

# Ends Policy Update: 1.2 & 1.3



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# Our Approach

- Focus on what matters most
- Align what we teach, practice, and assess
- Use evidence as a driver
- Monitor Implementation and outcomes
- Learn and adjust based on results



# Intentional Decision Making

**PDSA Cycle:**  
**PLAN - DO - STUDY - ACT**



# ENDS POLICY 1.2

Each student is reading at grade level by the end of 3rd grade.



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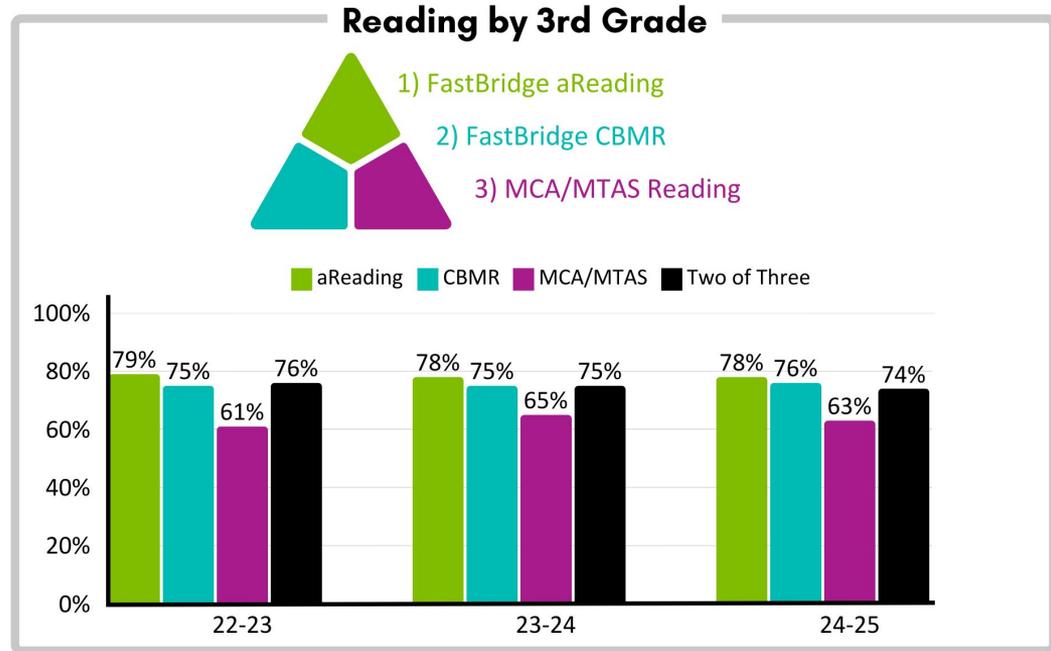
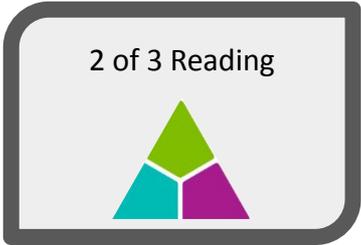
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# Ends Policy 1.2 Each student is reading at grade level by the end of 3rd grade.

## Targets:

- 3rd graders meeting 2 of 3 indicators: 80%

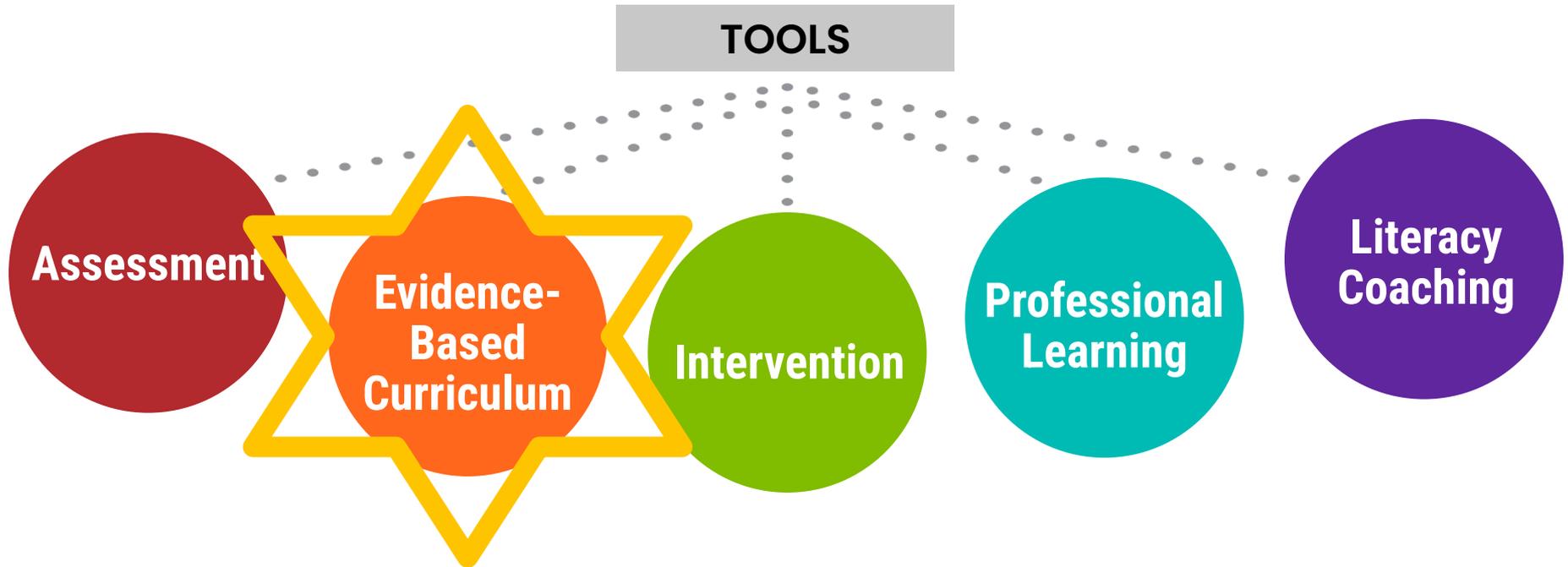




# Implementation



# READ Act: Every student reads at or above grade level each year





# ELA Instructional Vision

Develop a  
positive  
literacy  
identity

Read a wide  
variety of  
texts from  
diverse  
perspectives

Communicate  
effectively for  
a range of  
purposes

Think  
critically  
about literacy



# How are we building on our implementation?

## What's Familiar:

- Facilitation techniques
- **IDR & Conferring**
- Read aloud lessons
- Collaborative structures
- Integrated SEL
- Formative assessments (Class assessment Records)
- Student Journal Entries

## What's new:

- Student Goal setting
- **Book Clubs**
- Small Group Reading
- **Word Study**
- Fluency Practice
- Exit tickets
- Expanded ML Support
- Updated mentor texts and digital media

# Grades 3–5 Word Study

## In grade 3, students:

- Review polysyllabic words, syllable types
- Analyze base words, prefixes, and suffixes, and are introduced to roots

## In grades 4–5, students:

- Are introduced to word origins (etymology)
- Study Greek and Latin roots and affixes

## WORD STUDY DAY 1: Guided Spelling

### Materials

- *Word Study Notebooks*, page 73
- “Spelling Word Analysis 4” (P)

### IN THIS LESSON, THE STUDENTS:

- Use the guided spelling procedure to practice encoding
- Spell words with the prefix *trans-* and suffixes to build spelling knowledge
- Practice self-management and self-discipline by participating responsibly

### 1 Get Ready to Spell

Have the students get their *Word Study Notebooks* and stay at their desks. Remind the students that last week they talked about adding the prefix *t-r-a-n-s* to base words and combining it with roots. Ask and briefly discuss:

Q *What do you remember about the prefix t-r-a-n-s?*

Explain that today they will spell words with this prefix. They will also continue to spell words with suffixes they have learned.

### 2 Guide the Students' Spelling

✓ Have the students open to “Spelling Practice 4” on page 73 of their *Word Study Notebooks*.

**transport** “It is faster to transport the products by airplane than by road.”

Tell the students that the first word they will spell today is *transport*. Use *transport* in a sentence. Have the students say *transport*. Then ask:

Q *How many syllables are in transport? What are they? (two; trans-port)*

Q *What is the first syllable in transport? (tranz)*

Have the students write *trans* in the left-hand column. Then ask:

Q *What is the second syllable in transport? (port)*

Have the students write *port* next to *trans* to complete the word *transport*.

Write *transport* where everyone can see it. Have the students check their work and write the correct spelling, if necessary. Continue to use the established procedure to guide the students through spelling the remaining words.

**transported** “They transported the puppies in large crates.”

**transportable** “The game is stored in a small box so it is easily transportable.”

**transportation** “In the desert, camels are used for transportation.”

**translated** “My classmate translated the speech from English to Spanish.”

### Spelling Support

Continue to refer to the Spelling-Sound Chart and support the students in spelling long vowel and complex vowel sounds as needed.

transported: The syllable /ad/ at the end of a word is usually spelled *e-d*.

transportable: The schwa in the third syllable is spelled *a*.



# Word Study Instruction

## Syntax

- Students learn about sentence structure and develop a sense of how to use words correctly.

## Morphological Awareness

- Students learn to identify meaningful parts of words.

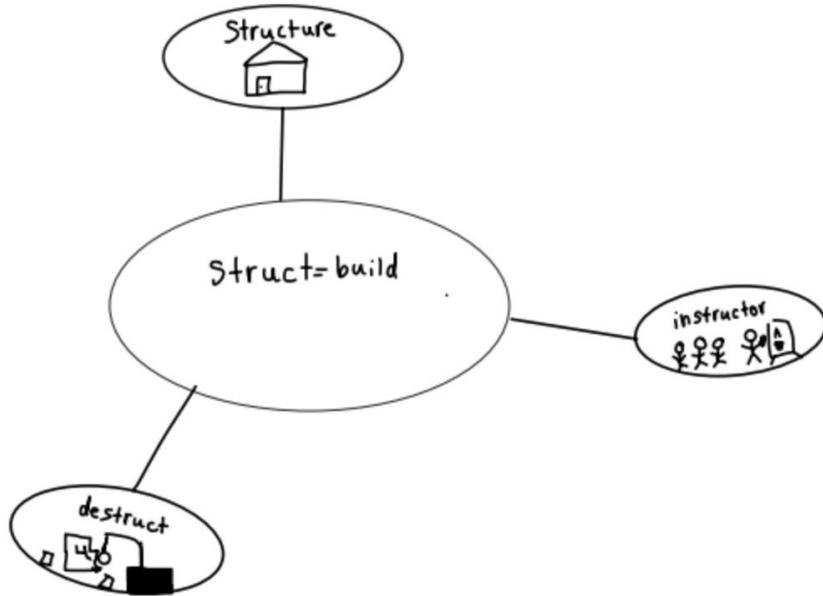
## Context and Word-Part Clues

- Students learn how to infer meanings of words by seeking out context clues.

## Independent Word-Learning Strategies

- Students learn strategies for determining the meanings of unknown words they encounter in their independent reading.

# Word Study in 5th Grade



Write each word from the first column under the appropriate category heading. Use the root in the word to help you categorize it. Some words may fit into more than one category.

Word	Movement/ Travel	Watching/ Viewing	Building/ Constructing	Listening/ Sound
telescope		telescope	Factory	audible
audible		vision		microphone
snowmobile	snowmobile	Spectacle		
vision		Videotape		
tractor	tractor			
microphone				
transport	transport			
motorist	motorist			
spectacle				



# Word Study in 5th Grade

## Word Collections

Word	What I Know or Have Learned About the Word
newts	a small animal with a long, slender body and tail, and four legs. Newts have smooth, moist skin. They are a kind of small salamander and are amphibians. They spend part of their lives in water and part on land.
heather	an evergreen plant that has tiny pink or purple flowers that are shaped like bells.
barley	a plant that is like grass and whose grains are used to make food.
poultry	Poultry is what we call meat that comes from birds. When we eat chicken or turkey, we are eating poultry. We also use the word "poultry" to talk about the birds themselves that people raise for food.
loomed	to appear or come into view, often as a very large, dim, or twisted shape.
paparazzi	a reporter or photographer, often free-lance, who aggressively seeks out celebrities in order to photograph them or write sensational articles about them for the popular media.
manatee	a mammal that lives in the ocean and has flippers for front legs. Manatees eat sea plants and are very gentle. Different kinds of manatees live near the shores or in coastal rivers.

## Individualized Daily Reading: *What are students doing?*

### Independent Reading

- Students read independently, practicing and applying strategies
- Students prepare for Small-Group Reading or Book Club discussions.

### Small-Group Reading

- Students meet in teacher-led small-group reading lessons focused on comprehension and generating independent thinking.

### Student-Led Book Clubs

- Students meet in a series of six teacher-led “Setting the Foundation” lessons.
- Students meet in student-led book club discussions.



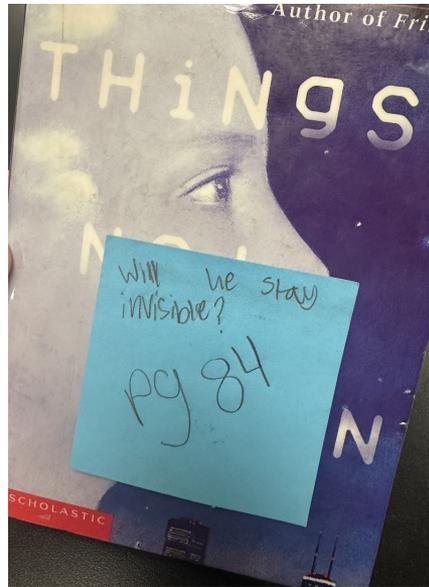
# Benefits of Student Led Book Clubs

- Increased engagement and reading stamina
- Vocabulary and oral language development
- Strengthened critical thinking
- Authentic, student driven application of ELA standards
- Increasing independence and agency





# Book Clubs



# Questions & Discussion on Ends 1.2



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# ENDS POLICY 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.



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# Review of the policy

**Ends Policy 1.3: Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.**

- Goal: The percentage of students in grades 3-8 proficient on the MCA/MTAS will increase two percentage points from the previous year's final results
  - Reading: +2 percentage points from 23-24 results
  - Math: +2 percentage points from 23-24 results
  - Science: +2 percentage points from 23-24 results
- Goal: Of 12th grade students who have taken the ACT and PreACT, 80% will meet or exceed the ACT score predicted by their PreACT
- Goal: The average GPA across each curriculum area of business, fine or applied arts, health, physical education, social studies, technology, and world language will increase by 0.1 from 23-24 results
- Goal: 40% of students (grades K-5) below grade level in reading/math will achieve aggressive growth from fall to spring
- Goal: The percentage of ML students meeting their growth target on the ACCESS/Alt ACCESS will increase 2 percentage points from the previous year's final results
  - +2 percentage points from 23-24 results



# Ends Policy 1.3

Each student achieves individual growth and proficiency expectations annually in, but not limited to, Language Arts, Math, and Science.

MCA/MTAS 3-8

SECONDARY:  
Pre-ACT and ACT

SECONDARY:  
Course Grades

ELEMENTARY:  
Aggressive Growth

ACCESS/Alt. ACCESS  
Growth

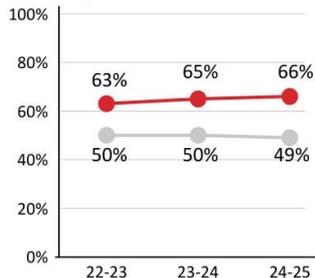
- Targets:
- Reading proficiency: 67%
  - Math proficiency: 61%
  - Science proficiency: 55%

## MCA & MTAS Proficiency

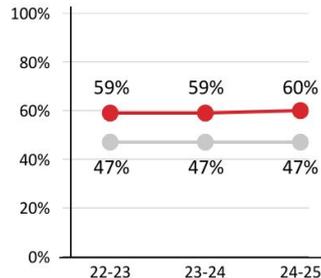
### Overall

■ EP ■ MN

#### Reading



#### Math





# Reading Overview

- Elementary Work
- Continued focus on Reading Intervention and Power Reading Program
- Secondary Literacy



# How are we strengthening our work?

- Building Fact Fluency
- District Formative Assessments
- Small Moves Big Gains



# Process

2 years of foundational work

Year 1:

- Steering Committee

Year 2:

- Curriculum Improvement Cycle (CIC)

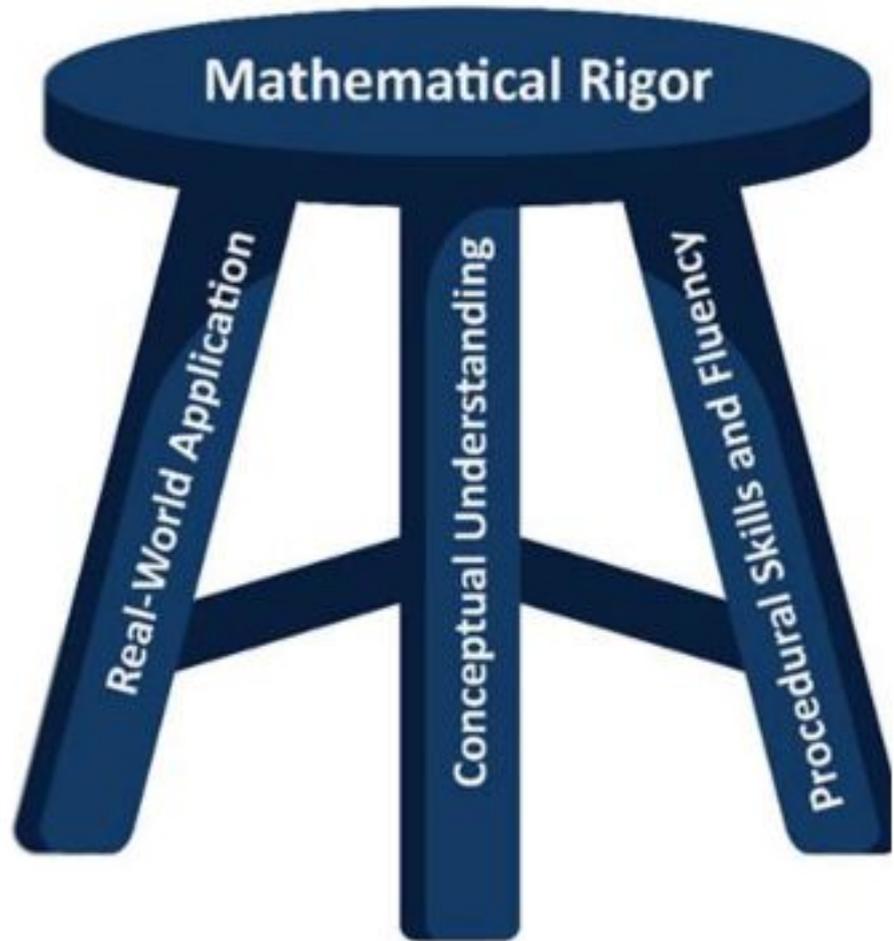


# Rigor

2022 MN Math Standards

**Pursue mathematical rigor with an equal intensity of conceptual understanding, application and procedural skill and fluency.**

(Funderburk et al., 2016)





# Math Instructional Vision

Develop a  
positive  
math  
identity

Collaborate  
within a  
math  
community

Understand  
how and why  
math  
concepts work

Use math  
procedures  
fluently

Apply math  
to real-world  
situations

# Typical Math Lesson

Teacher Responsibility

**I do**

Focused Instruction

**We Do / Whole class**

Guided Instruction

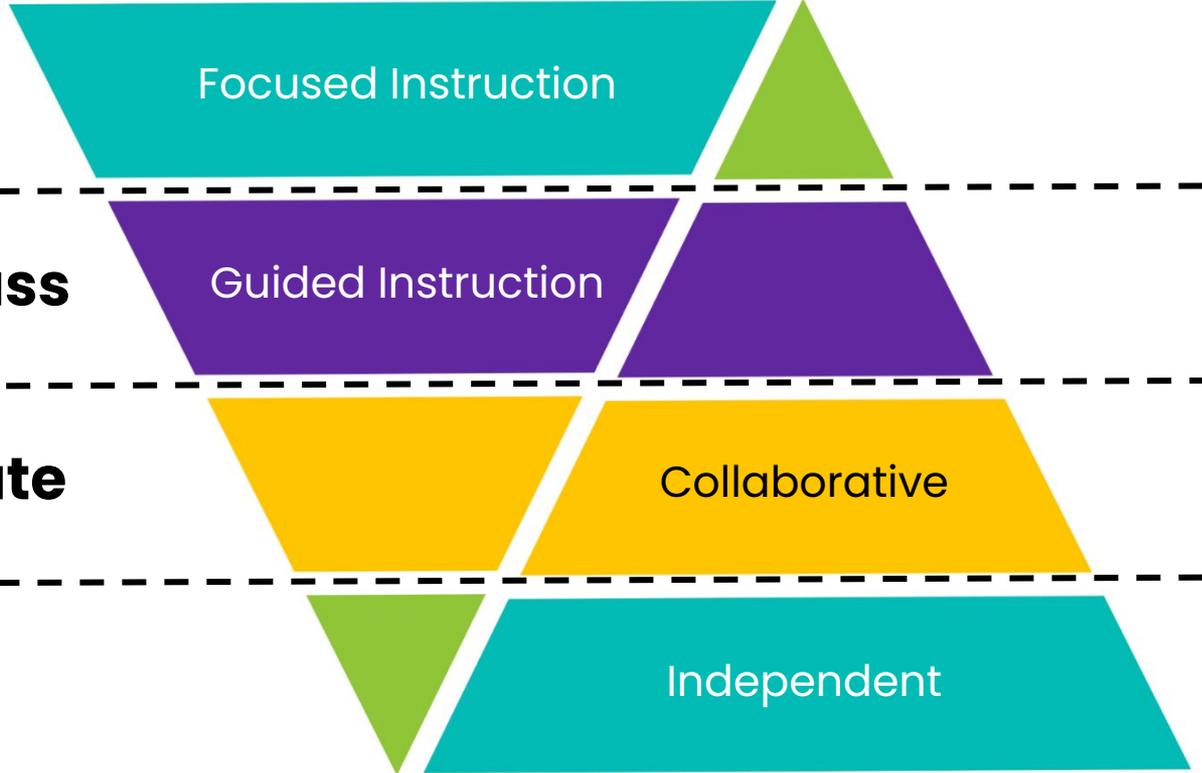
**We Do / Collaborate**

Collaborative

**You Do**

Independent

Student Responsibility



# Problem Based

Student Responsibility

**You Do**

**Independent  
Thinking**

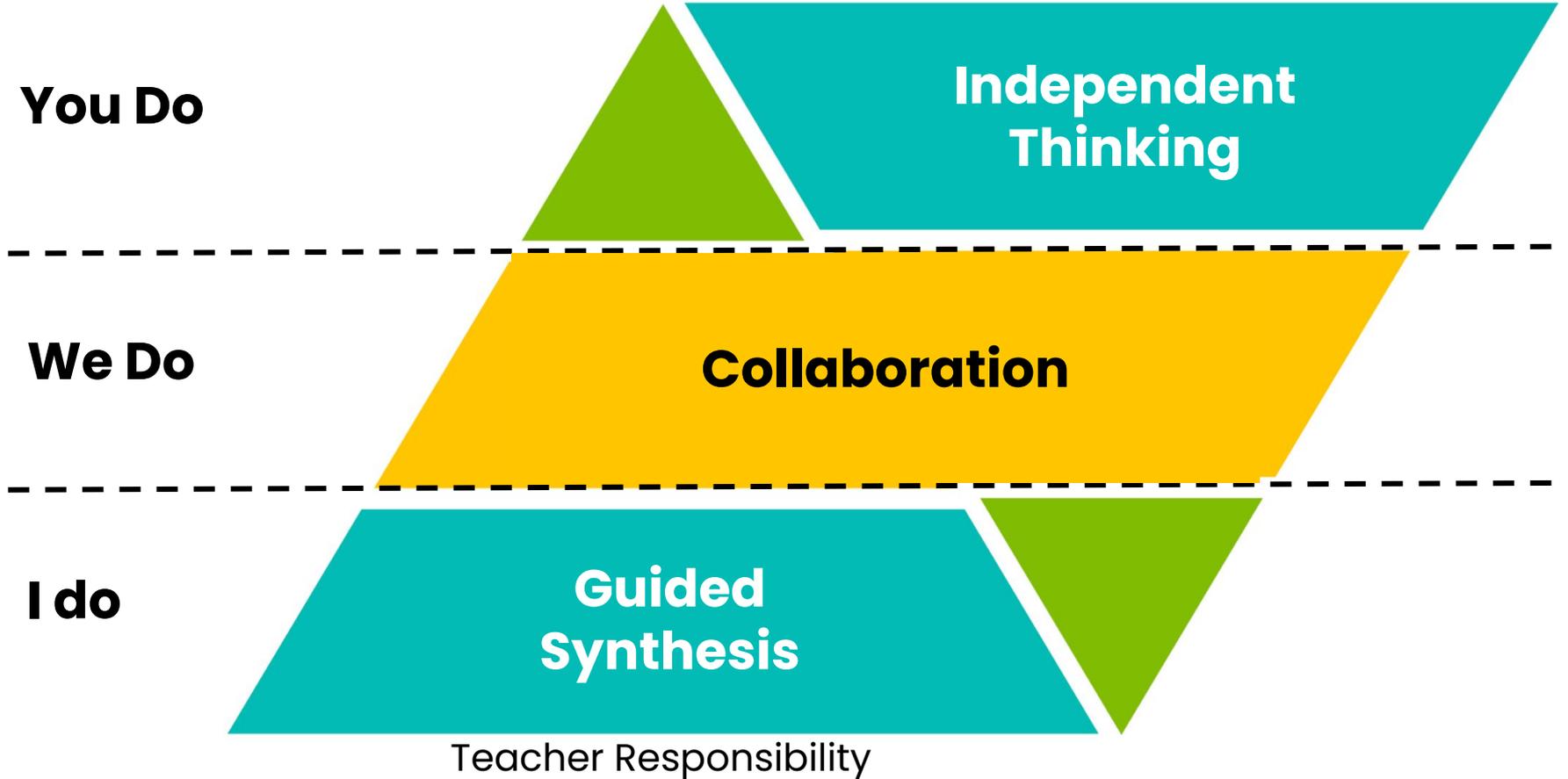
**We Do**

**Collaboration**

**I do**

**Guided  
Synthesis**

Teacher Responsibility





# Kindergarten Math



**MP1**

Make sense of problems and persevere in solving them

**MP3**

Construct viable arguments and critique the reasoning of others

**MP2**

Reason abstractly and quantitatively

**MP4**

Model with mathematics

**MP5**

Use appropriate tools strategically

**MP7**

Look for and make use of structure

**MP6**

Attend to precision

**MP8**

Look for and express regularity in repeated reasoning.

**2022 MN Academic Standards in Mathematics**  
Dimension 1  
The Math Practices (MP)

# ML Co-Teaching

Kathryn Adkins and Claudia Girod



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# Who are we?

## Kathryn Adkins

***Licensure: K-6 Elementary Education***

Math Teacher at CMS  
7th year in the district  
7th year teaching

## Claudia Girod

***Licensure: K-12 English as a Second Language and 5-12 Communication Arts & Literature***

ML Teacher at EPHS and CMS  
1st year in the district  
5th year teaching

# **CMS**

## **2025 – 2026**

**Math 6**

**New Curriculum**

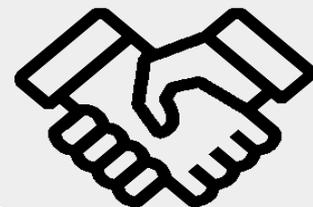
**i classroom**

**Illustrative Math**

2 Co-Taught class  
periods

Shared 7th hour  
Prep

*Year Long  
Partnership*





# How it works

- Math Teacher creates lesson from curriculum in advance
  - Co-teacher (ML) will look over lesson and provide appropriate scaffolds
- Team Teaching is our most used model
  - Small group/ Partner Work/ or Vertical Whiteboards
  - Share grading responsibilities



# What we're able to do

- Better meet the needs of all students
- Build more meaningful relationships
  - Classroom management
- Identify and address gaps
- Provide more timely feedback
- Enhances Critical thinking
  - Help guide discussions to further thinking



# Opportunity Gap

- MLs (Multilingual Learners)
  - Access to prior knowledge
  - More appropriate scaffolds
  - Vocab is pre taught
    - ELD Content is a benefit (sheltered instruction)
- Diverse Learners
  - Differentiated
  - Microlearning

# Questions & Discussion on Ends 1.3



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