COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

Low-Performing Schools Implementation Plan, Section III

School Year 2023-2024

Washington: Pangborn Elementary

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Submission Date

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Sections I, II, IV, and V, listed below, are each broken out into separate fillable files within school-level folders. For a school-based plan to be considered for approval, all 5 sections must be complete.

Section I: Resource Allocation Review and Goal Identification ..... Complete in Section 1 document, located within school folder.

Section II: Literacy 3-year Goal and Supporting Strategies ..... Complete in Section 2 document, located within school folder.

Section IV: Wholeness 3-year Goal and Supporting Strategies..... Complete in Section 4 document, located within school folder.

Section V: Budget and Attestations ..... Complete in Section 5 document, located within school folder.

Section III: Math 3-year Goal and Supporting Strategies

MATH GOAL

Insert Math goal, previously identified in the Goals Identification section, in the box below.

The percentage of students scoring proficient or above on the MCAP Math assessment will increase by 15.38 points over the next 3 years, from a baseline of 0% to a target of 15.38% in SY 2025-26 which aligns to our ESSA annual target for SY 2025-26.

ROOT CAUSES

List below the Root Cause that was identified, as part of the Root Cause Analysis work, to be the key driver of the school's performance issues in Math. A Root Cause:

- is limited to what's within the school's locus of control;
- surfaces through the analysis of multiple and diverse data sources;
- will be targeted by evidence-based strategies in support of achieving this goal.

(Ex. 75% of our teachers have less than 3 years of experience. As a result, there has been a need for support in both understanding of the content and classroom culture. These two areas presented a barrier to effective instruction for students, and resulted in missed learning opportunities.)

The root causes of the lack of student achievement and a year 3 of a charter school can be complex and multifaceted.

1. Disruption in Learning Environments due to widespread school closures during the pandemic forced students into remote or hybrid learning.

IDENTIFIED NEED

What need was identified by the Needs Assessment associated with this root cause, in the area of Math? Briefly outline which specific data point(s) provided evidence for identification of this need. The identified need should be the driver of the strategy selected.

(Ex. Data in our Needs Assessment and Root Cause Analysis showed our students underperforming in Math, and identified that Math Teachers do not have the tools to identify gaps in student understanding and plan targeted Math small-group or intervention instruction. A Math Coach or Math Mentor Teacher is needed to support teachers' depth of understanding of math curriculum and content, and a classroom culture plan is needed to target time on task for learning and ensuring that student needs are met.)

Tailored interventions, resources, and small grouping strategies to address the specific challenges to student achievement.

Targeted professional development to strengthen instruction.

Address the gaps in students' target language proficiency and develop targeted language interventions that provide additional language practice and support, both in and outside the classroom.

INSTRUCTIONAL OVERVIEW: MATH

Complete the table below for each instructional domain, identifying the instructional program, progress monitoring tool and Tier 2 and Tier 3 Intervention programs that correlate to the grades you serve. Please note: data used for monitoring must be uploaded and shared with MSDE at the BOY, MOY, and EOY intervals.

Math Area	Grade Band	Tier 1 Identify the core curriculum program.	Progress Monitoring Identify the progress monitoring tool and how you use it to monitor the core curriculum.	Tier 2 Identify the program and the process is used to determine which students should receive Tier 2 instruction.	Tier 3 Identify the program and the process is used to determine which students should receive Tier 3 instruction.
Counting & Cardinality	PreK- K	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups
Operations & Algebraic Thinking	PreK- 5	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups
Number & Operations in Base Ten	K-5	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups
Number & Operations - Fractions	3-5	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups
Measurement and Data	PreK-5	Eureka Curriculum and iReady for progress monitoring	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups	Eureka Curriculum and iReady for progress monitoring to include tiered intervention in small groups

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Geometry	PreK-8	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of
Reasoning	3- Alg 1	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of
Modeling	3- Alg 1	BEureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of
Ratios & Proportional Relationships	6-8	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of
Expressions & Equation	6-8	BEureka has Built-in formative assessments at the end of modules and units at key points in the school year support	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of strength and weakness	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of strength and	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of strength and weakness
The Number System	6-8	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of

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Statistics & Probability	6-Alg 1	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify
Functions	Algebra 1	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify
Algebra	Algebra 1	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify
Number & Quality	Algebra 1	Eureka has Built-in formative assessments at the end of modules and units at key points in the	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify areas of	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify	Built-in formative assessments at the end of modules and units at key points in the school year support monitoring student growth and identify

STAKEHOLDER INVOLVEMENT

Identify the key stakeholder groups–including students, parents and families, community members, staff representatives, and partners–that the school has collaborated with to develop and support its implementation plans in Math, particularly in addressing the identified root cause and needs. Describe the anticipated contributions of each group and how frequently the team will engage with them in an ongoing way.

Stakeholder group	How were they engaged?	Ongoing plan?
(Ex. Math Teachers)	*(Ex. beginning of year survey and initial math data team review)*	*(Ex. collaborative planning to address gaps in content knowledge and reflect on progress.)*
Math Teachers -	Review student data and provide support to student.	On-going professional development to support math instruction.
Math Intervention Teachers -	Review student data and provide support to student.	On-going professional development to support math instruction.

PARTNER COLLABORATION AND DATA MONITORING

What partners will collaborate in support of meeting this goal? For each supporting partner, list partner name, goal and how progress will be measured.

Partner	Goal	Progress Monitoring Tool	Frequency of Monitoring
(Ex. UMBC Reach Together Tutoring Partnership math tutors)	*(Ex. improve math scores on iReady math diagnostic assessment.)*	*(Ex. iReady Math Diagnostic, Rocket Math)*	*(Ex. Rocket Math assessed weekly, iReady at BOY, MOY, and EOY)*
Intervention Teachers	Improve math scores on iReady, Eureka, and Common Assessments	iReady Math Diagnostic Eureka Assessments Common Assessments	BOy/MOY/EOY Interim and End of Module Assessments Intent is for 3/6/9 weeks intervals for common assessments and school
Coppin State College	Create a pipeline of mathematicians to support intervention and tutoring to improve math outcomes.	iReady Math Diagnostic Eureka Assessments Common Assessments	BOy/MOY/EOY Interim and End of Module Assessments Intent is for 3/6/9 weeks intervals for common assessments and school
UMBC	improve math scores on iReady math diagnostic assessment.)	iReady Math Diagnostic Eureka Assessments Common Assessments	BOy/MOY/EOY Interim and End of Module Assessments Intent is for 3/6/9 weeks intervals for common assessments and school

CENTRAL OFFICE SUPPORT

How will the school leverage support from the district content offices (i.e. Math, Special Education, English Learners, College and Career Readiness, etc.) to meet this goal?

Central Office Team	Point of contact	Support	Frequency of Support
(Ex. Math Academic Content Liaison)	*(Ex. Person X)*	*(Ex.* Coaching work with Assistant Principal, and content support for Instructional Coach; co-lead math professional learning)	*(Ex. 1x/week)*

Math Strategy and Implementation Plan

All CSI school plans will be rooted in the evidence-based strategies of:

- Data-Driven Instructional (DDI) Cycles and
- Intervention or Tutoring during the school day.

These strategies interweave to create a school culture that is driven by growth and impact, responsive to need, and rooted in collaboration around what works for students.

HIGH-LEVERAGE STRATEGY 1: MATH-FOCUSED DATA-DRIVEN INSTRUCTIONAL CYCLES

How will your school utilize Data-Driven Instructional Cycles to advance student learning toward your goal in Mathematics?

(Ex. The strategy we will use to support the growth of our students in Math will be to implement a data-driven cycle around our End of Module Assessments. Each Eureka Module represents core content students are expected to demonstrate mastery on for the year-end MCAP assessment. We will leverage the Beginning of Module Assessments to help us identify student needs and help shape our planning. At the conclusion of the module after analyzing data we will develop an action plan that includes both whole-class and small-group reteaching prior to a reassessment for any standards where less than 70% of students demonstrated mastery.)

The strategy we will us to support the improvement of math achievement is review standards during the BOY/MOY/EOY in iReady and Leveled Learning and we will make the necessary adjustments in instruction by providing informal observations, learning walks and professional development on instructional practices to improve core content students are expected to demonstrate mastery on MCAP.

STRATEGY COMPONENTS: MATH DATA-DRIVEN INSTRUCTION (DDI) CYCLES

Utilizing the key indicators identified in your Root Cause Analysis, state how a Data-Driven Instructional Cycle of assessment, analysis, and action will be leveraged for Math. Clarify how Data-Driven Instructional Cycles for key interim data indicators will occur (frequency, by whom, adjustments made) and your plan for both monitoring and implementing action steps.

Assessment	Analysis & Action	Culture & Systems

Indicator	How will data be collected?	When and how will data be analyzed with the team? When will teachers develop action plans?	Frequency of data collection and review?	Person Responsible
(Ex. End of Module Assessments)	*(Ex. Students will complete the Beginning and End of Module Assessments on the Affirm platform.)*	*(Ex. Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need will be identified and a reteach plan will be developed within 72 hours of the assessment.)*	*(Ex. Data collected at the end of each module; typical modules last 4 - 6 weeks, with data review 48 hours after the completion of the assessment.)*	*(Ex. Math lead, Site Testing Coordinator)*
BOY iReady Data/Level Learning	Students will complete Math BOY assessments through iReady and Level Learning Platform	Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need will be identified and create an intervention plan to support struggling learners.	Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need	Principal, Teachers, and Intervention Teachers
MOY iReady Data/Level Learning	Students will complete Math MOY assessments through iReady and Level Learning Platform	Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need will be identified and create an intervention plan to support struggling learners.	Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need	Principal, Teachers, and Intervention Teachers
EOY iReady Data/Level Learning	Students will complete Math EOY assessments through iReady and Level Learning Platform	Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need will be identified and create an intervention plan to support struggling learners	Data will be analyzed during collaborative planning within 3 days of schoolwide assessment completion; student groups and areas of need	Principal, Teachers, and Intervention Teachers

STRATEGY-LEVEL ACTION STEPS: MATH DATA-DRIVEN INSTRUCTION CYCLES

List key action steps needed to implement the strategy, including timeline. Consider the need for **ongoing, job-embedded professional development, stakeholder engagement,** and **systems for monitoring progress** and making adjustments based on data. Keep in mind the need to build a culture of collaboration, and celebration of small wins.

Math DDI Strategy - Action Steps	Person or Team Responsible	Dates
Set up data collection processes and systems. Collect data on formative and summative assessments, observations, and student work. Analyze the data to identify areas of improvement and students in need of support.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Develop instructional plans based on the data analysis and include differentiated strategies and resources to address identified learning gaps. Data Collection and Systems Setup (Ongoing):	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Differentiated instruction to meet the diverse needs of students and modify teaching strategies to engage all learners.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Execute the instructional plans and utilize effective teaching materials, technology, and interactive activities.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Progress Monitoring: Continuously monitor student progress through formative assessments, quizzes, and	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Continuously monitor student progress through formative assessments, quizzes, and observations. Gather data on student performance and compare it to established goals.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional development
Conduct data meetings at iReady and Level Learning at BOY/MOY/EOY/EOM and common assessments. Review data, identify trends, and make data-informed decisions.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Provide ongoing professional development for teachers to enhance their knowledge and skills in mathematics instruction.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
Periodically reassess the effectiveness of the instructional cycles and make adjustments as necessary in an iterative process.	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional
	Principal, Teachers, and Intervention Teachers	ongoing, job-embedded professional

HIGH-LEVERAGE STRATEGY 2: INTENSIVE TARGETED INTERVENTION AND TUTORING IN MATH

How will your school utilize intensive, targeted math intervention and tutoring during the school day to advance student learning toward your Math Goal?

Identify students who require intensive math intervention at the beginning of the year, middle of year and end og module assessments. This can be based on data analysis, including formative and summative assessments, classroom observations, and teacher recommendations.

STRATEGY COMPONENTS: INTENSIVE TARGETED INTERVENTION AND TUTORING IN MATH

Complete the table below outlining how your team will provide targeted interventions and tutoring during the school day. Include current plan for who will provide intervention and/or tutoring, what materials will be used, and plan for monitoring implementation as well as student outcomes.

Math Target Need	Material or Intervention Program	Who Provides?	Frequency / Dosage	How is progress monitored?
(Ex. Multiplication fact fluency)	*(Ex. Rocket Math providing explicit timed drills, supported by manipulatives as needed)*	*(Ex. Trained Paraprofessionals)*	*(Ex. 20 minutes, 3x/week)*	*(Ex. Mastery tracker listing targeted skills, attempts, and score per attempt; Teacher created assessments)*
Fact Fluency	iReady lesson differentiated for each student along with personalized learning Eureka math lessons	Teacher and Intervention Teacher	30 minutes	Common assessments on specified targets iReady and Level Learning
Word Problems	iReady lesson differentiated for each student along with personalized learning Eureka math lessons	Teacher and Intervention Teacher	30 minutes	Common assessments on specified targets iReady and Level Learning

STRATEGY-LEVEL ACTION STEPS: INTENSIVE INTERVENTIONS AND TUTORING IN MATH

List key action steps needed to implement the strategy, including timeline. Consider the need for **ongoing, job-embedded professional development, stakeholder engagement**, and **systems for monitoring progress** and making adjustments based on data. Keep in mind the need to build a culture of collaboration, and celebration of small wins.

Math Interventions Strategy - Action Steps	Person or Team Responsible	Dates
Continue to student groups requiring intensive math interventions and tutoring. This may include students performing below grade level, English language learners, students with disabilities, or those struggling in specific math domains.	Principal, Teachers, and Intervention Teachers	On-going
Promote professional development opportunities for interventionists and classroom teachers developing their math instruction and intervention skills. Promote collaboration between interventionists and classroom teachers to align classroom instruction with intervention efforts and share best practices.	Principal, Teachers, and Intervention Teachers	On-going
Continue to refine the iReady, Level Learning, and Datalink assessment system to create a system for continuous monitoring student progress during interventions. Regularly reassess students to track their growth and adapt intervention plans as needed.	Principal, Teachers, and Intervention Teachers	On-going
Create a pipeline of qualified instructors with expertise in math instruction and intervention. Provide access to high-quality math resources, including textbooks, digital tools, manipulatives, and assessment materials.	Principal, Teachers, and Intervention Teachers	On-going
Continue to use collaborative planning as a means to connect with teachers on their concerns instructionally, process and procedures to create strong mathematics instruction.	Principal, Teachers, and Intervention Teachers	On-going
Continue to monitor student groups requiring intensive math interventions and tutoring. This may include students performing below grade level, English language learners, students with disabilities, or those struggling in specific math domains. Assessment and Data Analysis:	Principal, Teachers, and Intervention Teachers	On-going

GOAL-LEVEL MONITORING: MATH STRATEGY IMPLEMENTATION AND PROGRESS

Complete the table below sharing how the Math Goal will be monitored. Specify the monitoring task, persons involved, and frequency of monitoring.

Math Strategy Monitoring Task	Person Responsible	Frequency of monitoring
(Ex. informal observation and feedback to monitor that targeted small group instruction is happening as designed)	*(Ex. Admin Team, Math Coach)*	*(Ex. Weekly intervention-focused learning walk)*
Regularly assess student understanding through quizzes, polls, observations, or discussions to adjust instruction.	Principal, Teachers, and Intervention Teachers	Weekly collaborative planning Instructional Leadership Team
Differentiated instruction - Monitor how well the differentiation strategies are being implemented and whether they effectively address students' varied needs.	Principal, Teachers, and Intervention Teachers	Weekly collaborative planning Instructional Leadership Team
Math Enrichment - Track the participation and progress of students in math enrichment activities to ensure the activities are challenging	Principal, Teachers, and Intervention Teachers	Weekly collaborative planning Instructional Leadership Team

BUDGETED MATH STRATEGY FUNDS

What general operating, and grants funds have been identified to support this strategy? Review school budgets and consider personnel and the percentage of time spent on this strategy. What funding sources (Ex. Title I, Part A; Concentration of Poverty Grant) will be used to implement the strategy?

Math Strategy Component Requiring Funding	Funding Source	Allocation (in dollars)
(Ex. Math Intervention Teacher)	*(Ex. General school-based funds)*	*(Ex. $103,000, cost of teaching position)*

SUPPLEMENTAL PARTNERSHIP FUNDS

Identify supplemental partnership funding (both funds and in-kind resources) that will be used to further these math strategies if applicable. Note for in-kind support, the dollar amount/value will need to be verified with LEA.

Description	Funding Source	Allocation (in dollars)
(Ex. UMBC Reach Together Tutoring Program)	*(Ex. In-kind service)*	*(Ex. $100,000 value)*