



**Hastings
Public Schools**

Elementary Curriculum Update

Students are the heart



of all we do

Elementary Literacy

Year 2 of Wit and Wisdom

- Seeing much greater depth of learning now that students and teachers are familiar with the program
- Focusing on continuing to implement with integrity
 - The science and research of the curriculum
 - The art of each of our outstanding teachers
- Continued focus on staff development
 - All elementary session on Writing in Wit and Wisdom
 - Coaching for our admin and T&L staff
 - Depth of planning support for teachers by WW coach

The logo for Wit & Wisdom, featuring the text "WIT & WISDOM" in white, bold, sans-serif font on a blue rectangular background.

WIT &
WISDOM®

Elementary Science

Year 1 of Amplify Science

- Teachers are seeing great connections to literacy
- Collaborating with our new STEM program
- Professional development around initial implementation
- Continued professional development next year

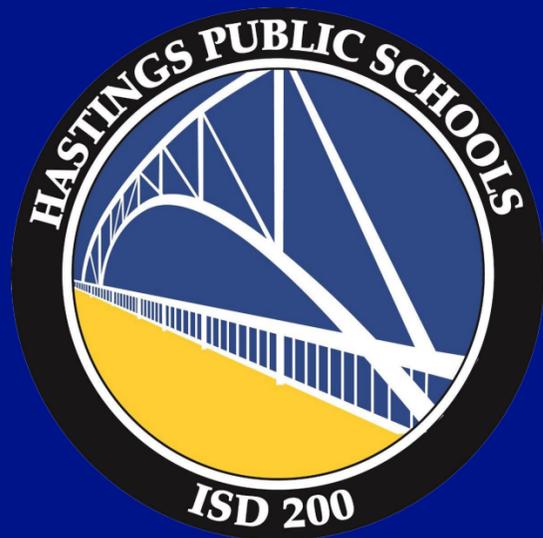
Amplify.

Elementary STEM



Year 1 of STEM

- Our teachers are fantastic
 - Years of STEM and teaching experience
 - Each brings a different perspective to the table
 - Collaboration is exceptional, providing for a very tight curricular roll out
- We've spent the year fine tuning the curriculum
 - Monthly alignment meetings
 - Adjusting the scope and sequence for a more permanent plan next year



Hastings
Public Schools

Winter

Fastbridge

Presentation

Students are the heart



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What is Fastbridge?

- Universal screening tool used to evaluate the strength of tier 1 instruction and identify the need for tiered levels of instructional support.
- Progress monitoring tool to measure success of intervention work at the Tier 2 and Tier 3 level.

Kindergarten + 1st Grade	2nd + 3rd Grade	4th - 9th Grade
earlyReading	aReading CBMreading	aReading AUTOreading
earlyMath	aMath	aMath

Fastbridge Benchmarks

FAST Benchmarks are test-specific scores that indicate the student's risk of performing below a future (usually end of year) performance target.

- high-risk: below the 15th percentile

- some-risk: 15th - 39th percentile

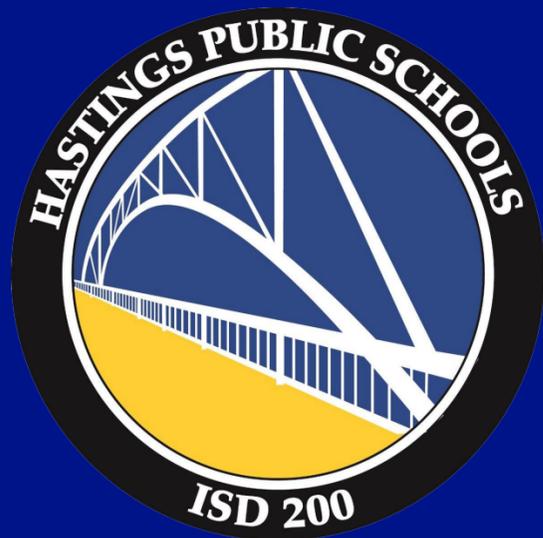
- low-risk:

- 40th - 99th percentile (earlyReading + earlyMath, AUTOreading)

- 40th - 70th percentile (aReading, aMath + CBMreading)

- exceeds: 71-99th percentile

- aReading, aMath + CBMreading



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LITERACY

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Assessment of Foundational Literacy Skills

earlyReading Composites by Grade Level + Assessment Window			
	Fall	Winter	Spring
K	Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Decodable Words	Letter Sounds Word Segmenting Decodable Words Sight Words - 50
1	Word Segmenting Decodable Words Sight Words - 150 Sentence Reading	Word Segmenting Decodable Words Sight Words - 150 CBMreading	Word Segmenting Decodable Words Sight Words - 159 CBMreading

aReading: Grade 2-9

- Assess a student broad reading ability including phonics, vocabulary, comprehension and morphology/
- Provides estimate of overall reading skills
- Computer adaptive test (CAT)
- Not timed
- Items start at student's grade level
 - 30 items total
- Adjusts to be easier or harder based on student response

CBMreading: Grade 2 + 3

- Directly assesses Oral Reading Fluency
- Accuracy with decoding, sight words, etc.
- Automaticity (rate: words per minute)
- Grades 1-8
- Predicts overall reading achievement

AUTOreading: Grades 4-9

Grade Level	Phonics	Fluency	Vocabulary
4	Encoding	Word Identification	Vocabulary
5-12	Decoding	Word Identification	Matching Synonyms Word Morphology

Winter Longitudinal Literacy Data: earlyReading + aReading

	K	1	2	3	4	5	6	7	8	9
2021	NA*	NA*	52%	58%	60%					
2022*	53%	56%	55%	63%	54%					
2023*	47%	53%	51%	59%	62%	NA*				
2024*	70%	57%	61%	64%	56%	52%	61%	57%	51%	
2025	78%	62%	63%	72%	59%	55%	66%	64%	58%	61%(F)

Reading Intervention Growth:

Percent of students in intervention making typical or aggressive growth

Growth is high across schools!

Pinecrest and HMS have smaller intervention sizes. The difference between Pinecrest and MEL, for instance, is 4 students making T/A growth students, but shows a 14% difference.

Reading screener fall → winter growth			
	Typical Growth	Aggressive Growth	TOTAL
KEL	25.00%	56.25%	82.25%
PEL	39.47%	28.95%	68.42%
MEL	28.21%	58.97%	87.18%
HMS	34.38%	34.38%	68.76%



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earlyReading

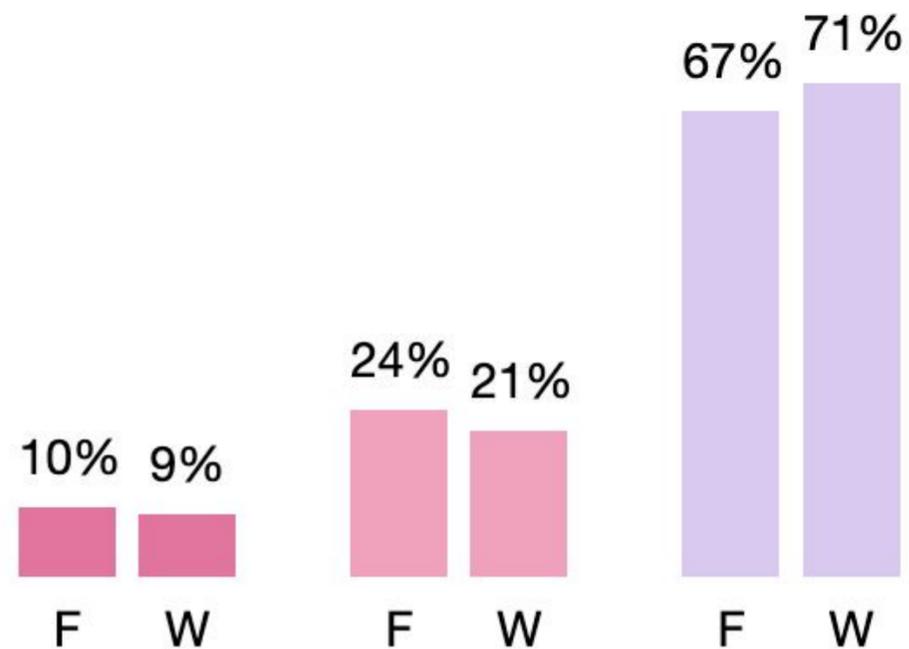
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earlyReading: K + 1

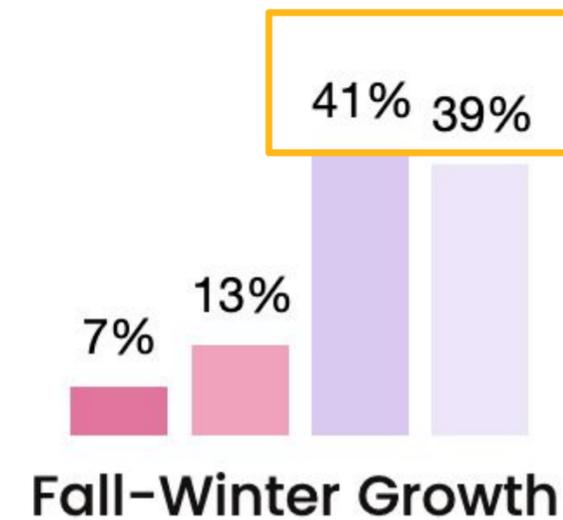
Scores Of All Students In Group
By Benchmark Categories: ?



Student Median %ile:



Growth Of All Students In Group
By Benchmark Categories: ?



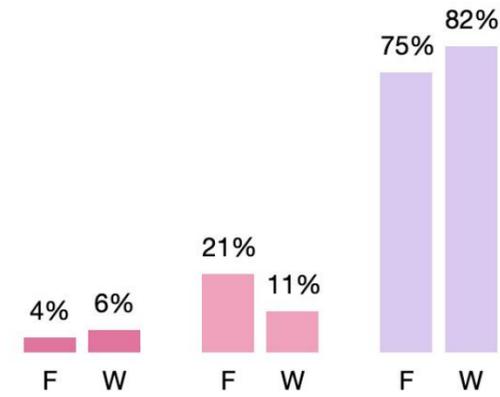
Student Median Growth %ile:



Kindergarten earlyReading: Growth Data

McAuliffe

Scores Of All Students In Group
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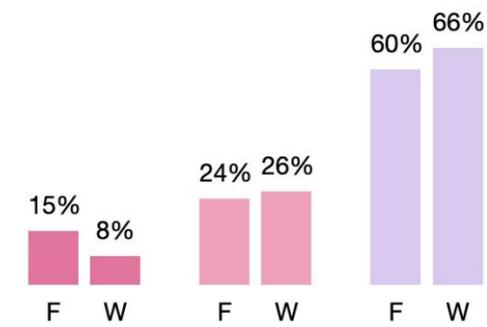


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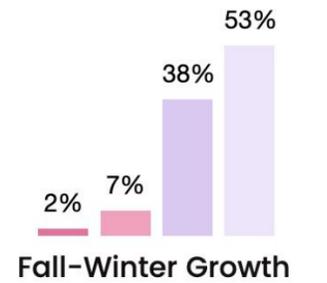


Kennedy

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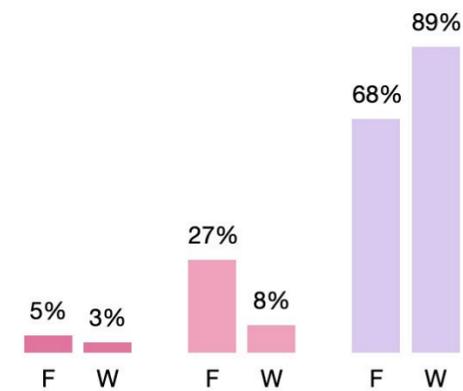


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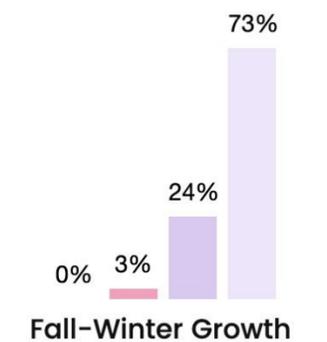


Pinecrest

Scores Of All Students In Group
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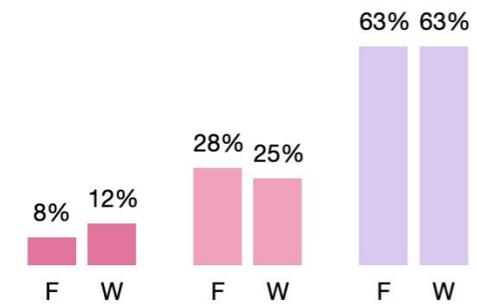
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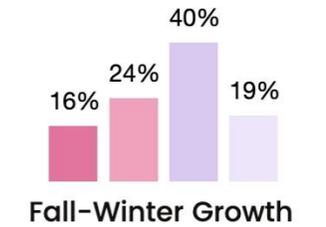
1st Grade earlyReading: Growth Data

McAuliffe

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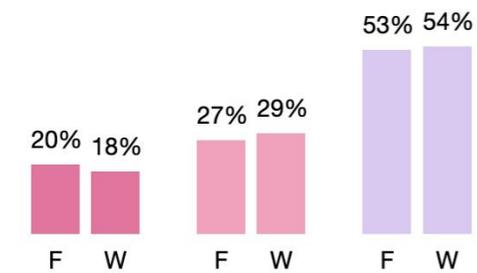


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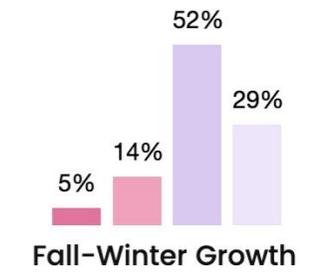


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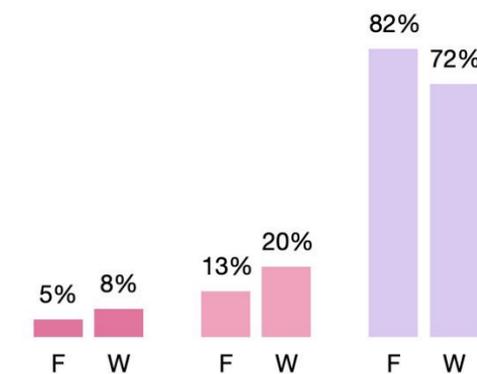


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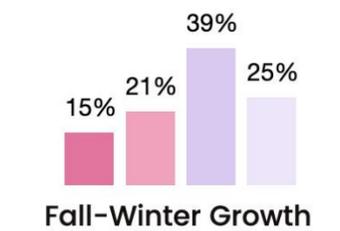


Pinecrest

Scores Of All Students In Group
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Growth Of All Students In Group
By Benchmark Categories: ?



earlyReading Analysis:

- Districtwide we are seeing that **80% of students** are in K/1 are making expected growth.
 - Kindergarten is an area of relative strength with approximately **90% of students** *making typical or accelerated progress.*
- Our earlyreading data indicates that our Tier 1 instructional programming of Heggerty and UFLI is having the desired impact.
- Our high risk and some risk cohort of students has decreased in kindergarten showing the positive impact of early intervention.
- Our proficiency and growth data is slightly lower in first grade. It is important to note the demand of the winter 1st grade assessment. This is the first time students are assessed on oral reading fluency with a connected text. We will continue to collaborate on how to best support students successfully through this increased demand.



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aReading

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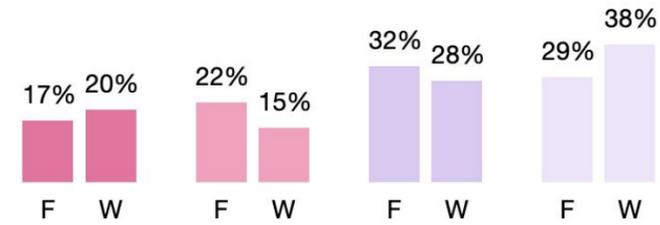


of all we do

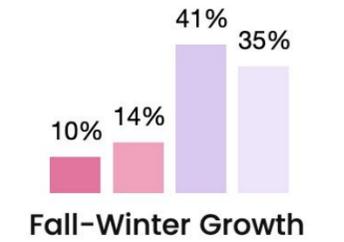
2nd Grade: Growth Data

McAuliffe

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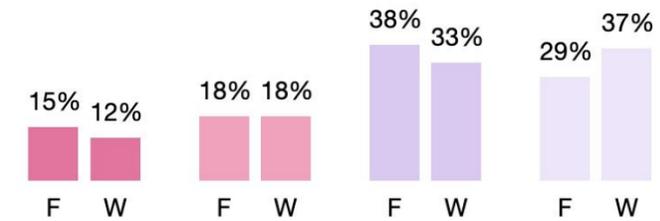


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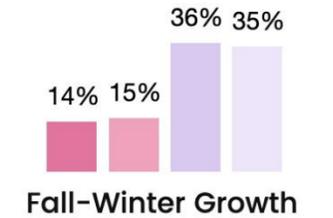


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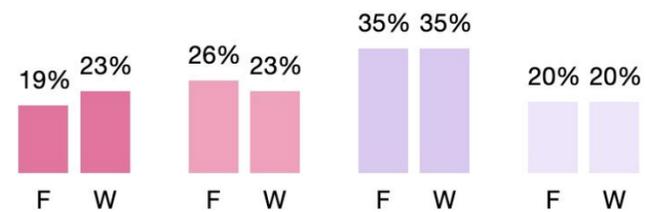


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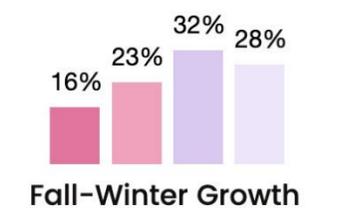


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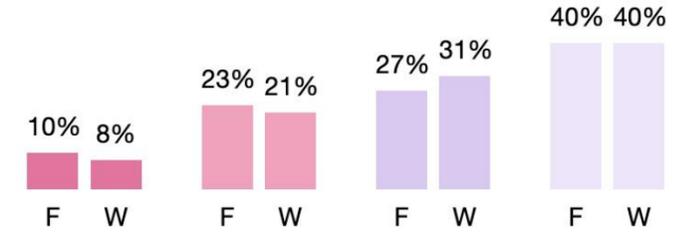
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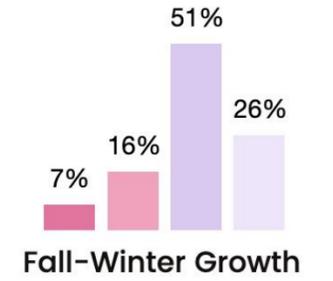
3rd Grade: Growth Data

McAuliffe

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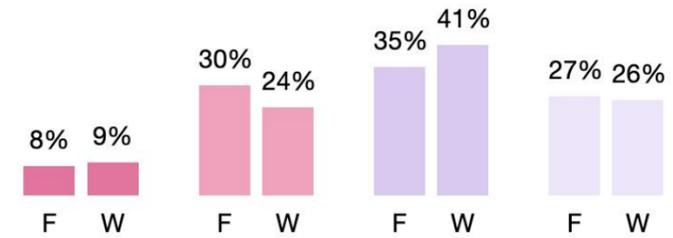


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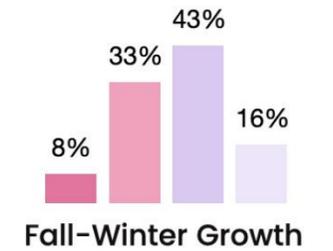


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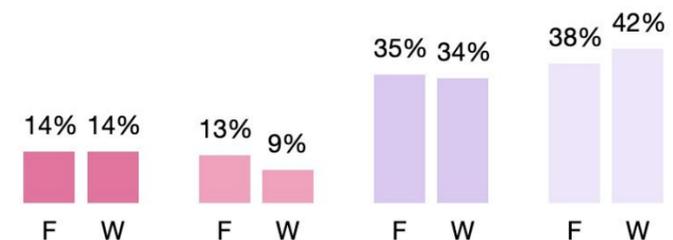


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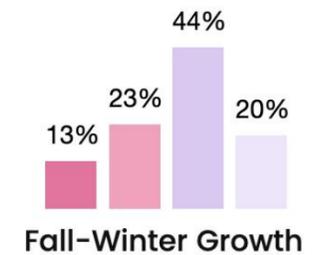


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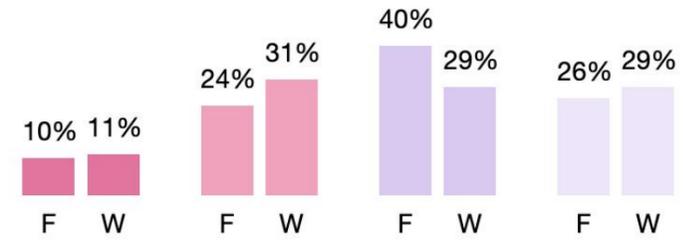
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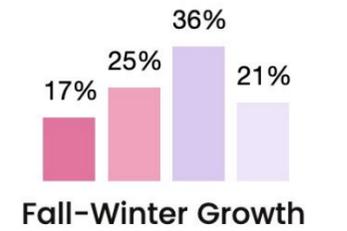
4th Grade: Growth Data

McAuliffe

Scores Of All Students In Group
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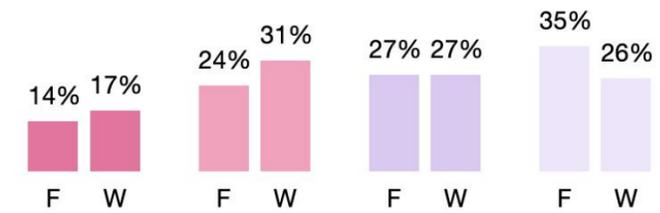


Growth Of All Students In Group
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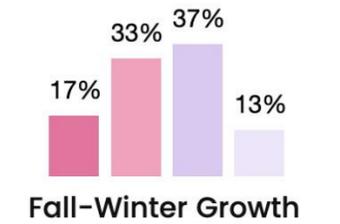


Kennedy

Scores Of All Students In Group
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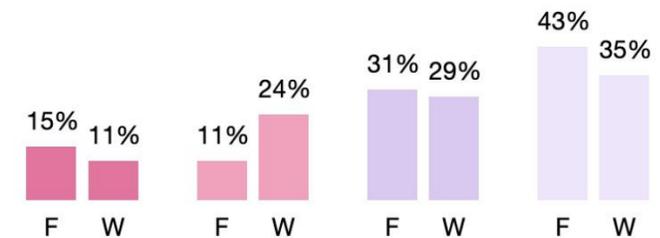


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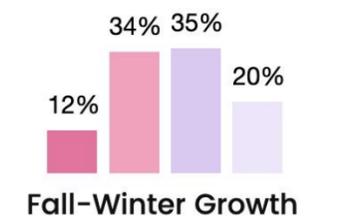


Pinecrest

Scores Of All Students In Group
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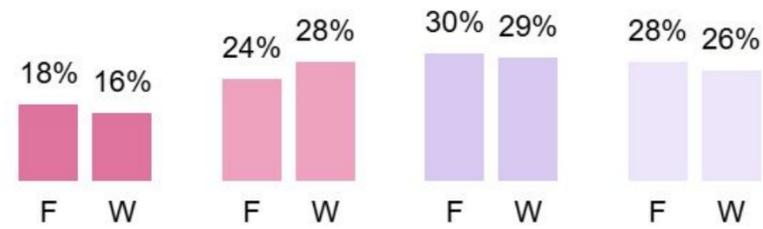
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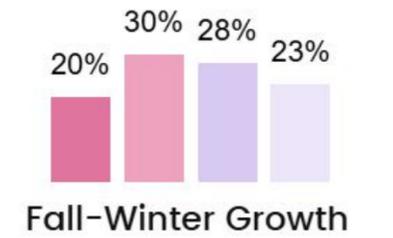
HMS Grade: Growth Data

5th grade

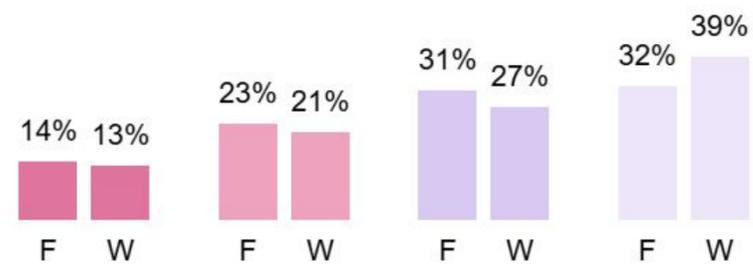
Scores Of All Students In Group
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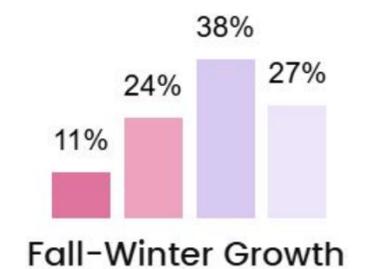
Growth Of All Students In Group
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Scores Of All Students In Group
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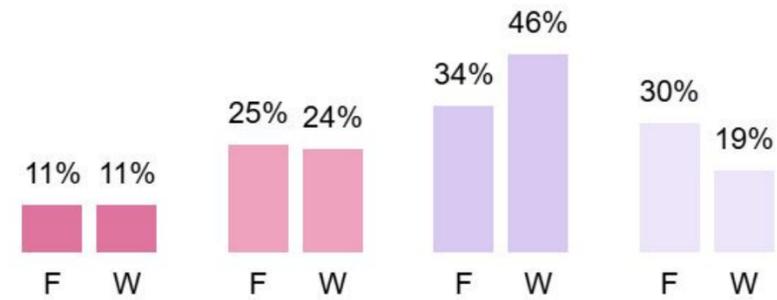
Growth Of All Students In Group
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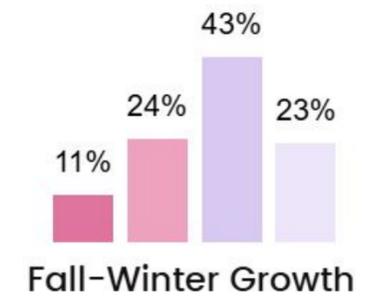
HMS Grade: Growth Data

7th grade

Scores Of All Students In Group
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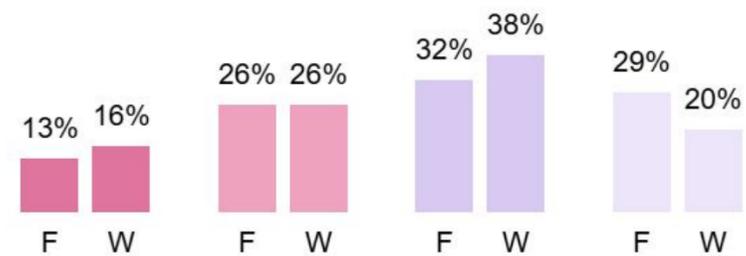


Growth Of All Students In Group
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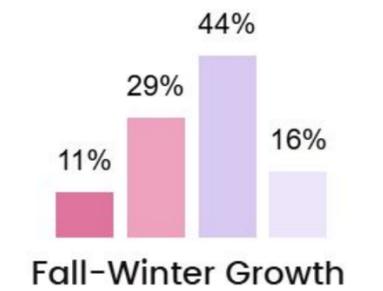


8th grade

Scores Of All Students In Group
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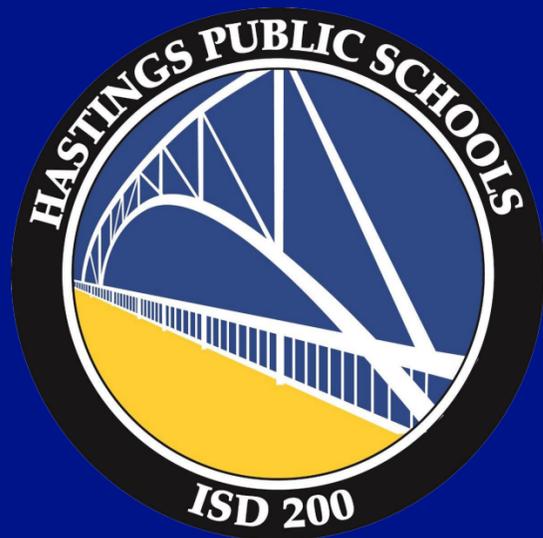


Growth Of All Students In Group
By Benchmark Categories: ?



aReading Analysis:

- Since kindergarten, our current 2nd and 3rd grade cohorts have demonstrated **strong longitudinal growth**, with an **average 20% increase** in the number of students performing **at or above grade level**.
- **63% of students in grades 2–4 and 62% of students in grades 5-8 are making typical or accelerated progress**, indicating that the majority of our learners are growing as expected or faster
 - Our **most intensive interventions are producing results**—students receiving targeted, intensive support are **showing accelerated growth**, reflecting effective use of our tiered systems.
- Currently, **64% of students in grades 2–4 and 63% of students in grades 5-8 are achieving at or above grade-level expectations**
- As our system continues to strengthen, we are **refining Tier 1 instructional practices** to ensure that students who are on grade level are also challenged to grow at an accelerated pace.
- Moving forward, we will **continue to leverage a strong, data-driven tiered instructional model** to both close gaps and push all students toward higher levels of achievement.



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CBMreading

Students are the heart

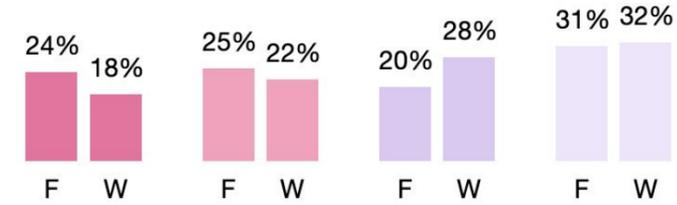


of all we do

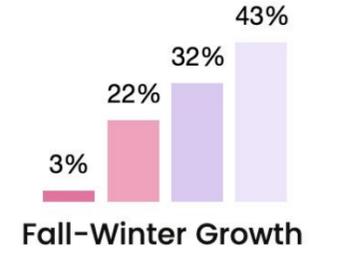
2nd Grade: Growth Data

McAuliffe

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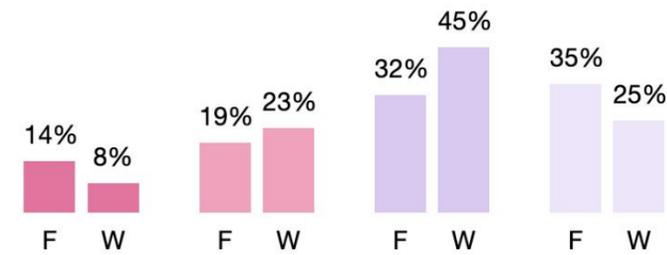


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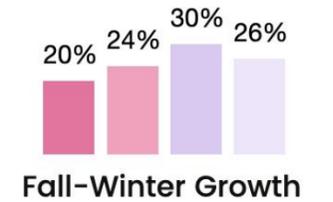


Kennedy

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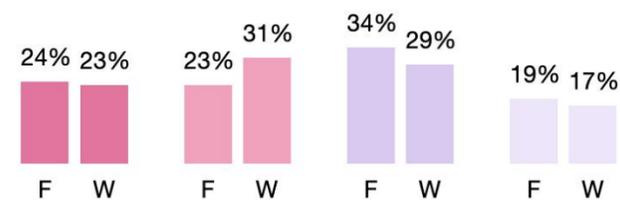


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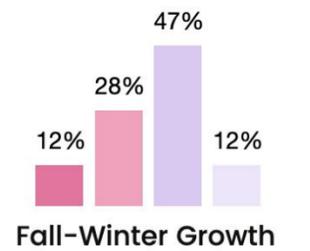


Pinecrest

Scores Of All Students In Group
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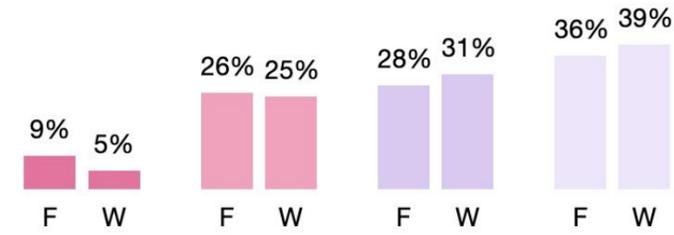
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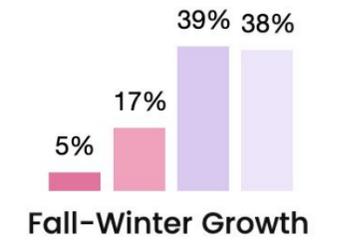
3rd Grade: Growth Data

McAuliffe

Scores Of All Students In Group
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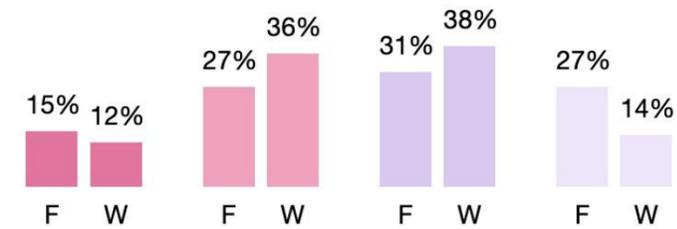


Growth Of All Students In Group
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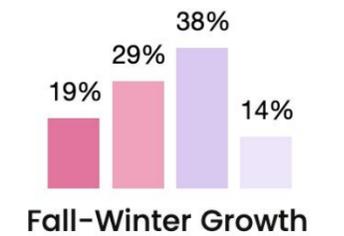


Kennedy

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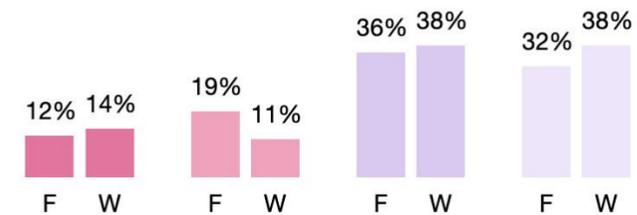


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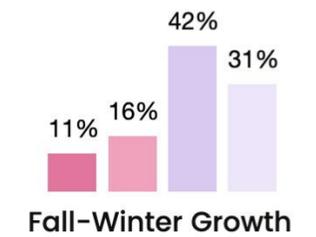


Pinecrest

Scores Of All Students In Group
By Benchmark Categories: ?



Growth Of All Students In Group
By Benchmark Categories: ?



CBMreading Elementary Analysis:

- A deeper analysis of our CBM reading data demonstrates strong outcomes from our reading intervention programming, particularly for students at risk of not meeting grade-level benchmarks.
- Students receiving targeted intervention are showing meaningful growth and positive response to instruction.
- The data also signals an opportunity to increase the rigor and complexity of independent assignments for students performing at or above grade level.
- Our fluency homework initiative through Wit and Wisdom will continue to reinforce this work.



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AUTOreading

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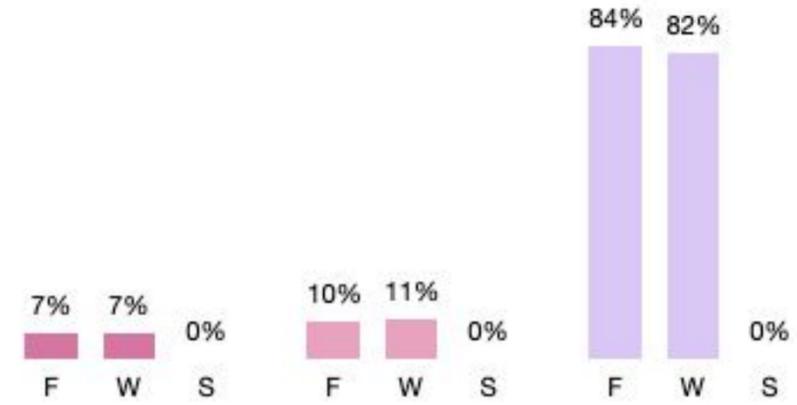
4th Grade:

Data

**There is no growth data generated for this assessment.*

McAuliffe

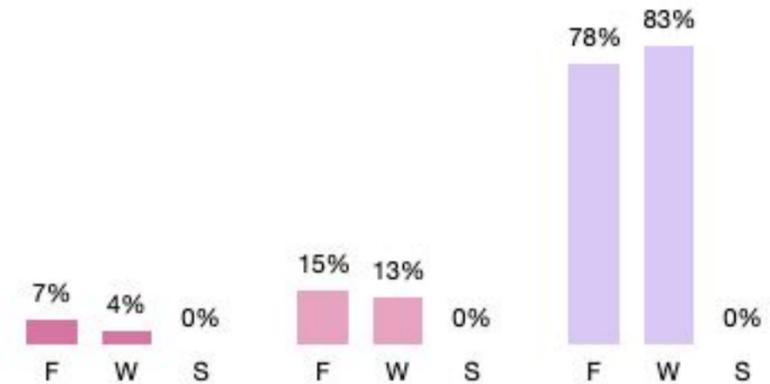
Scores Of Students In Group By Benchmark Categories: ?



Scores Of Students In Group By Benchmark Categories: ?



Scores Of Students In Group By Benchmark Categories: ?



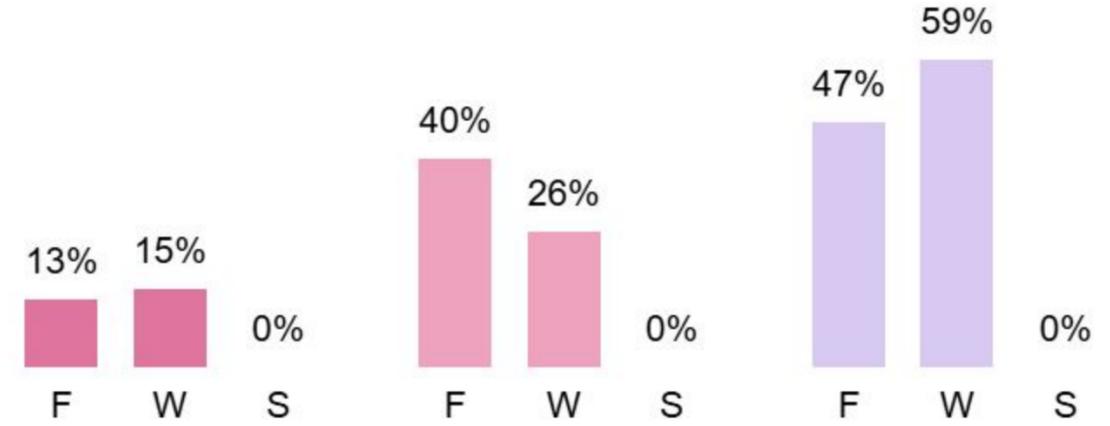
Pinecrest

HMS: Data

**There is no growth data generated for this assessment.*

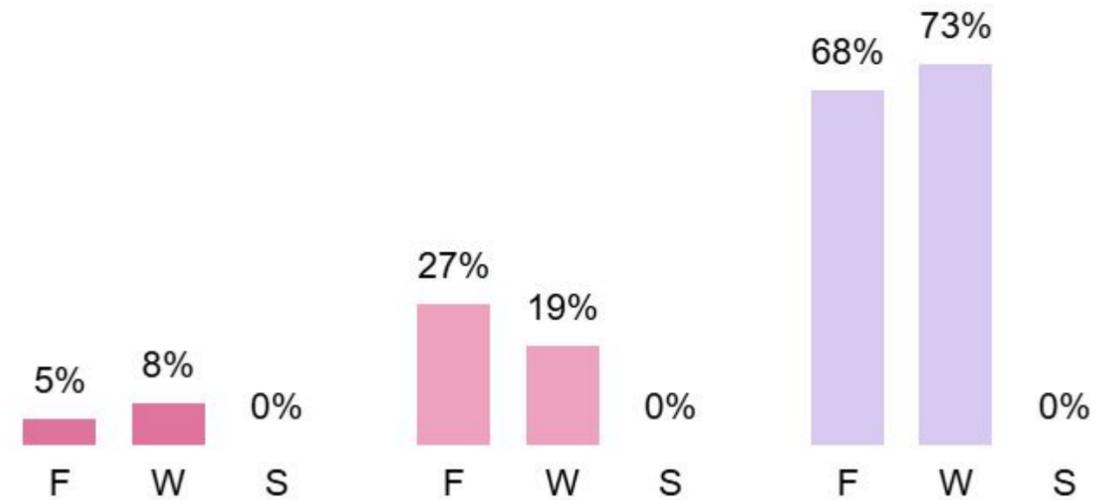
5th grade

Scores Of Students In Group By Benchmark Categories: ?



6th grade

Scores Of Students In Group By Benchmark Categories: ?



HMS: Data

**There is no growth data generated for this assessment.*

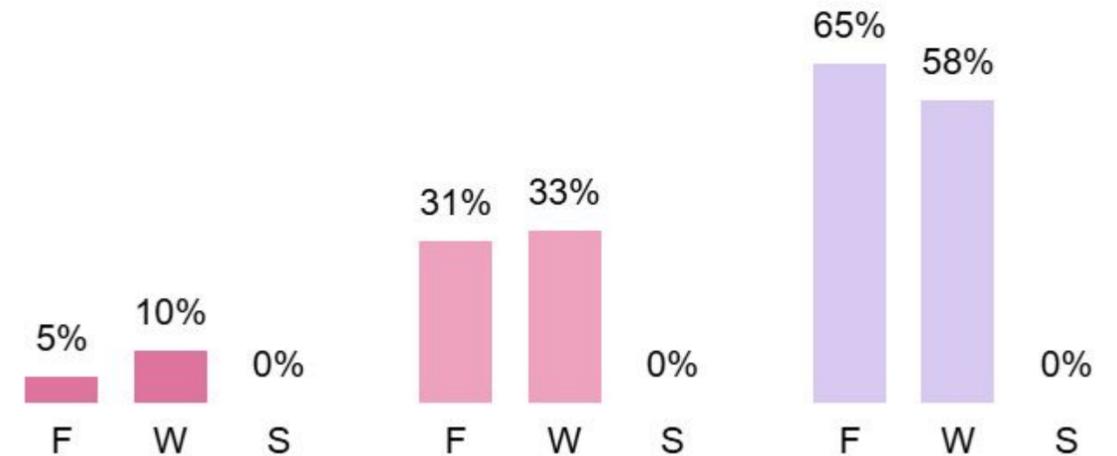
7th grade

Scores Of Students In Group By Benchmark Categories: ?



8th grade

Scores Of Students In Group By Benchmark Categories: ?



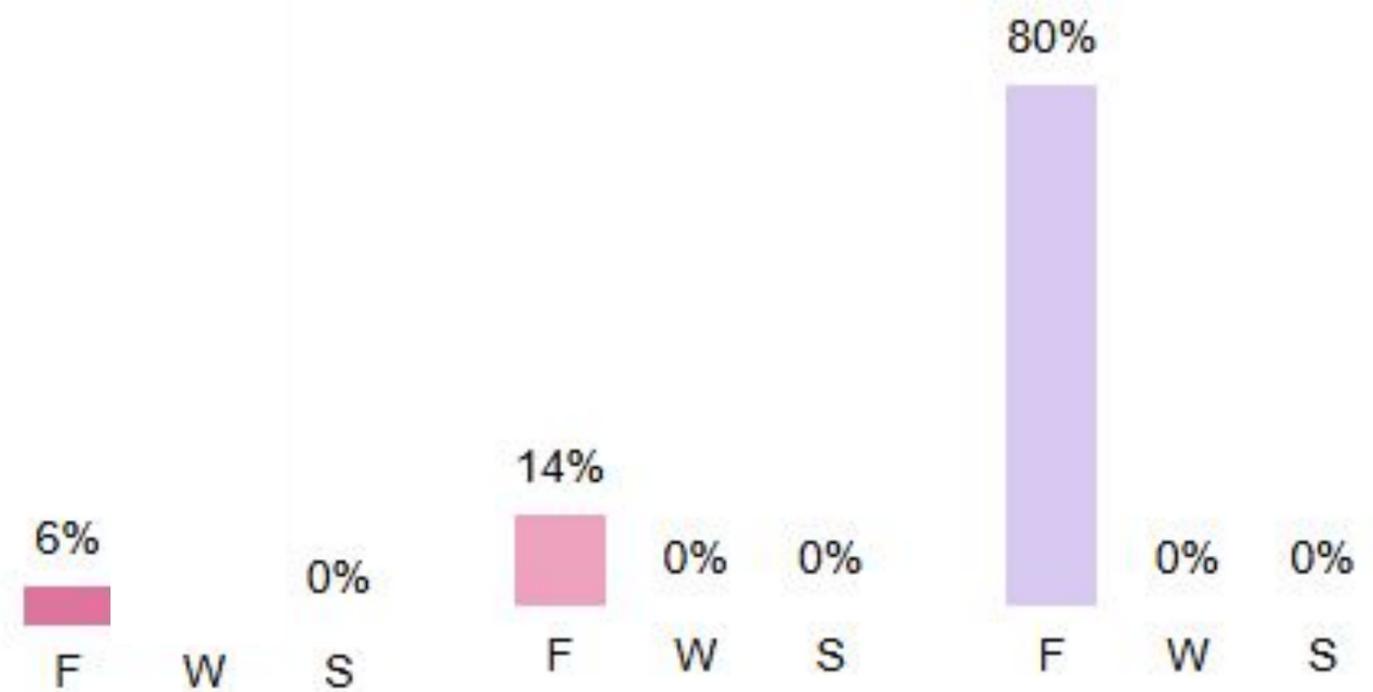
HHS: Data

Fall only

**There is no growth data generated for this assessment.*

9th grade

Scores Of Students In Group By Benchmark Categories: ?



AUTOreading Analysis:

- Currently, **80% of students in grades 2–4 and 69% of students in grades 5-8 are achieving at or above grade-level expectations.**
- Paired with aReading scores, we are continuing to use this data at secondary to identify students for intervention and the subtest scores to better identify students' reading needs.

Elementary:

- AUTOreading data indicates that students demonstrate a relative strength in encoding and decoding skills.
- This suggests that our Tier 1 phonics instruction, paired with intensive interventions, is producing the intended long-term impact.
- Morphology has emerged as a relative area of need across grade levels.
- To address this, we are piloting **Functional Morphology**, a well-vetted resource specifically designed to strengthen morphological awareness and word analysis skills.
- This targeted focus will help deepen vocabulary development and support continued growth in reading comprehension.

Tier 3 Intervention Highlight:

Intervention Data Unlocked

<i>McAuliffe</i>	FALL: Number of Students working with Interventionist	Number of Students who exited services
Kindergarten	14	9 (64%)
1st Grade	9	2 (22%)
2nd Grade	20	5 (25%)
3rd Grade	16	2 (13%)
4th Grade	11	3 (27%)

	Observed		Weekly Observed		Weekly Goal		Predicted Score	End of Year Goal Score	Benchmark Score	☰
	Fall Score	Winter Score	Growth Score	Growth %ile	Growth Score	Growth %ile				
	4	4	0.00	11	3.74	100	4	66	101	
	6	33	1.57	95	1.97	84	59	66	101	
	6	32	1.50	94	2.05	86	57	66	101	
	6	?	? 0.43	50	1.79	97	20	66	101	
	7	39	1.85	96	1.62	71	70	66	101	
	7	17	0.65	60	3.12	99	27	66	101	
	7	27	1.16	85	2.35	93	46	66	101	
	8	31	1.34	86	2.09	87	53	66	101	
	9	45	2.08	95	1.26	53	80	66	101	
	9	46	2.14	96	3.29	99	82	101	101	
	10	35	1.45	82	1.85	80	59	66	101	

Tier 3 Intervention Highlight:

Intervention Data Unlocked

<i>Kennedy</i>	FALL: Number of Students working with Interventionist	Number of Students who exited services
Kindergarten	14	9 (64%)
1st Grade	11	1(9%)
2nd Grade	19	3 (16%)
3rd Grade	8	0 (0%)
4th Grade	11	1 (9%)

	Observed		Weekly Observed		Weekly Goal		Predicted Score	End of Year		Benchmark Score	☰
	Fall Score	Winter Score	Growth Score	Growth %ile	Growth Score	Growth %ile		Goal Score	Benchmark Score		
	4	4	0.00	11	3.74	100	4	66	101		
	6	33	1.57	95	1.97	84	59	66	101		
	6	32	1.50	94	2.05	86	57	66	101		
	6	?	? 0.43	50	1.79	97	20	66	101		
	7	39	1.85	96	1.62	71	70	66	101		
	7	17	0.65	60	3.12	99	27	66	101		
	7	27	1.16	85	2.35	93	46	66	101		
	8	31	1.34	86	2.09	87	53	66	101		
	9	45	2.08	95	1.26	53	80	66	101		
	9	46	2.14	96	3.29	99	82	101	101		
	10	35	1.45	82	1.85	80	59	66	101		

Tier 3 Intervention Highlight:

Intervention Data Unlocked

<i>Pinecrest</i>	FALL: Number of Students working with Interventionist	Number of Students who exited services
Kindergarten	13	9 (69%)
1st Grade	5	0 (0%)
2nd Grade	8	0 (0%)
3rd Grade	5	0 (0%)
4th Grade	6	1 (17%)

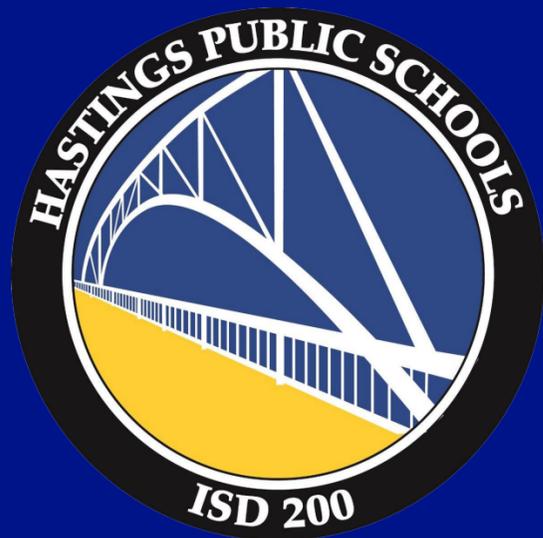
Fall Score	Observed		Weekly Observed		Weekly Goal		Predicted Score	End of Year		Benchmark Score	☰
	Fall Score	Winter Score	Growth Score	Growth %ile	Growth Score	Growth %ile		Goal Score	Benchmark Score		
4	4	0.00	11	3.74	100	4	66	101			
6	33	1.57	95	1.97	84	59	66	101			
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6	?	? 0.43	50	1.79	97	20	66	101			
7	39	1.85	96	1.62	71	70	66	101			
7	17	0.65	60	3.12	99	27	66	101			
7	27	1.16	85	2.35	93	46	66	101			
8	31	1.34	86	2.09	87	53	66	101			
9	45	2.08	95	1.26	53	80	66	101			
9	46	2.14	96	3.29	99	82	101	101			
10	35	1.45	82	1.85	80	59	66	101			

HMS Tier 3: Reading Lab (Daily 20-minute intervention)

CBM reading screener fall → winter growth				
	Flat Growth	Modest Growth	Typical Growth	Aggressive Growth
Grade 5	4 students	2 students	5 students	6 students
Grade 6	4 students	2 students	4 students	5 students

Instructional shifts:

- Implementing UFLI phonics instruction, Functional Morphology
- Small group setting, intentional scheduling, intervention + MTSS + curriculum teaming



**Hastings
Public Schools**

MATH

Students are the heart



of all we do

earlyMath Composites by Grade Level + Assessment Window			
	Fall	Winter	Spring
K	Matching Quantity Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Numeral Identification
1	Decomposing Numbers Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Place Value	Decomposing Numbers Place Value Story Problems

aMath: Grade 2-9

- Assess a student broad reading ability including phonics, vocabulary, comprehension and morphology/
- Provides estimate of overall reading skills
- Computer adaptive test (CAT)
- Not timed
- Items start at student's grade level
 - 30 items total
- Adjusts to be easier or harder based on student response

Winter Longitudinal Math Data:

earlyMath + aMath

	K	1	2	3	4	5	6	7	8	9
2021	NA*	NA*	52%	58%	60%					
2022	NA*	NA*	55%	63%	54%					
2023	NA*	NA*	51%	59%	62%	NA*				
2024	77%	79%	61%	64%	56%	70%	68%	65%	56%	
2025	75%	79%	63%	72%	59%	68%	72%	65%	62%	65%(F)

earlyMath + aMath Analysis:

- Currently **69% of students in grades 5-8 are achieving at or above grade-level expectations.**
- We are using this data to identify students in need of math intervention at HMS.
- **54% of students in grades 5-8 are making typical or accelerated progress.**

Elementary:

- 73% of K-4 students are achieving at or above grade level in mathematics.
- 64% of students are making typical or accelerated progress.
- This indicates that while our Tier 1 curriculum is having a positive impact it is important that we continue to revisit and refine our practices.
 - Bridges Work Places refresher

HMS Tier 3: Math Lab (Daily 20-minute intervention)

aMath fall → winter growth				
	Flat Growth	Modest Growth	Typical Growth	Aggressive Growth
Grade 5	1 student	3 students	5 students	0 students
Grade 6	0 students	5 students	5 students	1 student

Instructional shifts:

- Focus on fact fluency with incremental rehearsal
- Small group setting, intentional scheduling, intervention + MTSS + curriculum teaming