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Road to Recovery District Plan

District Name Williamsburg

District Superintendent Rose Wilder

Name of Completer [REDACTED]

Title of Completer [REDACTED]

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List the name(s) of other plan completers as needed. [REDACTED]

Data Analysis Information

District Goals and Action Steps Based on Analysis of Data

Goal #1

Goal #1 Area ELA

SMART Goal #1 Increase or exceed the percentage of students projected proficient or above in reading based on Spring MAP administration in grade 3 from 43% to 53% or above by grade 3 (2023). This gain will improve WCSD's achievement at third grade and provide foundational support for SC Ready ELA achievement in grades 4 & 5.

Strategies to Achieve Goal #1

- Develop and implement a new ELA instructional framework in which students will receive daily instruction in Guided Reading, Self-selected Reading, Writing and Working with Words providing numerous and varied opportunities for all children to learn to read and write. The framework for primary will devote more time to literacy development. As they begin to read and write at more independent levels other content area subjects can be integrated within the ELA block.
 - Implement the five core components of reading daily: Phonemic Awareness, Phonics, Fluency, Vocabulary & Comprehension by providing more instructional time for ELA in grades 1-5 as noted by Annual growth for all students, Catch-up growth for those that are behind. (2007) Fielding, Kerr & Rosier.
 - Continue the implementation of Fountas & Pinnell Leveled literacy Interventions and Orton Gillingham multi-sensory education. Orton-Gillingham methodology is a more traditional OG approach that focuses primarily on phonological awareness and phonics (along with encoding/decoding). Fluency, vocabulary, and comprehension is taught using the OG philosophy of multi-sensory, sequential, direct instruction. This approach can be incorporated into the literacy curriculum.
 - Continue the implementation 4 Square writing method for struggling writers. This step-by-step approach is built around a simple graphic organizer that first shows students how to collect ideas and then helps them use those ideas to create clear and polished prose.
 - Provide additional training for special services teachers on co-teaching so that special services students remain in core classrooms while receiving support.
 - Use What Works Clearing House research- based recommendations for foundational skills to support reading and improving reading comprehension in grades K-3.
 - Partner with the Institute of Reading Development through Clemson University.
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How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

These strategies would address each tier of learning lag as follows: Strong Tier 1 instruction will begin with designing instruction to fit within a framework. The new framework will ensure that all students receive the five components of reading daily. In addition, students will receive more time to process their learning of English Language Arts by allowing for 120 minutes of ELA to include Tier 2 small group instruction as well as an additional 30 minutes for writing instruction daily. Additionally, students in need of foundational instruction will receive pull out support using evidence-based interventions such as Fountas & Pinnell LLI, Orton Gillingham multi-sensory instruction or Foundations. Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

In addition to teachers facilitating instruction, students in grades K-8 will receive synchronous live instruction from reading experts for 1 hour per week. This collaboration will support teaching & learning by modeling for teachers, instructional strategies for increasing student engagement while supporting teachers in assisting students with learning gaps. Also, students will be required to complete 3 hours of asynchronous work weekly, under the supervision of their teacher during class. The collaboration is an effort to help students develop a love for books, fluency and to improve reading comprehension. Since this is in addition to core instruction, it will address mild and moderate learning lag. ESSER II & III funds would pay for curriculum materials and the salaries of personnel asked to assist with the curriculum development as Title 1 funds become unavailable. Additionally, funding will allow WCSD to partner with Clemson as we grow our teachers and provide expert instructional strategies for teaching grade level standards for reading and strengthen Tier 1.

Goal #1 Timeline

Summer 2021- Summer 2023

Funding Sources for Goal #1 (check all that apply)

ESSER funds
Other federal funds

Goal #2

Goal #2 Area

Math

SMART Goal #2

Increase or exceed the percentage of students projected proficient or above in mathematics based on Spring MAP administration in elementary grades from 44% to 54% (2023) proficient or above by the end elementary grades. This gain will improve WCSD's elementary mathematics achievement and provide foundational support for upper level mathematics achievement in grades 6-8.

Strategies to Achieve Goal #2

- Hire mathematics coaches to provide on-going math content support to teachers as they learn best practices of teaching mathematics and assisting students that struggle with learning math.
 - Implement an instructional framework for mathematics to include piloting Dreambox in Tier 1 for all students 20 minutes daily, daily review, gradual release, daily assessing and differentiation. In addition, time will be allotted for Tier 3 foundational pull-out support delivered by math interventionists as well as a block of time for teachers to address number sense instruction using evidence-based materials such as Do the Math.
 - Create modified pacing for first nine-weeks of instruction to include grade level fluencies instruction and guidance from What Works Clearinghouse for students that struggle with math.
 - Provide pacing guides in which the SC priority standards are paced and spiraled to focus on the Major Work of the Grade.
 - Continue PLCs at Work, focusing on common formative assessments and allowing students more time and different strategies to master grade level content ultimately to prevent failures during the quarter.
 - Organize a summer teacher math camp to provide additional training in aligned standards based instruction, mathematical processes, math screening tools, extended math vertical planning and team planning as well as invite our state adopted textbook company (enVisions) to provide more in-depth training to our teachers in using the new textbooks as a resource.
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How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

• These strategies would address each tier of learning lag as follows:
For Tier 1, teachers will receive on-going support in the learning of mathematics content, aligned with standards which should increase teacher quality. Teachers will learn best practices of teaching mathematics which aligns with the conceptual learning framework. Teachers will also learn and implement the newly developed 2 hour, mathematics instructional framework allowing time for teachers to focus on the student's zone of proximal development. Teachers will integrate within their instructional time, during the first nine-weeks, essential standards necessary prior to that course. For Tier 2 instruction, students will receive more time and different strategies to master grade level content within the math block. Strategies will include recommendations from What Works Clearinghouse as well as focused instruction on utilizing more than one mathematical practice. Tier 3 foundational support will consist of pull out time with an interventionist focusing on the development of number sense and automaticity of basic skills. Teachers will use evidence-based strategies from Do the Math Intervention program and progress monitor student learning.

Special services teachers will be trained to co-teach with general education teachers to provide support to special services students without pulling students away from core instruction. ESSER II & III funds will pay salaries as well as fund materials necessary for evidence based instruction which is needed in rural districts where salaries and funding are minimal through Title 1 and local funds.

Goal #2 Timeline

Summer 2021-Summer 2023

Funding Sources for Goal #2 (check all that apply)

Local funds
ESSER funds
Other federal funds

Goal #3

Goal #3 Area

Math

SMART Goal #3

All K-10 students will demonstrate academic proficiency by increasing in foundational mathematics yearly by 5% from 2021 to Spring 2023 as noted by AIMSWEB norm referenced foundational tool for mathematics. This increase will support students in the learning of number sense which will better prepare our students for grade level mathematics.

Strategies to Achieve Goal #3

- Hire mathematics interventionists to provide foundational support to students with basic skills learning gaps.
 - Use the evidence-based curriculum, Do the Math by Marilyn Burns for Tier 3 Intervention in grades K-5.
 - Continue the use of ALEKs for grades 6-10 Math Interventions by customizing the computerized program to align with Tier 1 skills and/or foundational skills needed to master SC Priority Math Standards.
 - Provide additional training for all teachers of mathematics on creating common formative assessments to guide Tier 2 instruction aligned with grade level standards.
 - Modify schedules to reflect additional time for mathematics instruction and foundational support.
 - Continue the implementation of MTSS by providing professional development on Tiered instruction and data analysis.
 - Provide coaching and learning opportunities for meeting the needs of students that struggle with mathematics using the recommendations from What Works Clearing House.
 - Monitor the use of Dreambox to maximize the percentage of students expected to make gains as noted by the evidence-based program.
 - Adjust the instruction if students are not achieving at normal growth rates as noted by the foundational data point tool.
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How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

• These strategies would address each tier of learning lag as follows: WCSD has developed a plan to address mild learning lag by increasing the mathematics time for elementary schools. During math time teachers will implement a new instructional framework focused on the 10 instructional shifts that raise student achievement as noted by Steven Leinwand author of Accessible Mathematics. Teachers' lesson plans will include a daily review of concepts learned, gradual release, daily checks for understanding and differentiation of content during Tier 1. In addition to Tier 1 instruction, the MTSS Framework provides a space for students needing more process time and strategies (Tier 2) for moderate learning lag to receive focused time to learn priority standards. Teachers will reteach and reassess students on the understanding of concepts while allow students time to practice procedures. Also, teachers will use additional strategies to include computerized programs such as ALEKs and the recommendations from What Works Clearinghouse. Finally, for Tier 3 foundational support, Interventionists will implement with fidelity an evidence-based math intervention curriculum Do the Math. The intervention curriculum aligns with the math foundational screening tool by skill gaps. If the data suggests that students are weak in the understanding of multiplication then, the Interventionist can select to teach the multiplication module which would include several lessons in the concept of multiplication. Interventionists can assist teachers in the learning of foundational mathematics to build capacity and prevent students from lacking the skills necessary during Tier 1 instruction. ESSER II & III funds will pay for the purchase of the Tier 3 resources/materials and salaries.

Goal #3 Timeline

Summer 2021-Summer 2023

Funding Sources for Goal #3 (check all that apply)

ESSER funds
Other federal funds

Goal #4

Goal #4 Area

ELA

SMART Goal #4

Increase or exceed the percentage of students projected proficient or above in reading based on Spring MAP administration in grades 6-8 from 39% (2021) to 49% (2023) as noted by NWEA Measures of Academic Progress. This gain will restore scores to pre-pandemic percentages and assist to identify our baseline data for improvements.

Strategies to Achieve Goal #4

- Employ Literacy coaches to provide to teachers with standards training and different strategies for working with adolescent learners which will increase teacher quality.
 - Implement evidence-based strategies during instructional times by providing explicit vocabulary instruction, direct and explicit comprehension strategy instruction, opportunities for extended discussion of text meaning and interpretation, increase student motivation and engagement in literacy learning.
 - Align instruction with literacy units provided by SCDE English Language Arts Department.
 - Use MAP data to plan moderate learning lag instruction. MAP data will help to identify the foundational skills in which students are lacking for achievement success.
 - Implement the MTSS Framework with fidelity with extended learning opportunities for students in need of additional support and Tier 2 interventions.
 - Provide teachers additional training in the monitoring of data for increases in student achievement and changes needed during instruction.
 - Continue the use of Fountas & Pinnell Leveled Literacy Intervention program.
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How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

• These strategies would address each tier of learning lag as follows: WCSD data reflected atypical growth in ELA during the second administration. Due to testing virtually with the lack of environmental control when students are home, and then requiring students to come to school to test at the end of the year, our data is very skewed. The best attempt we can make at this point is to ensure our Tier 1 instruction is standards based and that we use guidance from SCDE ELA Units to align our instruction to the intent of the rigor. MAP data will be used to address moderate learning lag (Tier 2) identifying the skills necessary to reteach & check for understanding as students apply the concepts to grade level texts. The research suggests that adolescent learners need certain instructional supports such as explicit vocabulary instruction & direct and explicit comprehension strategy instruction for mild to moderate learning lag. Teachers will need support as they focus on intentional implementation of these strategies during the year in which assistance will be provided by the coach. In addition, the MTSS framework will provide a space for students to receive additional support/interventions during the day to prevent failures. Training will be provided to teachers for meeting the needs of students with significant learning lag. Middle school students can be screened with a behavioral screening tool for reading such as Fountas & Pinnell Benchmarking assessment to drill down to the gaps in skills in which students need to increase comprehension. Teachers can then focus on research-based strategies for comprehension as noted by Jennifer Serravallo. The strategies are in support of thirteen goals-everything from fluency to literary analysis. Each strategy is cross-linked to skills, genres, and Fountas & Pinnell reading levels in which they will identify during screenings. ESSER II & III will pay for salaries as well as additional materials in which we will need as we continue our curriculum work.

Goal #4 Timeline

Summer 2021-2023

Funding Sources for Goal #4 (check all that apply)

Local funds
ESSER funds
Other federal funds

Goal #5

Goal #5 Area

ELA

SMART Goal #5

Students in grades 6-8 will demonstrate academic proficiency by decreasing annually by 5% the need of foundational literacy support from (2021) to 2023 as noted by the percent of students scoring in the 25th percentile and lower on MAP reading. This decrease will be representative of students in less need of foundational support which will also lower the percentage of students evaluated for special services.

Strategies to Achieve Goal #5

- Hire Literacy interventionists to provide foundational literacy instruction to students in need of significant support in English Language Arts.
- Implement Fountas & Pinnell Leveled Literacy Intervention curriculum.
- Continue the implementation of MTSS adding conferences to address the variables at the middle level to include "will" and "skill" of the students.
- Progress monitor foundational learning of students by conducting running records weekly as skills are taught.
- Continue the implementation of MTSS with fidelity by ensuring Tiers 1 and 2 are standards focused and layered as well as Tier 3 being provided as additional support in filling significant learning lag.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

These strategies would address each tier of learning lag as follows: During Tier 1 teachers will use SCDE English Language Arts units to assist with the alignment of instruction and use the MAP data to drill down even further into the skill deficits that are creating mild & moderate learning lag. Once the skills in need are determined we will use strategies from Jennifer Serravallo to assist students in need of Tier 2 instruction. Tier 2 instructional strategies will provide to students best practices for reading as well as more time and ways to comprehend text. Since MTSS is layered support each phase of instruction is in addition to core instruction which includes differentiating instruction. For students in need of significant support the literacy interventionist will use an evidence-based curriculum (Fountas & Pinnell LLI) or recommendations from What Works Clearing House to design the best intervention for the adolescent learner. Students will be screened and progress monitored with running records to determine student achievement and benchmarked three times a year with MAP to monitor percentile ranks and trend lines. ESSER III funds would pay the salaries as well as provide extra funding for resources/supplies deemed necessary for each school to purchase to acquire evidence based materials for interventions.

Goal #5 Timeline

Summer 2021- Summer 2024

Funding Sources for Goal #5 (check all that apply)

- State funds
- ESSER funds
- Other federal funds

Would you like to add more goals?

Yes

Goal #6

Goal #6 Area

Other

SMART Goal #6

The percentage of students identified as off track for graduation from as measured by their core course completion rate during the pandemic will decrease 5% annually from 36% to 17% by summer 2024.

Strategies to Achieve Goal #6

- Students will receive the opportunity to engage in double summer sessions for credit recovery or second attempt initial credit if necessary, to graduate on time.
 - Secure funding to hire teachers during the summers to go over and beyond the normal expectations of pre COVID summer school.
 - Secure funding to hire assistants during the summers for students in need of additional support to successfully pass course work during the summer.
 - Credit Recovery students will be served by Edgenuity, our Proficiency-based Program while being supported by a teacher of record and progress monitored daily by a lab monitor.
 - Students enrolling in second attempt initial credit courses will engage in face to face learning sessions to recover unearned credits. The second attempt initial credit courses will be taught by certified teachers with the support of an instructional assistant when appropriate and as determined by student teacher ratios.
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How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

• These strategies would address each tier of learning lag as follows:
Many of our students did not engage in learning with consistency as noted before COVID. The opportunity to make up course work during the summer is necessary in some cases for more than one course.

Students in need of support over and beyond their peers would have an opportunity to receive more individualized help in addition to course teacher.

When analyzing the data on successful course completion rates, there were two clear categories, moderate and significant. Students that fall into the moderate categories of failing, between 51-59, will have the opportunity to be served by Edgenuity, our proficiency based program; while being supported by a certified teacher of record and progress monitored twice daily by a lab monitor. According to successful course completion, data shows that 77.8% of the courses fell into the moderately failed category which would allow students to engage in credit recovery. The need for recovery for students that are identified as having significant learning lag requires students to take the entire course over to earn the credit.

According to successful course completion, data shows that 22.2% of failed course fell into the significant category, having a final grade of 50 or lower. The need for

Both categories will be heavily impacted by the implementation of the High School Academic Recovery Summer Sessions I and II.

WCSD Curriculum and Instruction department along with school leadership teams will progress monitor moderate and significant learning lag by: monitoring the implementation of the High School Academic Recovery Summer Sessions I and II. Collecting and analyzing enrollment and successful course completion data from students identified as in need of moderate and significant support and using the data to determine program effectiveness and adjustments needed at the end of each implementation cycle.

Goal #6 Timeline

Summer 2021-Summer 2024

Funding Sources for Goal #6 (check all that apply)

State funds
ESSER funds
Other federal funds

Goal #7

Goal #7 Area

ELA

SMART Goal #7

By 2023 students in grades 2-5 will show an increase in student engagement and have the opportunity to increase their love for reading fiction with an historical focus, by actively engaging in the Magic Treehouse chapter books. This gain will increase student engagement during the ELA block by integrating activities during Tier 1 that are focused on story elements, arts & crafts, projects, research & other activities in which are student centered.

Strategies to Achieve Goal #7

- Secure funding to build a treehouse with a completion timeline of 2022.
- Identify and purchase books for each grade level to read beginning with grade 2.
- Purchase necessary supplies/materials to use during class time.
- Students will work on activities during class and display their non-fiction projects yearly, during the Magic Treehouse Fair and invite both parents and community leaders in for engaging conversation and presentations.
- Students will be invited to play and spend the day in the treehouse as a culminating activity. During their visit they can read and find clues as they experience scenes from the books.
- Younger students can learn from presentations about the Magic Treehouse series during the fair in hope of developing an eagerness to read.

How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

• These strategies would address each tier of learning as follows: Students will be required during Tier 1 instruction to read their grade level books during the school year. Each book has a non-fiction component in which teachers can use lesson plans that are already created to align with Common Core Standards and SC Ready Standards. Lesson plans reinforce comprehension skills and vocabulary. All lesson plans are written with ways to extend learning for enrichments. In addition, lesson plans have a special education edition to ensure that all learners receive instructional guidance that supports them where they are in the learning continuum. Teachers can address mild to moderate learning lag by using the comprehension activities within the lesson plans which includes video links, story mapping, journals, and lots of visuals, puzzles and reading buddies to bring concepts to life. For students with significant learning lag, the Magic Tree House series is known for high interest which will intrigue students into comprehension of text. Additionally, if we can hook students into a few books then hopefully they will want to continue reading the rest of the series and other books by the same author which will increase their interest in reading. Students will be assessed by applying rubrics to their projects and by completing assignments linked to each book. Students can also take AR tests after reading the book for checks of understanding. ESSER III will fund the treehouse and all Magic Treehouse books and materials which is an opportunity in which the district funds nor Title 1 can be used to fund.

Goal #7 Timeline

Fall 2021-Summer 2022

Funding Sources for Goal #7 (check all that apply)

ESSER funds

Goal #8

Goal #8 Area

Other

SMART Goal #8

By 2023 all teachers will receive personalized technology professional learning from Technology Instructional Specialists (TIS) as noted by agendas and attendance rosters to increase teacher usage of technology instructional tools. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Strategies to Achieve Goal #8

- TIS can show teachers how to use devices like a computer, tablet, or other type of technology in the classroom to help turn traditionally dull subjects into interactive and fun activities which creates a more engaged environment.
 - TIS can instruct teachers on how to help connect students to the real world. Technology allows educators to remove the physical barriers of the classroom, offering students a way to connect the curriculum with the real world.
 - TIS can instruct teachers on how to prepare students for the workforce: To thrive in the 21st-century workplace, students need to have more than a working knowledge of certain technological tools (electronic calendars, web pages, teleconferencing, electronic whiteboards, etc.). By integrating these technologies into the regular curriculum, institutions are ensuring that their students are prepared for the modern office and career ready.
 - TIS can instruct teachers on how to use technology to encourage collaboration: Many educational tools offer a variety of functionalities that promote collaboration. For example, Webex and Canvas provides a way for students to hold virtual meetings with classmates from different locations. In addition, students can work on projects and/or activities virtually even from within the same classroom.
 - TIS can instruct teachers on how to support different types of learners: No two students learn the same way, but with technology, educators can address diversity in learning styles.
 - TIS can instruct teachers on how to access information more easily: Technology makes it easier for students to find information quickly and accurately. Search engines and e-books are replacing traditional textbooks. Instead of personal tutors, students can get one-on-one help through educational videos.
 - TIS can instruct teachers on how to teach students how to be responsible online: With social media sites galore, most students are already digital citizens. However, by incorporating technology into the classroom, students can begin to learn how to be responsible in the digital world. The class becomes a microcosm of the broader digital landscape where students can practice how to communicate, search, and engage with other digital citizens.
 - TIS can instruct teachers on how to add fun to learning: Outside the classroom, students use technology in all aspects of their lives. Within the classroom, technology can make learning more fun and exciting. Teaching methods such as game-based learning (GBL) allows instructors to deliver lessons via interactive games.
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How do these strategies address each tier of mild, moderate, and significant learning lag (as identified by your data)?

These strategies would address each tier of learning as follows:
We were forced into the digital world due to the Pandemic. Prior to the Pandemic teachers were mostly brick and mortar instructors and students were mostly face to face learners during schooltime. During the Pandemic all our teachers began to use technology and our Learning Management system is Canvas. Due to our desire to continue the use of all the technology we've acquired, we need technology specialists to train teachers beyond the initial use of a LMS.
Our students are 21st Century learners and need 21st Century instruction with integrated use of technology to meet their diverse needs. Students with significant learning lag will benefit from teachers understanding how to differentiate instruction using technology. Additionally, blended learning uses online and offline technologies in tandem, allowing teachers to quickly adopt the latest learning trends and modalities into the curriculum. ESSER II and III will help fund the positions and professional development in which the TSI will need to acquire to remain current in their practices

Goal #8 Timeline

Summer 2021-Summer 2024

Funding Sources for Goal #8 (check all that apply)

ESSER funds

Goal #9

Goal #10

Progress Monitoring

Briefly describe your plans to evaluate progress towards these goals.

Progress monitoring was embedded within the Goal entries however a summary is as follows:

Goal #1: Increase or exceed the percentage of students projected proficient or above in reading based on Spring MAP administration in grade 3 from 43% to 53% or above by grade 3 (2023). This gain will improve WCSD's achievement at third grade and provide foundational support for SC Ready ELA achievement in grades 4 & 5.

Progress monitoring Tool: MAP three times a year noted by Benchmarks as well as Running records

Goal #2: Increase or exceed the percentage of students projected proficient or above in mathematics based on Spring MAP administration in elementary grades from 44% to 54% (2023) proficient or above by the end elementary grades. This gain will improve WCSD's elementary mathematics achievement and provide foundational support for upper level mathematics achievement in grades 6-8.

Progress monitoring Tool: MAP three times a year noted by Benchmarks. As well as, weekly standards based assessments

Goal #3: All K-10 students will demonstrate academic proficiency by increasing in foundational mathematics yearly by 5% from 2021 to Spring 2024 as noted by AIMSWEB norm referenced foundational tool for mathematics. This increase will support students in the learning of number sense which will better prepare our students for grade level mathematics.

Progress monitoring Tool: MAP three times a year noted by Benchmarks. As well as bi-weekly noted by AIMSWEB Progress monitoring Probes for mathematics.

Goal #4: Increase or exceed the percentage of students projected proficient or above in reading based on Spring MAP administration in grades 6-8 from 39% (2021) to 49% (2023) as noted by NWEA Measures of Academic Progress. This gain will restore scores to pre-pandemic percentages and assist to identify our baseline data for improvements.

Progress monitoring Tool: MAP three times a year noted by Benchmarks. As well as, running records and formative assessments.

Goal #5: Students in grades 6-8 will demonstrate academic proficiency by decreasing annually by 5% the need of foundational literacy support from (2021) to 2024 as noted by the percent of students scoring in the 25th percentile and lower on MAP reading. This decrease will be representative of students in less need of foundational support which will also lower the percentage of students evaluated for special services.

Progress monitoring Tool: MAP three times a year noted by Benchmarks. As well as, Running Records at least bi-weekly.

Goal #6: The percentage of students identified as off track for graduation from as measured by their core course completion rate during the pandemic will decrease 5% annually from 36% to 17% by summer 2024.

Progress monitoring: WCSD Curriculum and Instruction department along with school leadership teams will progress monitor moderate and significant learning lag by: monitoring the implementation of the High School Academic Recovery Summer Sessions I and II. Collecting and analyzing enrollment and successful course completion data from students identified as in need of moderate and significant support and using the data to determine program effectiveness and adjustments needed at the end of each implementation cycle.

Goal #7: By 2023 students in grades 2-5 will show an increase in student engagement and have the opportunity to increase their love for reading fiction with an historical focus, by actively engaging in the Magic Treehouse chapter books. This gain will increase student engagement during the ELA block by integrating activities during Tier 1 that are focused on story elements, arts & crafts, projects, research & other activities in which are student centered.

Progress monitoring: Cogna eleot tool, observations, project grades, presentations, AR Tests, book summaries & reading logs.

Goal #8: By 2023 all teachers will receive personalized technology professional learning from Technology Instructional Specialists (TIS) as noted by agendas and attendance rosters to increase teacher usage of technology instructional tools. The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Progress monitoring: professional development agendas, sign-in rosters and minutes as well as student work samples, usage reports & observations.