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# NEW HARTFORD PUBLIC SCHOOLS

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## DISTRICT PLAN FOR CONTINUOUS IMPROVEMENT OF TEACHING AND LEARNING

2021-2022



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Megan Zaba, First Grade

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Tara Ljubuncic, Second Grade\*

Tara White, Second Grade

Haley Pilkington, Third Grade

Kim Stimson, Third Grade

Monika Underwood, Third Grade

Andrea Bennett, Fourth Grade\*

Ariel Schroeder, Fourth Grade

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Christine Pietras, Paraprofessional  
Edward Pitcher-Draghi, Paraprofessional  
Jennifer Sincovic, Paraprofessional  
Kellyann Snowdon, Paraprofessional  
Theresa Stark, Paraprofessional  
Nicole Tomaselli, Paraprofessional  
Susan Traub, Paraprofessional  
Nancy Yabroski, Paraprofessional  
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Stephanie Zaorski, Paraprofessional  
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Marie Kitch, RN, Nurse  
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Colleen Wipperman, Administrative Assistant  
Marissa Waseleski, Clerical Aide  
Marcia Jones, Instructional Assistant  
Paul Carmen, IT Director  
Linda Fitzgerald, Data Manager  
Ross Fenner, Custodian

Jamie Heuschkel, Custodian  
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## **INTRODUCTION**

### **STATEMENT OF PURPOSE**

In order to maintain coherence within the New Hartford Public Schools, we must explicitly connect our Mission, Goals, Measures, and Practices. Our expectations for student learning must reflect high-leverage goals needed for success in the 21st century. We understand that the achievement of these goals can only be realized with full alignment of all New Hartford Public Schools' organizational systems and supports.

This plan intentionally overlaps and integrates the goals and action steps of the Antolini School Improvement Plan, the Bakerville/New Hartford Elementary School Improvement Plan and the Department of Student Services Improvement Plan. The development of our curriculum is a critical component to ensuring our students continue to receive rigorous instruction that is grounded in the Common Core Standards.

### **NEW HARTFORD PUBLIC SCHOOLS THEORY OF ACTION**

If we cultivate a culture focused on continuous improvement that values professional growth and collaboration and sets high expectations for teaching and learning, strengthening the capacity of educators to actively engage students in differentiated learning, then we ensure ALL students are meeting growth targets and will continue to meet or exceed our high expectations.

### **NEW HARTFORD PUBLIC SCHOOLS MISSION STATEMENT**

The mission of the New Hartford Public Schools in partnership with families and the community is to inspire and prepare all children to become independent and enthusiastic learners who achieve personal excellence by providing a challenging and exemplary education program that is differentiated, inclusive, and dynamic.

### **BAKERVILLE AND NHES SCHOOL MISSION STATEMENT**

We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.

### **NEW HARTFORD PUBLIC SCHOOLS FIVE YEAR GOALS**

- To improve Teaching and Learning in a constantly changing 21st century classroom. Data driven decision making will drive a student centered learning environment.
- To improve school climate that will allow students and staff to maximize their potential in a positive learning environment
- To improve infrastructure and utilize technology to expand educational opportunities for all students

## **TEACHING AND LEARNING**

Our commitment to mathematics and the language arts is unwavering. We continue to promote meaningful differentiation for students and teachers. We focus on the standards but also understand that there are multiple avenues for realizing success with those standards. We utilize data from the Smarter Balanced Assessments in conjunction with our in-district data to identify areas of focus for the school year.

A positive school climate is at the heart of elementary teaching and learning. During the last several years, all three schools have implemented practices to enhance the school climate for all students, staff, and visitors. The Bakerville Consolidated and New Hartford Elementary School vision is known and practiced by all: *We are safe, caring, respectful of others and proud of our differences. Everyday we work together to learn, to grow and to create a stronger community.* At Ann Antolini School school vision is: *As a member of the Ann Antolini School community, I will treat everyone with respect and behave in a manner that promotes learning.* Additionally, all members of our school community are expected to follow our school-wide expectations. The work that we do is aligned with national school climate standards.

## **NEW HARTFORD PUBLIC SCHOOLS ACADEMIC GOALS**

- At least 75% of students will meet grade level proficiency targets on district benchmark assessments in reading, writing and math each year.
- At least 90% of parents will feel well informed about what is going on at school as measured by the annual School Climate Surveys
- Meeting performance goal of 2% improvement each year on the state's Smarter Balanced Assessments in English/Language Arts/Math. This increase will total a 10% increase over 5 years.
- At least 90% of parents will feel well informed about what is going on at school as measured by the annual school climate surveys.

# NEW HARTFORD PUBLIC SCHOOLS STUDENT LEARNING GOALS

## GOAL #1 READING

Read and comprehend complex literary and informational texts independently and proficiently. (CCSS Reading Anchor Standard 10)

### Smarter Balanced Assessment Alignment

- ELA/Literacy Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
- ELA/Literacy Claim 4: Students engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

### Strategies

*What specific actions will lead us to our goal?*

1. Principals and teachers will assess current practices in ELA, including writer's workshop and reader's workshop to determine additional strategies, materials and supports needed to address the CCSS.
2. Establish a language arts committee composed of teachers in regular education and special education in kindergarten through sixth grade. The goals of this committee will be to review our continuum of reading and writing instruction in preschool through sixth grade, identify needs related to grammar/vocabulary/spelling/close reading; assessment practices, including those tied to Smarter Balanced.
3. Review and analyze district data and ongoing running records to drive instruction and form needs-based guided reading and strategy groups, as well as intervention and before school tutoring groups.
4. Participate in ongoing embedded professional development, co-teaching and coaching rounds with the curriculum coach and colleagues in reader's workshop to increase depth of knowledge in reading comprehension, reading responses and the science of reading.
5. Classroom teachers will facilitate reader's workshop to drive student-centered learning and support passionate, engaged readers.
6. Participate in weekly PLC meetings to analyze student assessment data and align best instructional practices to student outcomes.
7. Implement Heggerty phonemic awareness instruction in preschool through second grade. Implement Foundations phonics instruction with all students preschool through fourth grade.
8. Identify students for the before school tutoring program and/or in school SRBI to provide targeted reading interventions.
9. Maintain and revise a five year curriculum plan to ensure that our curriculum aligns to the CT Common Core Standards and embeds highly effective instructional practices.
10. Maintain and revise, as needed, the kindergarten through sixth ELA curriculum documents.

## Indicators

*What information can we use to measure our progress toward our goal?*

- Fountas and Pinnell reading assessment data
- Formative Foundations assessment data
- Teachers College Running Records
- DIBELS 8 data
- Smarter Balanced ELA summative assessments
- Smarter Balanced ELA interim assessments

## **GOAL #2 MATHEMATICS**

Attend to precision. (CCSS Standards for Mathematical Practice 6)

## Strategies

*What specific actions will lead us to our goal?*

1. Kindergarten through grade 6 teachers will implement *Illustrative Math* while engaging in professional development throughout the school year to ensure comprehensive understanding and implementation of the program. Participate in co-teaching and coaching rounds with the curriculum coach and colleagues to support best practices in math instruction.
2. Establish a math committee composed of teachers in regular education and special education in kindergarten through sixth grade. The goals of the committee will be to discuss the implementation of *Illustrative Mathematics*, review grade level assessments, as well as conducting an ongoing review of Smarter Balanced content.
3. Teachers will use PLC time to analyze math growth data and align best instructional practices to student outcomes.
4. Implement daily Number Talks in grades Kindergarten to second grade.
5. Identify students for the before school tutoring program and/or during school SRBI services to provide targeted math interventions.
6. Maintain and revise a five year curriculum plan to ensure that our curriculum aligns to the CT Common Core Standards and embeds highly effective instructional practices.
7. Develop math curriculum documents for kindergarten through sixth grade.

## Indicators

*What information can we use to measure our progress toward our goal?*

- NWEA MAP Growth assessment
- *Illustrative Math* formative and summative assessments
- Smarter Balanced Mathematics summative assessments
- Smarter Balanced Mathematics interim assessments



### **GOAL #3 TECHNOLOGY**

Utilize technology to expand educational opportunities for all students.

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical. (ISTE Standards for Students 2: Digital Citizen)

#### **Strategies**

*What specific actions will lead us to our goal?*

1. Provide direct instruction for all kindergarten through grade 2 students during Library Media lessons to utilize secure passwords and login to Chromebooks to access instructional platforms.
2. Teachers will incorporate appropriate digital tools into the classrooms, ensuring that students have varied experience with technology throughout the year.
3. Students in all grades will participate in a 1:1 initiative, ensuring that they have access to technology at school and at home.
4. Students will utilize online learning platforms, such as Lexia and Dreambox, to support their learning in reading and math.
5. Grade 5 and 6 students will participate in a global manufacturing program with staff from Goodwin University, giving them the opportunity to engage in the engineering process through an authentic experience.
6. Promethean Boards will be used to promote engagement and enriching experiences in the classroom.
7. Train staff to use the Securly platform to monitor student digital use.
8. Ongoing professional development in effective instructional technology application within the classroom will be offered through EdCamp and peer learning opportunities.

#### **Indicators**

*What information can we use to measure our progress toward our goal?*

1. Securly data

### **Additional Priorities**

- Provide professional learning opportunities to support English Learners in the classroom in the area of reading.
- Second year implementation of RULER approach to social-emotional learning (Yale Center for Emotional Intelligence) with students.
- *Mystery Science* will be used in Kindergarten through fifth grade to provide students with engaging experiences in science.
- The district will begin to review and revise our social studies curriculum.
- Peer observations, Learning Rounds and collegial feedback on best practices.
- Utilize common scoring of student work to ensure consistency of expectations for student responses to text and writing genres through PLC and ODP norming meetings.
- Use effective intervention strategies to support struggling students as identified through the SRBI process.
- Participate in regular PLC meetings to review student assessment data, progress and plan for curriculum implementation.
- Utilize Performance Matters to review student data holistically.
- Provide training to special education staff in DIBELS 8.
- Provide training to special education paraprofessionals in Foundations.

## LONGITUDINAL DATA: ACADEMIC RESULTS

### READING

Percent of Students Meeting/Exceeding Goal in Reading (Fountas and Pinnell)

2020-2021	
Grade	EOY
Kindergarten	87%
Grade 1	89%
Grade 2	85%
Grade 3	82%
Grade 4	81.6%
Grade 5	58.1%
Grade 6	68.4%
K-6 Overall	78.7%

### DIBELS

Percent of Students Meeting/Exceeding Goal in DIBELS 8

2020-2021					
Grade	Time of Year	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark
Kindergarten	Fall	25%	43%	25%	7%
	Spring	17%	7%	59%	17%
Grade 1	Fall	34%	17%	28%	21%
	Spring	9%	11%	37%	43%
Grade 2	Fall	40%	15%	30%	8%
	Spring	24%	17%	31%	28%
Grade 3	Fall	9%	22%	38%	31%
	Spring	13%	16%	32%	40%
K-3 Overall	Fall	26%	23%	32%	19%
	Spring	16%	13%	38%	33%

## WRITING

### Percent of Students Meeting/Exceeding Goal in Writing

2020-2021	
	Spring
Kindergarten	98%
Grade 1	96%
Grade 2	87%
Grade 3	45.3%
Grade 4	51%
Grade 5	70.4%
Grade 6	44.4%
K-6 Overall	70.3%

## SMARTER BALANCED ASSESSMENT: ELA

### Percentage of Students Meeting/Exceeding Goal, Grades 3-6

2020-2021		
	New Hartford*	State of CT
Grade 3	65.5%	57.6%
Grade 4	52.9%	59.3%
Grade 5	66.2%	63.5%
Grade 6	63.0%	58.5%
Grades 3-6	63.1%	59.8%

\*Results are for students who were in person or mostly in person for the 2021-2021 school year.

## MATH

### NWEA MAP GROWTH

Percent of Students High Growth and/or High Achieving on

GRADE	2020-2021
Kindergarten	82%
Grade 1	93%
Grade 2	84%
K-2 Overall	86%

### SMARTER BALANCED ASSESSMENT: MATH

2020-2021		
	New Hartford*	State of CT
Grade 3	65.5%	57.4%
Grade 4	44.1%	54.7%
Grade 5	40%	49.2%
Grade 6	58.7%	47.4%
Grades 3-6	52.2%	52.8%

# FIVE YEAR CURRICULUM PLAN



## NEW HARTFORD PUBLIC SCHOOLS Five Year Curriculum Plan

### Theory of Action

*If we cultivate a culture focused on continuous improvement that values professional growth and collaboration, and set high expectations for teaching and learning, strengthening the capacity of educators to actively engage students in differentiated learning, then we ensure that ALL students are meeting growth targets and will continue to meet or exceed our high expectations.*

Year	Professional Learning	Curriculum	Instruction	Assessment
2021-2022	<ul style="list-style-type: none"> <li>• C3 Social Studies Standards/Curriculum Overview</li> <li>• Illustrative Math - K-6</li> <li>• NGSS Standards Overview</li> <li>• Reading PD (best practices for instruction/close reading)</li> <li>• Continue RULER Approach Training for staff and students</li> <li>• K-12 Regional Curriculum Council</li> <li>• Monthly Professional Meetings</li> <li>• Weekly Grade Level PLC Meetings</li> <li>• Learning Rounds--School/District</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of district-wide Language Arts</li> <li>• Creation of district-wide math curriculum</li> <li>• Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>• Reflect/revise pacing guides for ELA, Math, Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 1st year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>• 1st year Mystery Science implementation grades K-5</li> <li>• 1st year Foundations grades 3-4 implementation</li> <li>• 4th year Reader's Workshop implementation</li> <li>• 3rd year RULER Approach implementation with staff; 2nd year with students</li> <li>• 3rd year Illustrative Math implementation, grade 6; 2nd year with grades K-5</li> <li>• 3rd year NGSS Science Units implementation grade 6</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screener-DIBELS 8 K-3</li> <li>• NWEA MAP Growth K-2</li> <li>• SBA Interim Assessments ELA and Math 3-6</li> <li>• SBA Interims Science 3-5</li> <li>• Norming meeting held to calibrate writing scoring practices</li> <li>• Continued use of district-wide assessments in reading, writing, and math</li> </ul>

<p><b>2022-2023</b></p>	<ul style="list-style-type: none"> <li>Continue RULER Approach Training for staff and students</li> <li>Social Studies PD</li> <li>Continuation of Reading PD</li> <li>K-12 Regional Curriculum Council</li> <li>Monthly Professional Meetings</li> <li>Weekly Grade Level PLC</li> <li>Meetings</li> <li>Learning Rounds--School/District</li> </ul>	<ul style="list-style-type: none"> <li>Creation of district-wide NGSS Science curriculum</li> <li>Creation of district-wide Social Studies curriculum</li> <li>Revision of district-wide Language Arts and Math curriculum</li> <li>Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>Reflect/revise pacing guides for ELA, Math, Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>2nd year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>2nd year Mystery Science implementation grade K-5</li> <li>2nd year Foundations grades 3-4 implementation</li> <li>5th year Reader's Workshop implementation</li> <li>4th year NGSS Science Units implementation grade 6</li> <li>4th year RULER Approach implementation with staff; 3rd year with students</li> <li>4th year Illustrative Math implementation for grade 6; 3rd year with grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>Universal screener-DIBELS 8 K-3</li> <li>NWEA MAP Growth K-2</li> <li>SBA Interim Assessments ELA and Math 3-6</li> <li>SBA Interims Science 3-5</li> <li>Norming meeting to calibrate writing scoring practices</li> <li>Continued use of district-wide assessments in reading, writing, and math</li> </ul>
<p><b>2023-2024</b></p>	<ul style="list-style-type: none"> <li>Continuation of Social Studies PD</li> <li>Writing PD</li> <li>K-12 Regional Curriculum Council</li> <li>Monthly Professional Meetings</li> <li>Weekly Grade Level PLC</li> <li>Meetings</li> <li>Learning Rounds--School/District</li> </ul>	<ul style="list-style-type: none"> <li>Continue drafting of district-wide NGSS Science curriculum</li> <li>Continue drafting of district-wide Social Studies curriculum</li> <li>Revision of drafting district-wide Language Arts and Math curriculum</li> <li>Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>Reflect/revise pacing guides for ELA, Math, Science, and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>3rd year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>3rd year Mystery Science implementation grades K-5</li> <li>3rd year Foundations grades 3-4 implementation</li> <li>6th year Reader's Workshop implementation</li> <li>5th year NGSS Science Units implementation grade 6</li> <li>5th year RULER Approach implementation with staff; 4th year with students</li> <li>5th year Illustrative Math implementation for grade 6; 4th year with grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>Universal screener-DIBELS 8 K-3</li> <li>NWEA MAP Growth K-2</li> <li>SBA Interim Assessments ELA and Math 3-6</li> <li>SBA Interims Science 3-5</li> <li>Norming meeting held to calibrate writing scoring practices</li> <li>Continued use of district-wide assessments in reading, writing, and math</li> </ul>

<ul style="list-style-type: none"> <li>• Continuation of Writing PD</li> <li>• K-12 Regional Curriculum Council</li> <li>• Monthly Professional Meetings</li> <li>• Weekly Grade Level PLC Meetings</li> <li>• Learning Rounds--School/District</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of district-wide Social Studies Curriculum</li> <li>• Revision of district-wide NGSS Science curriculum</li> <li>• Revision of drafting district-wide Language Arts and Math curriculum</li> <li>• Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>• Reflect/revise pacing guides for ELA, Math, Science, and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 4th year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>• 4th year Mystery Science implementation grades K-5</li> <li>• 4th year Foundations grades 3-4 implementation</li> <li>• 7th year Reader's Workshop implementation</li> <li>• 6th year NGSS Science Units implementation grade 6</li> <li>• 6th year RULER Approach implementation with staff; 5th year with students</li> <li>• 6th year Illustrative Math implementation for grade 6; 5th year with grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screener-DIBELS 8 K-3</li> <li>• NWEA MAP Growth K-2</li> <li>• SBA Interim Assessments ELA and Math 3-6</li> <li>• SBA Interims Science 3-5</li> <li>• Norming meeting held to calibrate writing scoring practices</li> <li>• Continued use of district-wide assessments in reading, writing, and math</li> </ul>
<ul style="list-style-type: none"> <li>• 2024-2025</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of district-wide Social Studies Curriculum</li> <li>• Revision of district-wide NGSS Science curriculum</li> <li>• Revision of drafting district-wide Language Arts and Math curriculum</li> <li>• Revision of Specialist Content Area curriculum (Library/Media, Music, PE, Health, Art, Spanish)</li> <li>• Reflect/revise pacing guides for ELA, Math, Science, and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• 5th year Heggerty Phonemic Awareness curriculum implementation grades K-2</li> <li>• 5th year Mystery Science implementation grades K-5</li> <li>• 5th year Foundations grades 3-4 implementation</li> <li>• 8th year Reader's Workshop implementation</li> <li>• 7th year NGSS Science Units implementation grade 6</li> <li>• 7th year RULER Approach implementation with staff; 6th year with students</li> <li>• 7th year Illustrative Math implementation for grade 6; 6th year with grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>• Universal screener-DIBELS 8 K-3</li> <li>• NWEA MAP Growth K-2</li> <li>• SBA Interim Assessments ELA and Math 3-6</li> <li>• SBA Interims Science 5th grade</li> <li>• Norming meeting held to calibrate writing scoring practices</li> <li>• Continued use of district-wide assessments in reading, writing, and math</li> </ul>