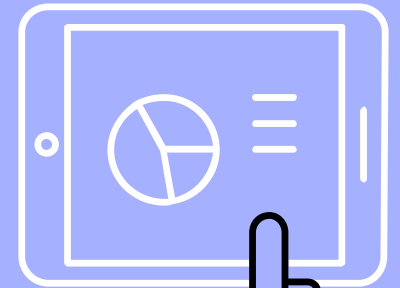
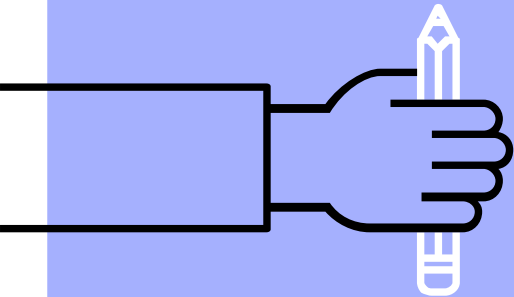
[Kindergarten- Pacing Guide](#)

[3rd Grade- Parent Document](#)

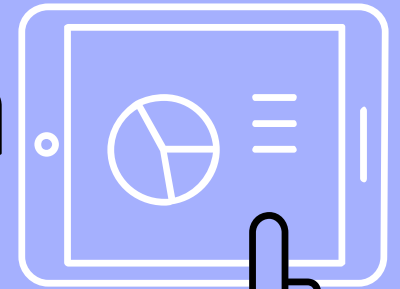
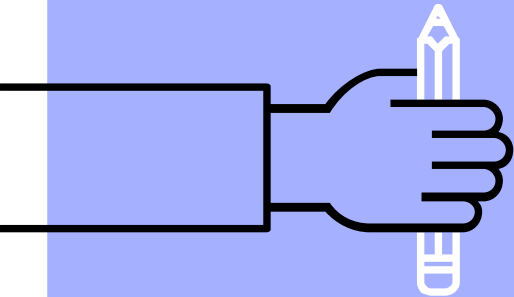
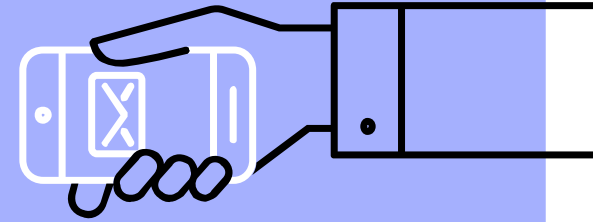
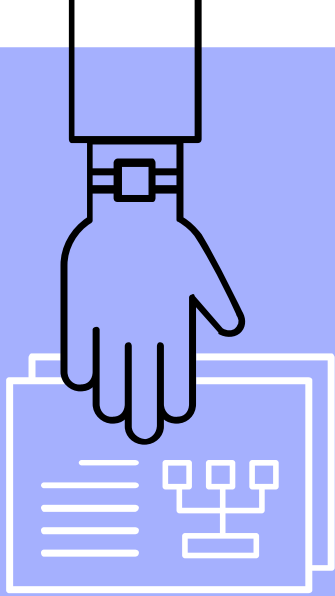




LRES Goals

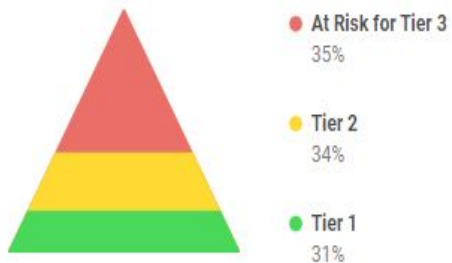


IHGMS Fall Benchmark Data

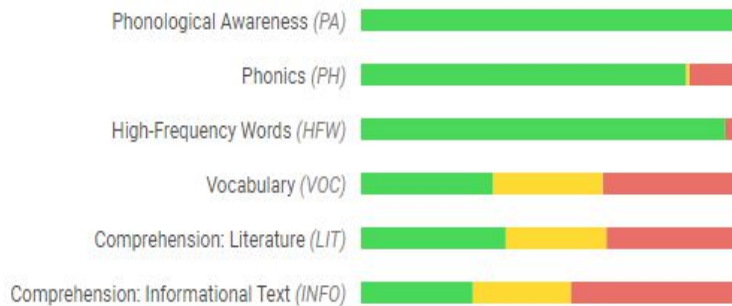


IHGMS Reading - Whole School

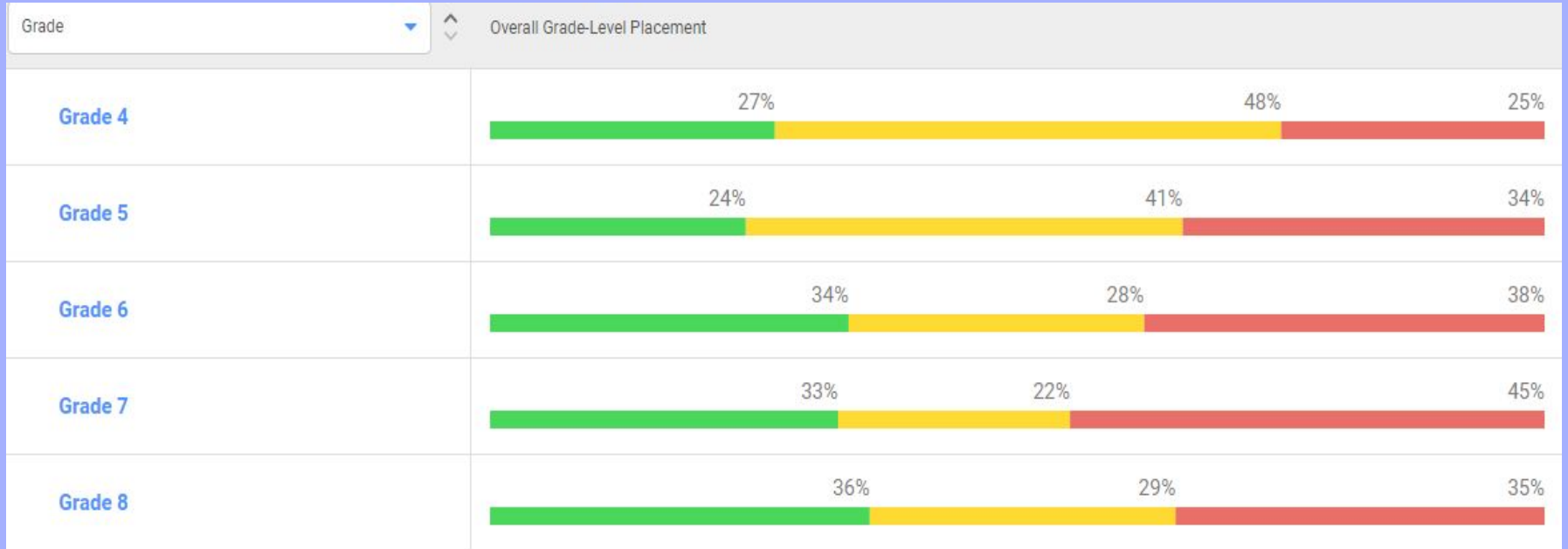
Overall Placement



Placement By Domain

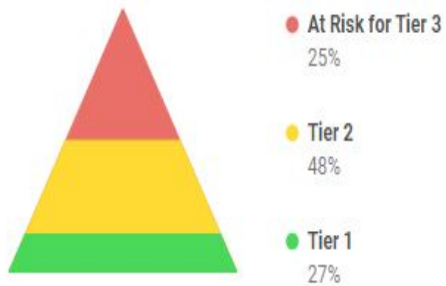


IHGMS Reading by Grade

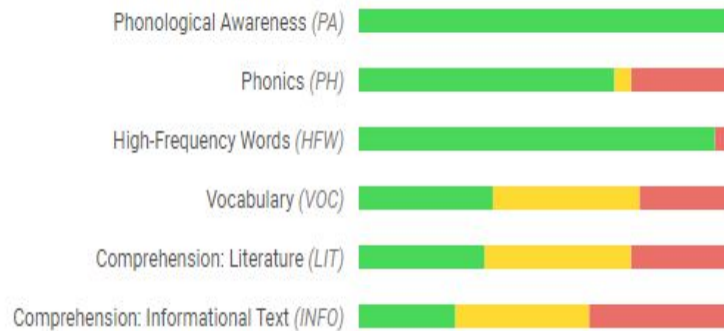


IHGMS Reading Grade 4

Overall Placement



Placement By Domain



IHGMS Reading Grade 5

Overall Placement



Placement By Domain

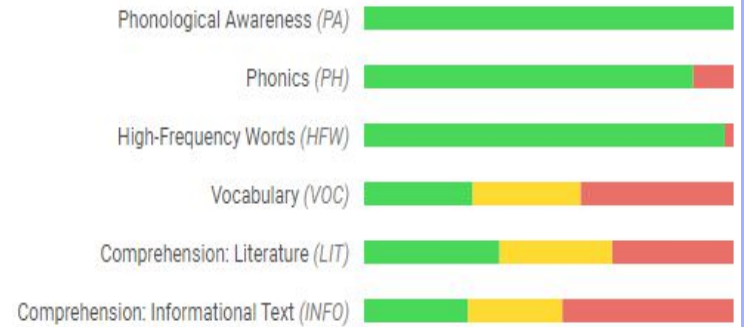


IHGMS Reading Grade 6

Overall Placement

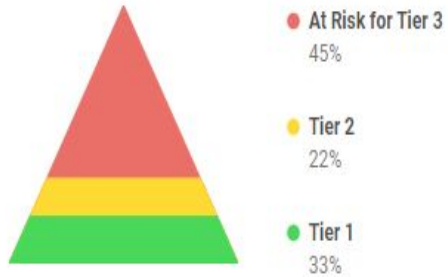


Placement By Domain

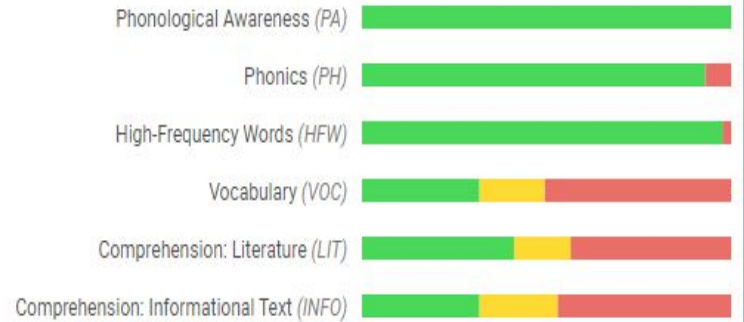


IHGMS Reading Grade 7

Overall Placement



Placement By Domain



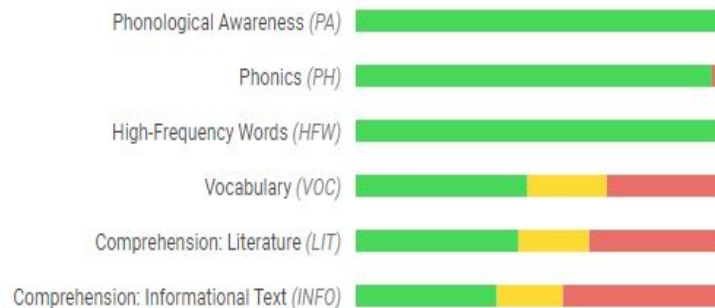
IHGMS Reading Grade 8

Overall Placement



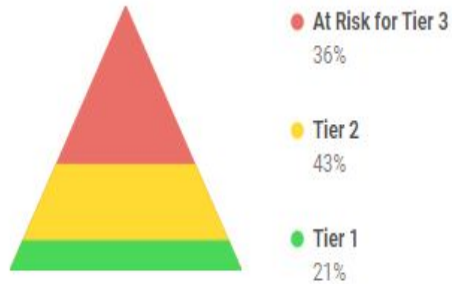
- At Risk for Tier 3
35%
- Tier 2
29%
- Tier 1
36%

Placement By Domain

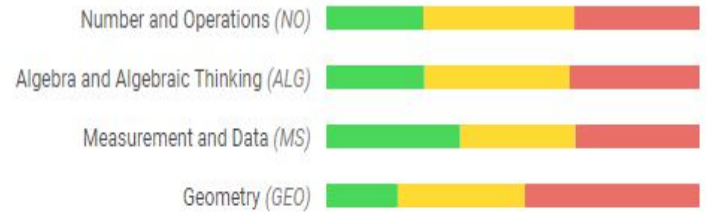


IHGMS Math Whole School

Overall Placement

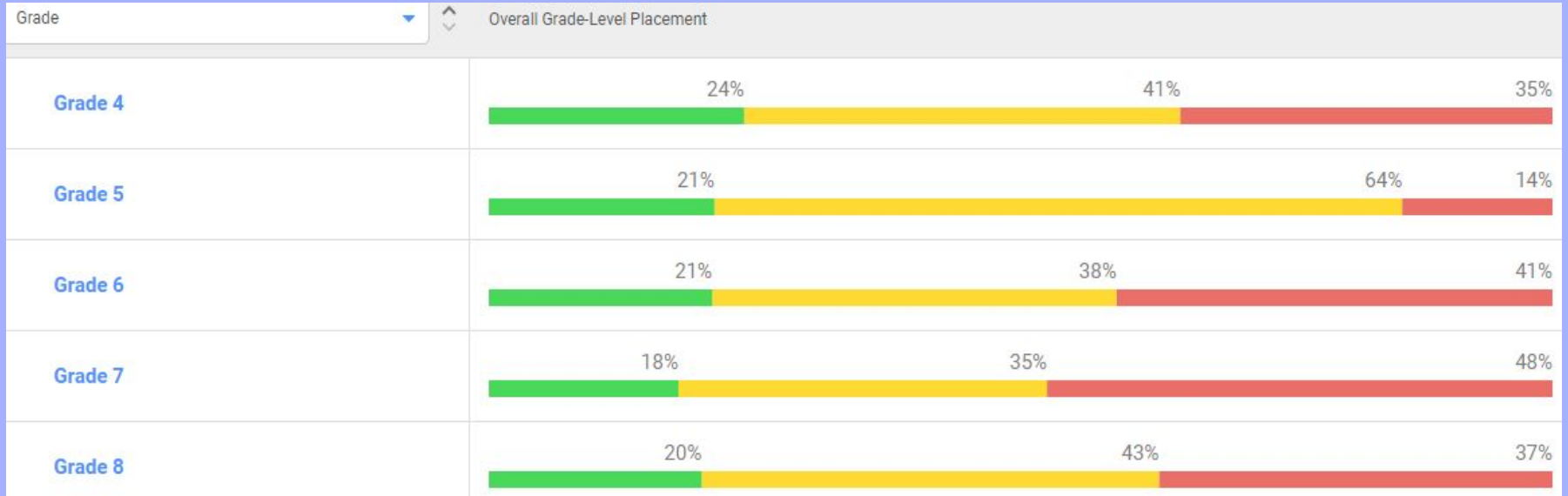


Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

IHGMS Math by Grade



IHGMS Math Grade 4

Overall Placement



● At Risk for Tier 3

35%

● Tier 2

41%

● Tier 1

24%

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

IHGMS Math Grade 5

Overall Placement



Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

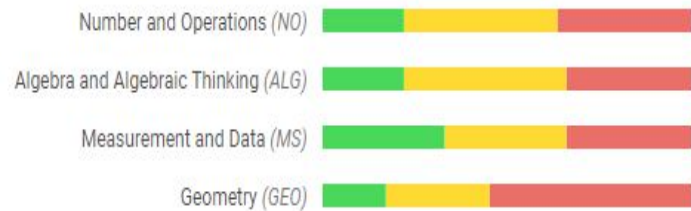
IHGMS Math Grade 6

Overall Placement



- At Risk for Tier 3
41%
- Tier 2
38%
- Tier 1
21%

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

IHGMS Math Grade 7

Overall Placement



- At Risk for Tier 3
48%
- Tier 2
35%
- Tier 1
18%

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

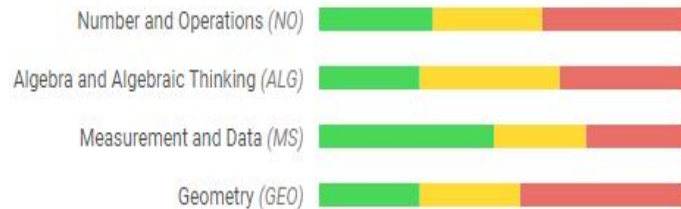
IHGMS Math Grade 8

Overall Placement



- At Risk for Tier 3
37%
- Tier 2
43%
- Tier 1
20%

Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

Response to Intervention (RtI) at IHGMS

- Grades 4, 5, & 6 have a 45 minute RtI block in their daily schedule.
- Students are sorted according to their academic data (SAS &/or iReady) into small groups.
- **Tier III** - taught by specialists, interventionist, Title I (qualified) and/or Special Education, where applicable.
- **Tier II** - Classroom Teachers, Spec Ed teachers and/or Interventionists
- **Tier I** = Enrichment - Classroom Teacher

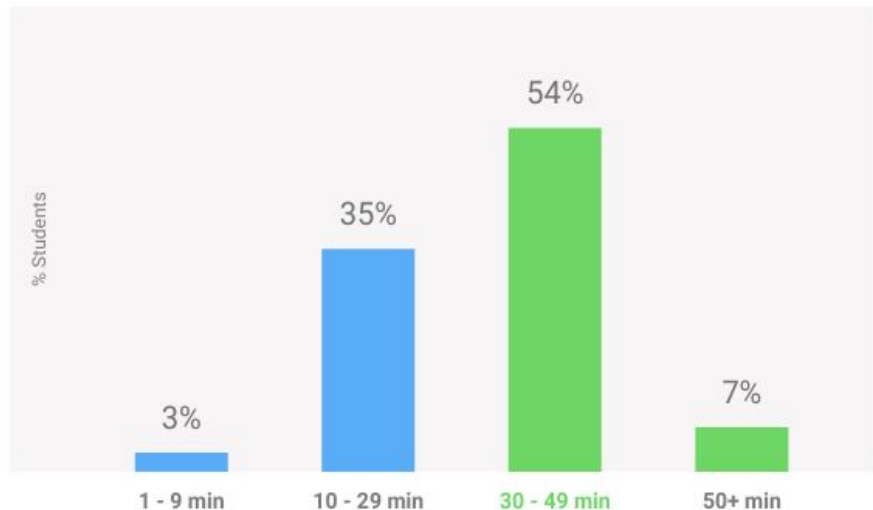
Response to Intervention (RtI) at IHGMS

- Grades 7 & 8 have a 75-80 minute lab class in their schedule.
- Meet every other day on a 5 day rotating time schedule (“Waterfall”).
- 7 Week rotating grade level schedule between Math Lab & ELA Lab.
- **Tier III** - taught by specialists or Title I (qualified) and/or Special Education, where applicable.
- **Tier II** - Lab Teacher and Interventionists
- **Tier I** = Enrichment - Lab Teacher (Differentiated)

iReady - Monitoring Student Progress (Reading)

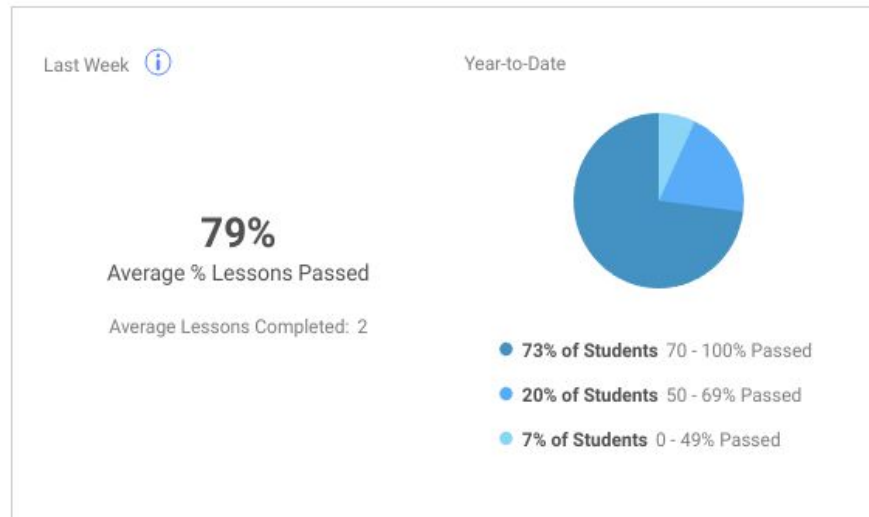
Students Using Instruction/Total (Last Week): 356/413

Lesson Time-on-Task Last Week



Students Completing Lessons/Total (YTD): 394/413

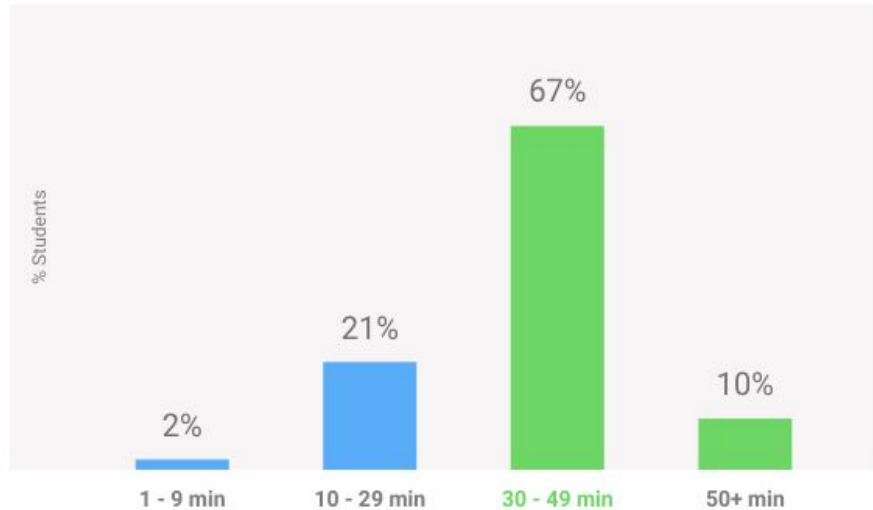
Lessons Passed



iReady - Monitoring Student Progress (Math)

Students Using Instruction/Total (Last Week): 389/413

Lesson Time-on-Task Last Week



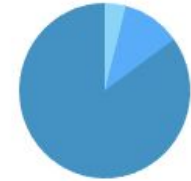
Students Completing Lessons/Total (YTD): 405/413

Lessons Passed

Last Week [i](#)

Year-to-Date

84%
Average % Lessons Passed
Average Lessons Completed: 2



- 85% of Students 70 - 100% Passed
- 11% of Students 50 - 69% Passed
- 4% of Students 0 - 49% Passed

PLC- A Time to Review Data & Collaboratively Plan

- ▶ Teachers have 30 minute PLCs every day.
- ▶ This team time is used to:
 - develop units of instruction,
 - develop assessments,
 - review student work,
 - and plan for instruction- looking at all 3 tiers of support.



IHGMS Curriculum Work

- ▶ Faculty has reviewed the course competencies and related power standards.
- ▶ Made recommendations for adjustments for 2023-2024
- ▶ Updating grade level scope and sequence documents to reflect what is being taught and assessed.



IHGMS Curriculum Work

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- ▶ Made recommendations for adjustments for 2023-2024
- ▶ Updating grade level scope and sequence documents to reflect what is being taught and assessed.



IHGMS Curriculum Resources

- ▶ For the most part, the middle school teachers are using teacher created curriculum resources to teacher to the grade level course competencies.
- ▶ For the most part those curriculum resources are effective as we have more students scoring proficient or better.
- ▶ [IHGMS Curriculum Resources](#)



IHGMS Professional Development

- ▶ Update course competencies & Power Standards
- ▶ Update Scope & Sequence Documents
- ▶ Update and create new units of instruction
- ▶ Tier I Instructional Strategies
 - Differentiation & The Gradual Release Model with WestEd



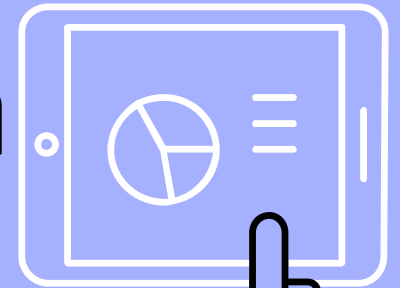
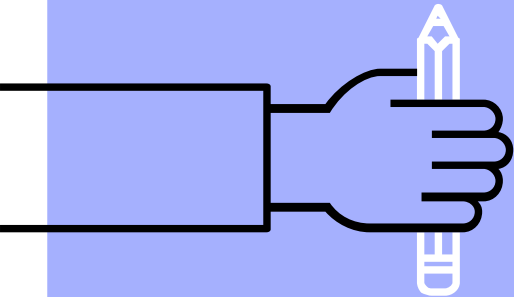
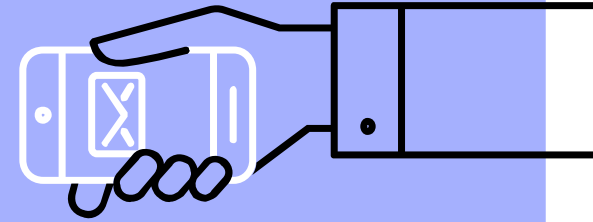
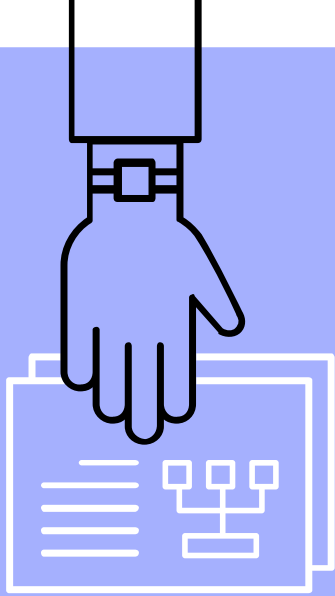
IHGMS Team Level Goals

IHGMS Grade Level PLC Teams set year long academic goals in English and Math based on last spring's State Assessment System (SAS) scores.

- iReady diagnostic data was not available until after the Sept. 30 in-service day.
- The UA Team set a goal based on improving student behavior in their classrooms.

[IHGMS Team Level Goals](#)

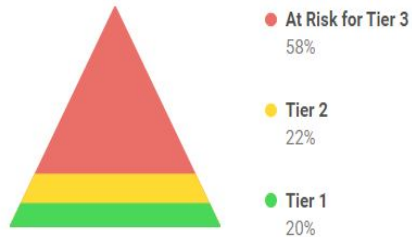
RHS Fall Benchmark Data



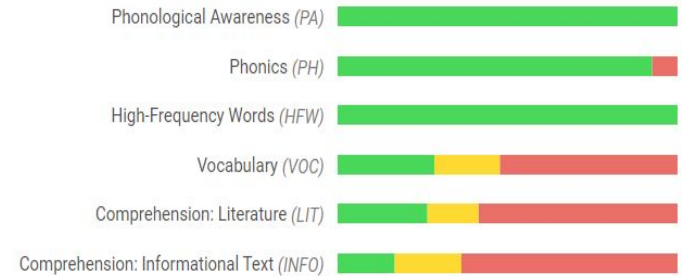
RHS Reading - Whole School

Students Assessed/Total: 239/330

Overall Placement






Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

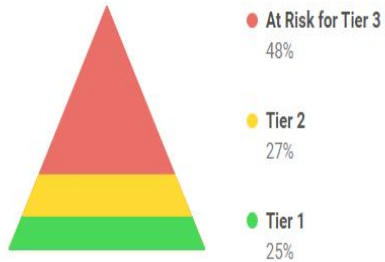
RHS Reading by Grade

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 9	 <p>25% 27% 48%</p>	92/122
Grade 10	 <p>22% 23% 55%</p>	65/79
Grade 11	 <p>16% 19% 65%</p>	62/79
Grade 12	 <p>5% 5% 90%</p>	20/50

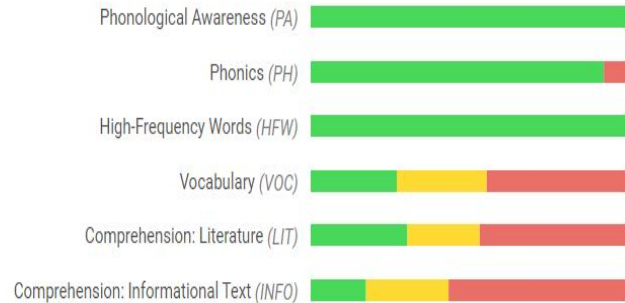
RHS Reading 9th Grade

Students Assessed/Total: 92/122

Overall Placement



Placement By Domain

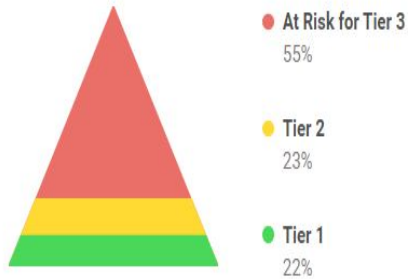


[i The Mapping Between 5-Level and 3-Level Placements](#)

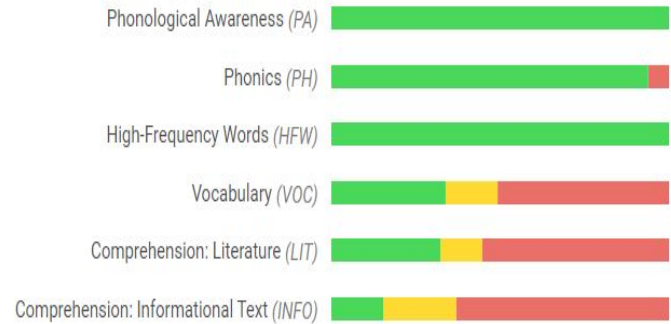
RHS Reading 10th Grade

Students Assessed/Total: 65/79

Overall Placement



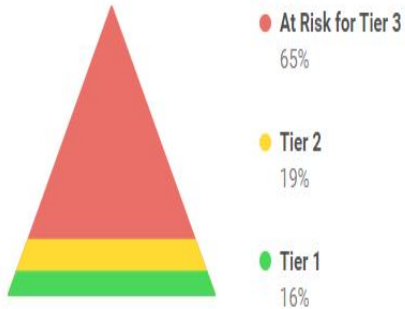
Placement By Domain



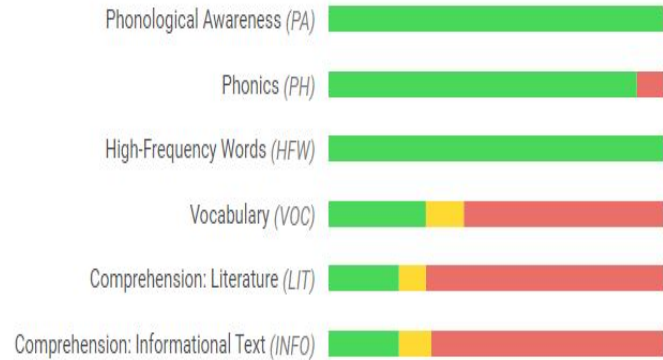
RHS Reading 11th Grade

Students Assessed/Total: 62/79

Overall Placement



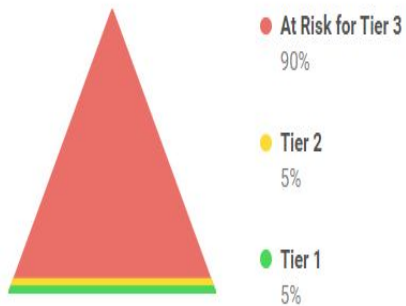
Placement By Domain



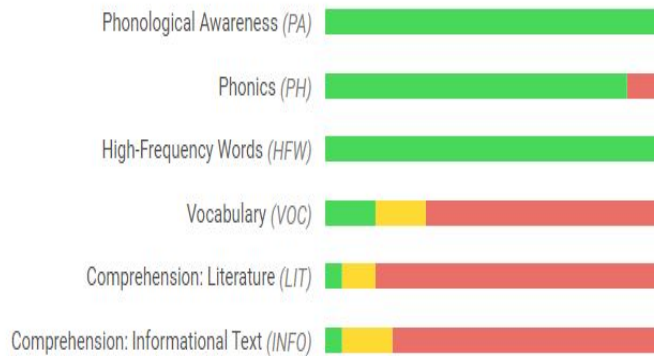
RHS Reading 12th Grade

Students Assessed/Total: 20/50

Overall Placement



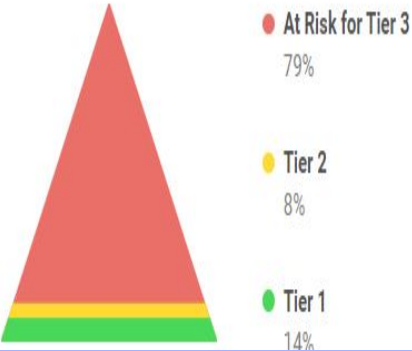
Placement By Domain



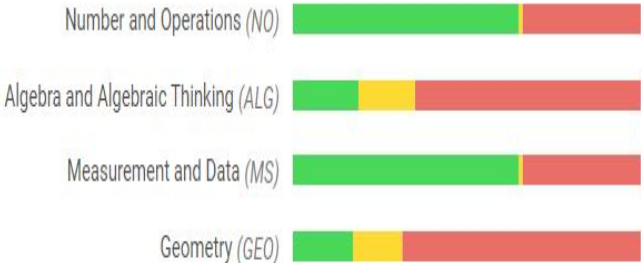
RHS Math - Whole School

Students Assessed/Total: 191/330


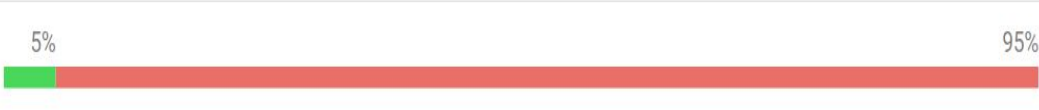
Overall Placement



Placement By Domain



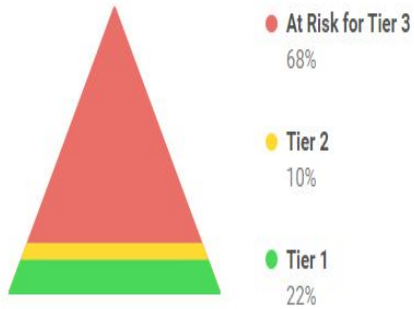
RHS Math by Grade

Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 9	 <p>22% 10% 68%</p>	69/122
Grade 10	 <p>15% 15% 70%</p>	53/79
Grade 11	 <p>4% 96%</p>	49/79
Grade 12	 <p>5% 95%</p>	20/50

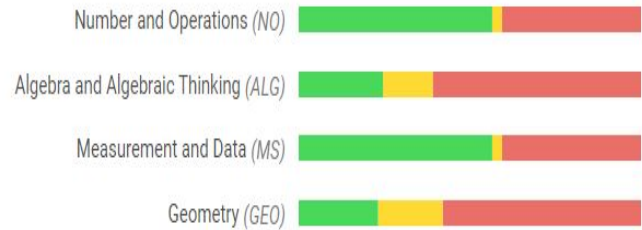
RHS Math 9th Grade

Students Assessed/Total: 69/122

Overall Placement



Placement By Domain

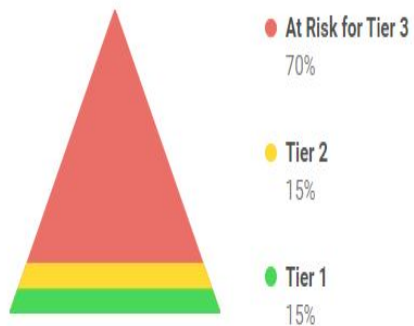


[i The Mapping Between 5-Level and 3-Level Placements](#)

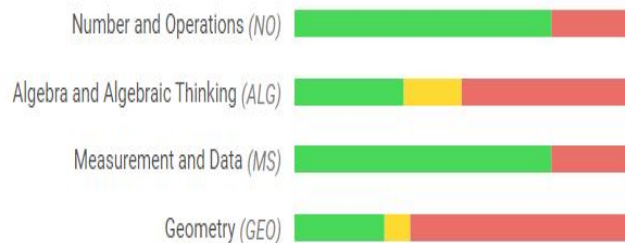
RHS Math 10th Grade

Students Assessed/Total: 53/79

Overall Placement



Placement By Domain

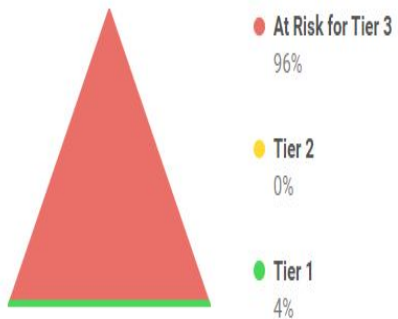


[i The Mapping Between 5-Level and 3-Level Placements](#)

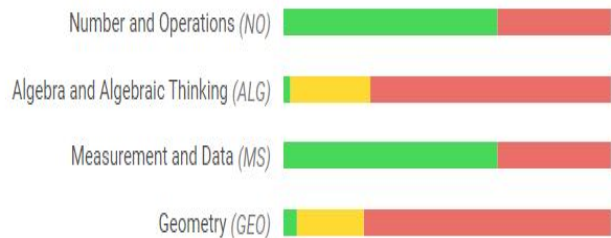
RHS Math 11th Grade

Students Assessed/Total: 49/79

Overall Placement



Placement By Domain

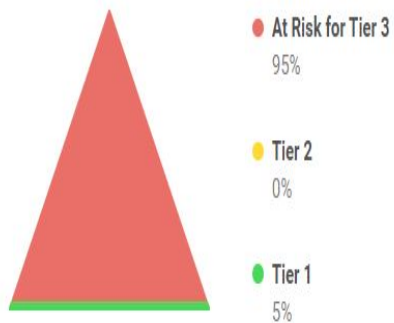


[i The Mapping Between 5-Level and 3-Level Placements](#)

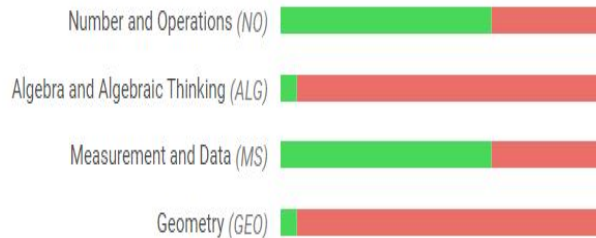
RHS Math 12th Grade

Students Assessed/Total: 20/50

Overall Placement



Placement By Domain



[i The Mapping Between 5-Level and 3-Level Placements](#)

Freshman Academy Data Review

- ▶ Freshman Academy teachers meet after school to review attendance, academic and behavioral data to inform instruction and MTSS recommendations.
- ▶ iReady data from spring 8th grade results will be used to inform scheduling recommendations and groupings.

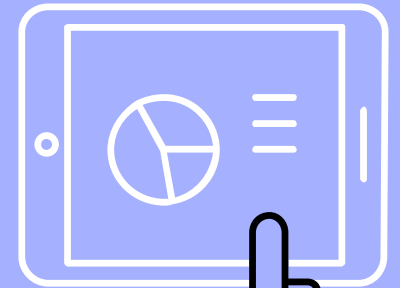
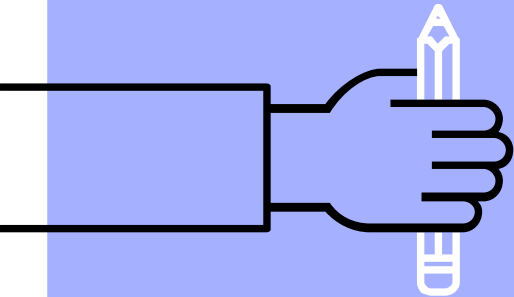
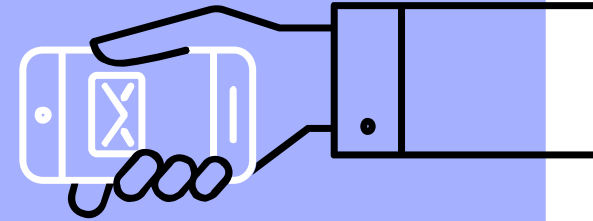
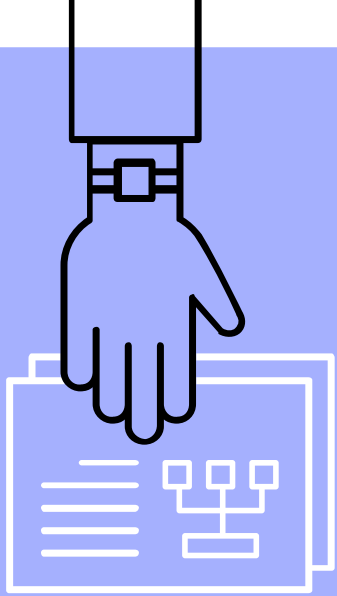


Exceptional Learner Support (ELL, REAP, Special Education)

- ▶ Data will be used to target interventions and supports to improve grade level growth and supports.



RHS PSAT and SAT Data





















PSAT 8/9 Spring 2021

Group	Number of Test Takers	Mean Total Score 240-1440 ?	Mean Evidence-based Reading and Writing Score 120-720 ?	Mean Math Score 120-720 ?
School	69	864	449	415
District ?	69	864	449	415
State ?	2,301	903	457	446
Total Group ?	38,056	874	443	431

PSAT 10 Spring 2021

Group	Number of Test Takers	Mean Total Score 320-1520 ?	Mean Evidence-based Reading and Writing Score 160-760 ?	Mean Math Score 160-760 ?
School	69	892 ?	465 ?	427 ?
District ?	69	892 ?	465 ?	427 ?
State ?	3,206	936 ?	479 ?	457 ?
Total Group ?	94,681	916 ?	463 ?	453 ?

SAT School Day Spring 2021

Group	Number of Test Takers	Mean Total Score 400-1600 	Mean Evidence-based Reading and Writing Score 200-800 	Mean Math Score 200-800 
School	57	901 	464 	436 
District 	57	901 	464 	436 
State 	10,671	1006 	512 	494 
Total Group 	1,157,707	962 	490 	472 

RHS Top Priorities

- ▶ Scheduling and Grading Committees are being formed with faculty input on the November in service.
- ▶ Priorities and concerns were discussed and the next phase will include parent and student voice.
- ▶ Data Committee met to identify and being collecting data needed to inform and direct any changes.



RHS Curriculum Work

- ▶ Department review of course competencies.
- ▶ Continuation of implementation and addressing NEASC recommendations.
- ▶ Due to staff turnover, Joanne McCann will be meeting departments “where they are at” to facilitate adjustment and changes.



RHS Goals

- ▶ To reflect upon NEASC recommendations and to ensure that the needs identified are addressed.
- ▶ To develop partnerships with parents, students and faculty in the development of scheduling and grading philosophies.



RSD SAS DATA- ELA

Math	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 3								
Raymond	43	47	63	52	48 *		26	38
State	53	57	56	55	57 *		45	51
Grade 4								
Raymond	44	38	55	50	48 *		14	53
State	49	52	51	53	52 *		41	48
Grade 5								
Raymond	31	28	34	33	39 *		26	40
State	44	47	46	45	43 *		33	39
Grade 6								
Raymond	48	31	30	20	25 *		34	27
State	45	47	46	46	48 *		35	40
Grade 7								
Raymond	47	53	55	61	49 *		40	52
State	51	53	50	48	47 *		34	37
Grade 8								
Raymond	37	42	49	51	44 *		20	44
State	44	47	46	47	45 *		33	33

RSD SAS DATA- ELA

ELA	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Grade 3								
Raymond	53	48	60	51	42 *		32	39
State	55	57	54	54	52 *		45	45
Grade 4								
Raymond	54	42	50	49	41 *		31	50
State	56	58	56	55	55 *		41	48
Grade 5								
Raymond	60	54	58	53	62 *		53	46
State	63	63	61	61	57 *		55	54
Grade 6								
Raymond	61	62	61	45	40 *		50	53
State	57	60	58	55	56 *		50	53
Grade 7								
Raymond	53	66	78	78	57 *		61	61
State	62	64	63	60	57 *		52	49
Grade 8								
Raymond	51	47	64	53	55 *		44	46
State	58	62	59	58	53 *		49	46

Mission: The Mission of the Raymond School District is to ensure high levels of learning for all. Through innovation and collaboration with our community, we will encourage and challenge each student with a rigorous and relevant program.

Vision Statement: Uniting our school district and community to prepare students for future success; ready for anything

