Spring 2024
Program Completer Data of Students' Learning

Initial Prep	P-12 Grade Level	Content Standard	Identified Learning Need	Ways Learning Need was Addressed	Results
Elem. Ed.	1st	ELAK.V	Letter recognition and sound

Lowercase and uppercase 70% baseline | To address the learning need, first I divided the classroom into three reading groups based on performance and on the severity of the needed help to meet this learning goal. In small group rotations (15 minutes per group), I designed specific tasks and provided guidance to help build towards their learning goal. With that class being divided into leveled-groups, we were able to help those students where they truly needed guidance or what sounds/letters they were missing specifically from their "toolboxes". After two weeks, we would do a re-evaluation using the same assessment as mention in the "Learning Need" document. The letters were scrambled to avoid students just remembering the pattern and where they truly needed to show that they recognize and produce the letter sound correctly on sight. | 90% Mastery |
| Elem Ed. W/ SPED | 3rd | ELA 3.18 | Fluency 93.7 correct words per minute | I used the Fountas & Pinnell Leveled Literacy Intervention system to do a 40-minute ELA intervention daily. Each lesson has a story to read, vocabulary, reading comprehension, and word studies. | 27.9% Increase in Reading Rate

119.8 correct words per minute |
| MAT | 7th Science | S7.13 | Fact and Opinions in Science Baseline= 55% | To address this need I gave specific lessons focused on what is a fact and what is an opinion on relatable less scientific topics to make this more approachable for my students and then practiced this skill set weekly using a bellringer once weekly to build this skill. As each topic opened in my content area we would again practice this skill as an opener along the way.   With each bellringer I was able to make an assessment of their progress and evaluate what areas still needed help with and used that time to reevaluate and reteach throughout. It also allowed me to stress the importance of this skill as an overreaching skill to the subject as a whole as we traversed differed content. | Post Test n= 21 Range: 70-90

60% n=1 75% n=10 80% n=8 90%n=2 All students moved above baseline by 10% |

Initial Prep	P-12 Grade Level	Content Standard	Identified Learning Need	Ways Learning Need was Addressed	Results
Elem. Ed.	4th	Math- no specific standard addressed - "grade level was a goal"	Math students working below grade level: N= 8 2 or more levels below grade levels N=7 1 level below grade level N=1 working at grade level	In math, I focused on introducing new concepts during whole group in a manner that would connect with the ideas that had already been implemented previously to the students. By building on their background knowledge of these math skills, I was able to help students reach their iReady growth in areas of geometry - where there was a great amount of growth over the semester - and in algebra and algebraic thinking. In 2-4 paragraphs discuss any insights you gained from the data you collected. * In Math, I was able to see my students excelling in multiple areas, including numbers and operations, measurement and data, geometry, and the biggest area of growth being algebra and algebraic thinking. 15 out of 17 of my students were able to meet the goal I had set. I began the year with 1 student working on level and ended the year with 6 students working on level. 14 students started the year one or more grade levels below level and 11 students working one or more grade level below level. (From the beginning to the middle of the year two new students joined my classroom).	15 out of 17 improved by 10 points 88% of the goal met N=4 2 or more at grade level N=7 1 level below grade level N=6 Working at grade level