

School Student Achievement Data District Accountability: NWEA MAP Testing

Percentage of Students Meeting or Exceeding Proficiency

Kindergarten

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	N/A	N/A	N/A	13.50%	N/A	15.40%	N/A	covid	N/A	18.87%
Mathematics	N/A	N/A	N/A	28.40%	N/A	16.70%	N/A	covid	N/A	33.38%

GRADE 1

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	N/A	N/A	N/A	20.40%	N/A	14.90%	N/A	covid	N/A	17.53%
Mathematics	N/A	N/A	N/A	29%	N/A	21.60%	N/A	covid	N/A	21.05%

GRADE 2

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	N/A	16.20%	N/A	28.90%	N/A	33.30%	N/A	covid	N/A	30.34%
Mathematics	N/A	7%	N/A	30%	N/A	30.30%	N/A	covid	N/A	29.27%

GRADE 3

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	N/A	13%		31%	37%	33%	N/A	covid	N/A	34%
Mathematics	N/A	14%		37%	41%	32%	N/A	covid	N/A	28%

GRADE 4

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	5%	6%		18%	36%	44%	N/A	covid	N/A	28%
Mathematics	5%	2%		18%	34%	37%	N/A	covid	N/A	26%

GRADE 5

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	8%	11%		32%	38%	28%	N/A	covid	N/A	26%
Mathematics	6%	1%		17%	30%	31%	N/A	covid	N/A	20%

GRADE 6

	2009-2010	2014-2015		2018-2019		2019-2020		2020-2021		2021-2022
SUBJECT	School	School	State	School	State	School	State	School	State	School
English	6%	15%		29%	35%	46%	N/A	covid	N/A	33%
Mathematics	8%	7%		12%	25%	31%	N/A	covid	N/A	26%

Spring 2021-2022



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cicero School District 99

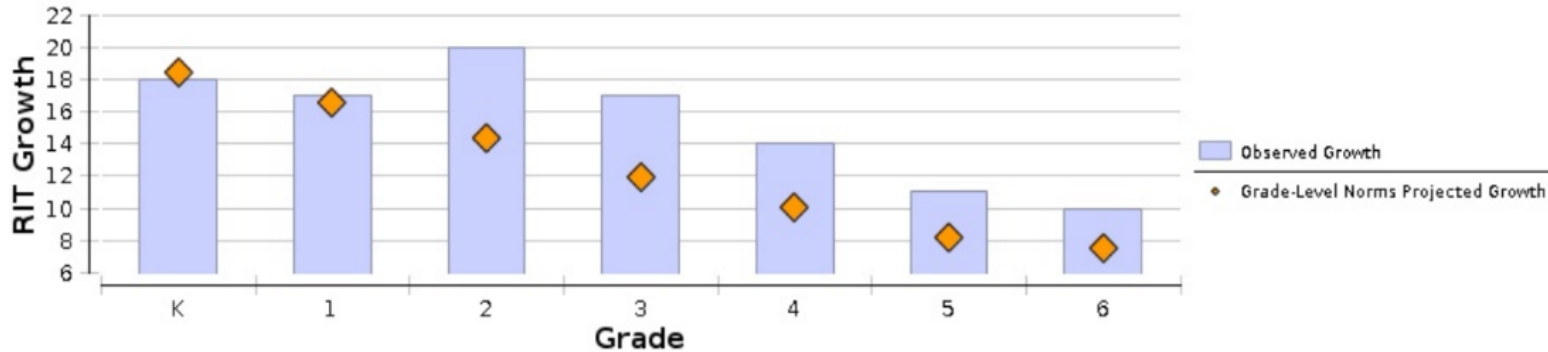
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Burnham School

Math: Math K-12

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against									
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	88	133.6	9.7	14	151.9	11.5	16	18	1.0	18.4	-0.05	48	88	43	49	43	
1	87	150.9	13.2	6	167.4	13.6	7	17	0.9	16.6	-0.04	48	87	38	44	43	
2	79	160.7	9.8	1	180.2	13.0	7	20	1.0	14.3	2.30	99	79	52	66	71	
3	83	174.4	12.1	1	191.3	14.6	7	17	0.9	12.0	2.35	99	83	56	67	71	
4	106	185.5	12.6	2	199.5	16.2	7	14	0.9	10.1	1.98	98	106	68	64	66	
5	89	193.8	13.0	2	205.1	15.1	5	11	0.9	8.2	1.34	91	89	56	63	55	
6	114	203.8	14.7	8	213.5	15.2	14	10	0.7	7.5	1.00	84	114	64	56	61	

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.
^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cicero School District 99

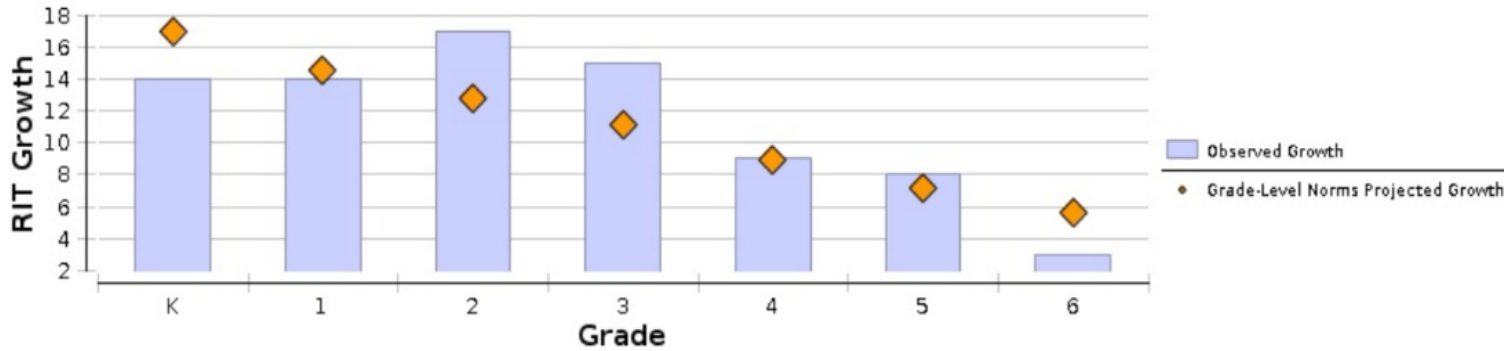
Norms Reference Data: 2020 and User Norms¹
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Burnham School

Language Arts:
 Reading

Grade (Spring 2022)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	84	131.2	9.4	15	144.9	10.7	6	14	0.9	17.0	-1.36	9	84	24	29	28
1	88	145.3	13.1	2	159.2	14.2	3	14	0.9	14.5	-0.24	40	88	42	48	44
2	79	156.5	13.7	1	173.6	15.8	5	17	1.2	12.7	1.73	96	79	41	52	49
3	82	172.1	15.1	2	186.8	18.1	8	15	1.6	11.1	1.68	95	82	47	57	65
4	105	183.4	18.0	3	192.3	18.4	4	9	0.9	8.9	0.00	50	105	48	46	43
5	90	191.0	15.2	3	198.7	16.8	4	8	0.9	7.2	0.25	60	90	48	53	49
6	114	203.9	15.7	19	207.2	16.7	12	3	0.9	5.6	-1.30	10	114	48	42	36

Language Arts: Reading



Explanatory Notes

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‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.





Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cicero School District 99

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
 End - 32 (Spring 2022)

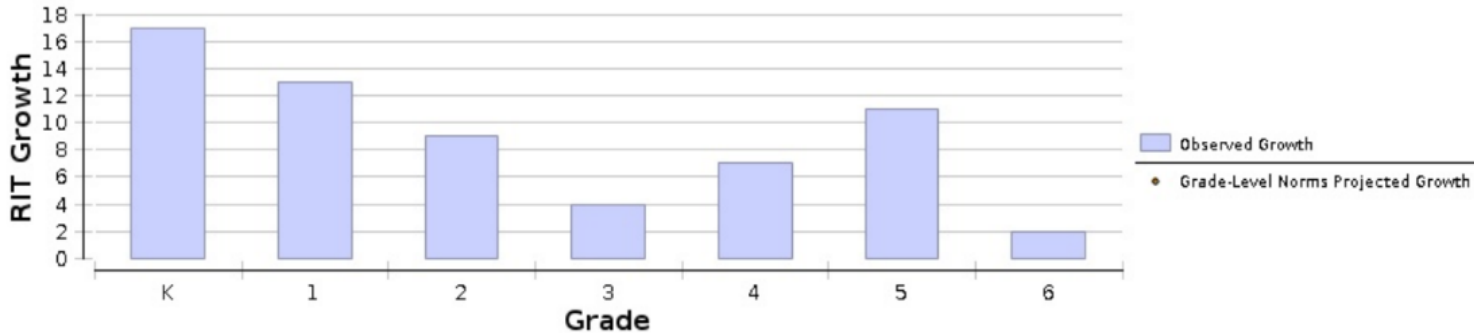
Grouping: None
Small Group Display: No

Burnham School

Language Arts:
 Reading (Spanish)

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods							Growth Evaluated Against						
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection
K	45	129.1	6.4	145.9	10.3	17	1.5	45	20	44	45				
1	45	148.9	12.1	162.2	14.0	13	1.2	45	12	27	35				
2	32	165.6	6.3	174.2	11.4	9	1.9	32	10	31	27				
3	22	168.1	7.5	172.0	9.4	4	2.2	22	7	32	28				
4	19	174.7	11.0	182.2	11.0	7	1.8	19	6	32	28				
5	11	180.4	12.9	190.8	14.1	11	2.4	11	5	45	47				
6	13	189.0	9.5	190.5	12.1	2	2.5	13	2	15	11				

Language Arts: Reading (Spanish)



Explanatory Notes

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[‡]Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

Aggregate by School

Term: Spring 2021-2022
District: Cicero School District 99

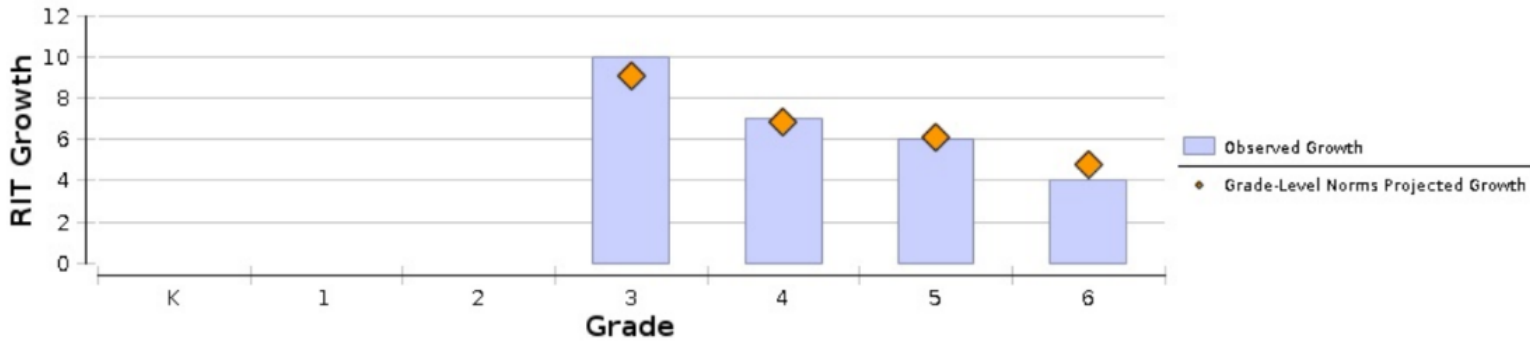
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2021 - Spring 2022
Weeks of Instruction: Start - 4 (Fall 2021)
End - 32 (Spring 2022)
Grouping: None
Small Group Display: No

Burnham School

Science: Science K-12

Grade (Spring 2022)	Total Number of Growth Events [‡]	Comparison Periods							Growth Evaluated Against								
		Fall 2021			Spring 2022			Growth		Grade-Level Norms			Student Norms				
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	0	**			**			**					**				
3	80	178.6	10.9	6	189.0	11.5	12	10	0.8	9.0	0.57	71	80	46	58	55	
4	104	187.1	11.5	9	194.5	12.7	12	7	0.8	6.9	0.27	60	104	54	52	50	
5	89	191.7	10.9	7	197.6	10.7	8	6	0.8	6.1	-0.09	46	89	40	45	42	
6	114	200.1	10.8	27	203.9	12.6	23	4	0.7	4.7	-0.45	33	114	51	45	41	

Science: Science K-12



Explanatory Notes

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^{**} Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
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Spring 2009-2010



Student Growth Summary Report

Aggregate by School

Term: Spring 2009-2010
 District: Cicero School District 99

Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2009 - Spring 2010
 Weeks of Instruction: Start - 4 (Fall 2009)
 End - 32 (Spring 2010)

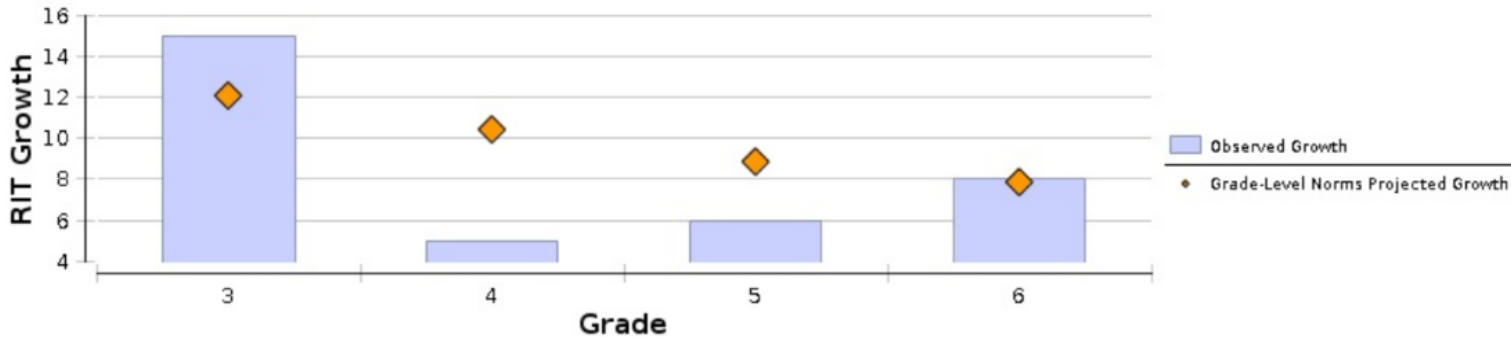
Grouping: None
 Small Group Display: No

Burnham School

Math: Math K-12

Grade (Spring 2010)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Fall 2009			Spring 2010			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	126	177.4	12.2	3	192.7	11.4	10	15	0.8	12.1	1.52	94	126	85	67	68
4	149	191.0	12.6	10	196.2	12.0	3	5	0.7	10.4	-2.64	1	149	33	22	17
5	120	200.8	11.3	13	207.1	12.9	8	6	0.8	8.8	-1.09	14	120	42	35	29
6	91	209.8	12.3	26	217.3	13.1	26	8	0.8	7.9	-0.16	44	91	43	47	43

Math: Math K-12



Explanatory Notes

‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by School

Term: Spring 2009-2010
 District: Cicero School District 99

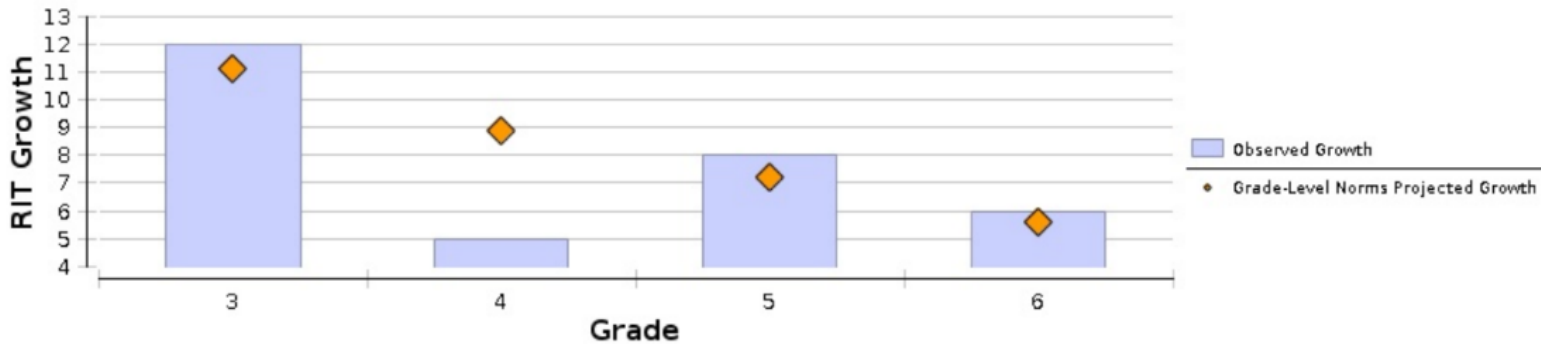
Norms Reference Data: 2020 Norms.
 Growth Comparison Period: Fall 2009 - Spring 2010
 Weeks of Instruction: Start - 4 (Fall 2009)
 End - 32 (Spring 2010)
 Grouping: None
 Small Group Display: No

Burnham School

Language Arts:
 Reading

Grade (Spring 2010)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2009			Spring 2010			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
3	180	173.0	16.0	3	184.8	17.3	4	12	0.8	11.1	0.33	63	180	84	47	45
4	198	183.7	16.6	4	188.8	16.7	1	5	0.8	8.9	-1.83	3	198	60	30	25
5	122	191.0	16.3	3	199.0	14.4	4	8	1.0	7.2	0.40	66	122	56	46	44
6	100	203.6	11.3	18	209.2	11.6	19	6	0.9	5.6	0.01	50	100	49	49	47

Language Arts: Reading



Explanatory Notes
 ‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



CICERO SCHOOL DISTRICT 99

Overall Growth Summary (2021-2022)

School:

BURNHAM ELEMENTARY

Growth Year: **2021-2022**

Growth Comparison Group: **Local District**

Term: **Winter**

Overall Growth

+ 0.40 **Higher than Expected Growth**

Student Growth by Subject

Subject	Student Count [^]	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth Effect Size
Mathematics	386	8%	30%	57%	13%	+ 0.31
Reading	384	14%	34%	56%	10%	+ 0.51
ALL	390	11%	32%	56%	12%	+ 0.40
EXPECTED			16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

[^] Student count only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

iReady - Math Growth 2021-2022

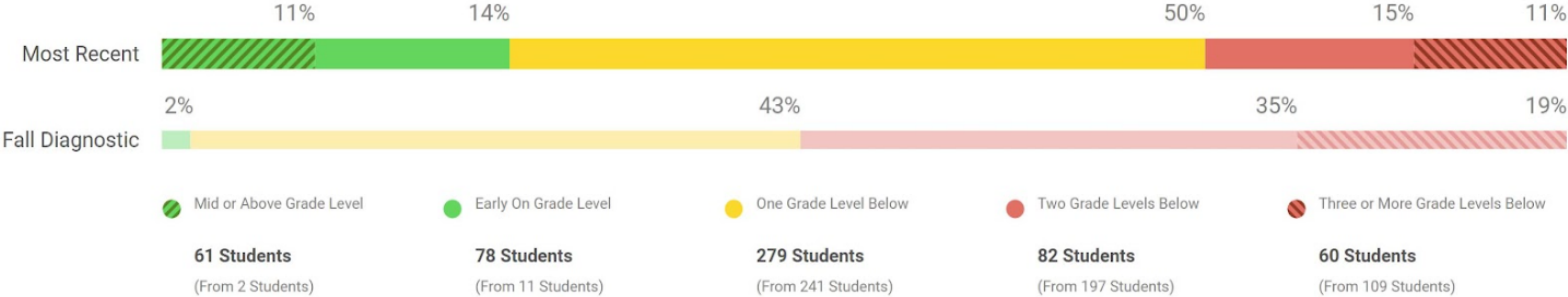
Academic Year: | Diagnostic: | Prior Diagnostic:

08/30/21 - 11/17/21

Criterion Referenced

Overall Placement

Students Assessed/Total: 560/595



[The Mapping Between 5-Level and 3-Level Placements](#)

iReady - Math Growth 2201-2022 by grade level

8/3/22, 8:22 AM

iReady by grade level.JPG

Showing 6 of 6

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Most Recent		25%	17%	58%	0%	0%	89/102
	Fall Diagnostic		1%	3%	96%	0%	0%	
Grade 1	Most Recent		12%	11%	69%	8%	0%	95/97
	Fall Diagnostic		0%	0%	61%	39%	0%	
Grade 2	Most Recent		4%	7%	65%	24%	0%	84/88
	Fall Diagnostic		0%	1%	27%	71%	0%	
Grade 3	Most Recent		10%	15%	46%	17%	11%	87/91
	Fall Diagnostic		0%	0%	22%	48%	30%	
Grade 4	Most Recent		10%	19%	35%	18%	19%	113/122
	Fall Diagnostic		0%	4%	27%	31%	39%	
Grade 5	Most Recent		5%	14%	29%	21%	30%	92/95
	Fall Diagnostic		1%	3%	28%	25%	42%	

CFA (Common Formative Assessments) data MATH - 1st Grade

Unit 2 lessons 11-15									
Mid Unit MD.1					End of Unit MD.1				
		4-5	2-3.5	0-1.5			9	7-8	0-6
Room # & Teacher	#Tested				Room # & Teacher	#Tested			
I12-Carlson	26	14	10	2	I12-Carlson	26	16	1	9
I14-Buzzelli	25	11	12	2	I14-Buzelli	25	10	15	0
I15-Montoya	22	12	6	4	I15-Montoya	22	7	9	5
I16-Villanueva	24	12	6	6	I16-Villanueva	24	14	6	4
Total	97	49	34	14	Total	97	47	31	18
% Met		50.52%	35.05%	14.43%	% Met		48.45%	31.96%	18.56%

Sample Team Agenda 4th Grade

Meeting Agenda / Action Record

TEAM NAME: 4th Grade PLC

DATE: Tuesday, March 8, 2022

NORMS OF COLLABORATION:

Arrive on time, be prepared with necessary materials, data and documents. Be respectful of each other and stay on task and keep side conversations to a minimum. Keep an open mind and be flexible. Collaboration, and sharing resources is welcomed and appreciated.

TEAM ROLES: "Facilitator Rotation Weekly Schedule"

FACILITATOR	Luis Ramirez	in charge of meeting topics, desired outcomes & agenda items for next meeting
DATA ANALYZER	Micah Sytsma	In charge of articles & artifacts that need to be attached for this meeting
RECORDER	Denise Hanz	In charge of discussion & summary notes
TASK MANAGER	Nicki Romanelli	In charge of keeping members focused and on topic Help load artifacts and links to the agenda
TIME KEEPER	Marie Raleigh	In charge of purpose & goals for this meeting

TEAM MEMBERS PRESENT

★ Denise Hanz, Marie Raleigh, Luis Ramirez, Nicki Romanelli, Micah Sytsma

TEAM MEMBERS ABSENT

★ all present

PURPOSE/GOAL(S)/FOCUS FOR THIS MEETING

- MATH Data Unit 4 Lesson 21 A Problem 3 -CFA . Go over data and update backwards plan
- Create reading sample for March- Not needed
- Where are we with Pacing? Data? Backwards Planning?

DISCUSSION/DECISION:

fill in data backwards planning Google form: reflection: math lesson 21-24 add and subtract mixed numbers with common denominators: mid unit 21A: CFA: problem# 3: 60% will meet. 89% meet (but it was true/false without regrouping...converting improper to mixed fractions)

CSA: give by Friday of spring break: data for problem#3.

Reading 3A end of unit CSA: give by spring break

G4 - BURNHAM: U4 Lesson 17-20 BP 21-22

G4 - BURNHAM: U4 Lesson 21-24 BP 21-22

Raleigh - March

- [Student of the Month \(K - 6\) \(2021 - 2022\)](#)

By the end of March - all teachers should fill in their Star Student winners

- [Monthly PBS Star Student Winners- COMPLETE THIS FORM FROM NOW ON.](#)

Analyze data: (what is completed? what is not?)

- **MATH:**

- Unit 4 (Lessons 17-20) - **CSA** - 3/1/22 - Problem #3
 - [G4 U4 Lesson 17-20 Assessment](#)
- Unit 4 (Lessons 21-24) - CFA (DUE March 8th)
 - [Lesson 21 Comprehension Check A - problem #3](#)
- Unit 4 (Lessons 21-24) - CFA - Reteach (Due March 17th)
 - [Lesson 21 Comprehension Check B - problem #3](#)
- Unit 4 (Lessons 21-24) - CSA (Due by March 25th)
 - [G4 U4 Lesson \(21-24\) 21-22](#)

- **READING:**

- Unit 3 - Module A - CFA (I think we're done with this??)
- Unit 3 - Module A - CFA - Reteach
 - [please put link here for CFA Reteach](#)
- Unit 3 - Module A - **CSA** - give by 3/18 (analyze data 3/22)
 - [FINAL Summative Assessment Grade 4 U3MA](#)

Agenda Items for Next Meeting:

Reading

[Unit 3A backwards planning document](#)

Math

Artifacts Attached from This Meeting:

[Kara's Coaching Corner](#)

[Facilitator Rotation Weekly Schedule](#)

[Student of the Month \(K - 6\) \(2021 - 2022\)](#)

[Monthly PBS Star Student Winners- COMPLETE THIS FORM...](#)

[MasteryConnect - Reading Unit/Module Dates](#)

[Online Math Virtual Manipulatives](#)

Action Steps:

Review Norms

1. Show up on time to the meeting.
2. Come to the meeting prepared and with appropriate data and materials.
3. Stay focused on the agenda during the meeting.
4. All
5. Allow each member of the team to be heard and no sidebar conversations.
6. Respect others opinions

Open with ▼

MARCH						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	HOL	8	9	10	11	12
13	14	TI	16	17	EQ	19
20	21	FPT*	RCP	24	25	26
27	SPRING BREAK					
						17

UPCOMING DATES	
Building Meeting	March 9
Open Wednesdays	March 2 March 16
Legal Holiday - "Casimir Pulaski Day"	March 7
Teacher Institute Day	March 15
Parent/Teacher Conferences	March 22
End of Quarter	March 18
Report Card Prep	March 23
Report Card Grades Due	April 4

1st Qtr Priority Standards and Proficiency Scales by Grade Level

☰ Second Quarter Priority Standards Only 21-22

☰ Third Quarter Priority Standards Only 21-22

Fourth Grade Powerschool Grading Checklist

Powerschool and Standard Based Grading

☰ Health/SEL Grade 4 At-A-Glance 21-22

☰ Science Grade 4 Year Grade At-A-Glance 21-22

Social Studies Grade 4 "At-A-Glance" 21-22

Please go to the next few pages
to get detailed information regarding
Math and Reading pacing

Fourth Grade - Math Pacing Guide - 2021/2022

cont. Unit 4: Fractions: Addition, Subtraction, and Multiplication Lesson (Lesson 21 - Lesson 24)	18	Feb 15 - Mar 16	4.NF.4 4.NF.3(c-d)
cont. Unit 4: Fractions: Addition, Subtraction, and Multiplication Lesson (Lesson 25 - Lesson 29)	22	Mar 17 - Apr 26	4.NF.7 4.MD.2

FEBRUARY					MARCH				
M	T	W	T	F	M	T	W	T	F
	1	2	3	4		1	2	3	4
7	8	9	10	11	7	8	9	10	11
14	15	16	17	18	14	15	16	17	18
21	22	23	24	25	21	22	23	24	25
28					28	29	30	31	

Fourth Grade - Reading Pacing Guide - 2021/2022

ReadyGEN Instructional Unit/Module	Reading Priority standards	Number of Instructional Days	Summative Assessment	Begin and End Dates for the Module
Unit 3 Module A	RI.4.1 RI.4.2	39 days	Administer Unit 3 Module A by 3/18/2022	1/18/2022 - 3/18/2022
Unit 3 Module B	RI.4.3 RI.4.4	44 days	Administer Unit 3 Module B by 6/1/2022	3/21/22 - 6/1/2022

JANUARY	FEBRUARY	MARCH												
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
						1	2	3	4		1	2	3	4
3	4	5	6	7	7	8	9	10	11	7	8	9	10	11
10	11	12	13	14	14	15	16	17	18	14	15	16	17	18
17	18	19	20	21	21	22	23	24	25	21	22	23	24	25
24	25	26	27	28	28					28	29	30	31	
31														

Sample SMART Goals & Backwards Planning Document

Building Worthy Target (READING): During the 2021-2022 school year, we will increase the number of students who are meeting or exceeding grade level norms in reading by 9.5% as determined by MAP.			
Grade Level / Content Area PLC SMART Goal: 4th Grade Reading meets or exceeds grade level norms in reading by 9.5% as determined by MAP.			
UNIT SMART Goal:			
60% of students will be able to . . . Students will be able to refer to details in the text and use their schema to create a strong inference from the text.			
What do we want the students to learn? Content: Reading Unit: 4B CCSS: RL.4.1			
Desired Outcome: Students will be able to... Students will be able to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.			
Enduring Understanding (Big Ideas): I want my students to understand... how to use prior knowledge and specific details within a text to create a strong inference.			
Desired Results			
Priority Standards	Essential Questions	Proficiency Scale	I Can Statements
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	How do readers use text to explain information and ideas?	RL.4.1	I can use details and examples to explain what the text says. I can make inferences from texts by referring to details and examples from the text.
What CFA will be used?	What anchor activities & instructional strategies will be used?	When will CFA be given?	When will data be normed, scored and analyzed?
Unit 4B CFA	-Unit 4b pre -assessment -Unit 4b Assessment Review -Unit 4b Reteach/Exit Tickets	December 22nd, 2021	January 11th, 2021
Learning Experiences			
Academic Vocabulary/Phrasing	Texts/Lessons		Additional Resources
drawing inferences explicit key details examples literary text textual evidence logical inferences	Tale of Two Poggles (Supporting Text) The Boy Who Invented TV (Text Collection)		Teacher's Guide (Page 200-211) Anchor Text: Using Money Digital Resources for Modules of Instruction

Percentage of students who met the SMART goal target at mid-unit:	76%
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Adjusted UNIT SMART Goal (based on mid-unit assessment):

70% of students will be able to . . . Studentns will be able to refer to details in the text and use their schema to create a strong inference from the text.

How will we respond when learning HAS NOT occurred?		How will we respond when learning HAS occurred?
What reteaching strategies will be utilized? (small group, deploy,...)		What extension strategies will be utilized?
Small group instruction Iready		Small Group Enrichment
		How will we know students can apply concept to everyday situations?
<u>CFA</u> Percentage of students who met the SMART goal target after re-teaching :	83%	Students can infer in social situations.

End of Unit Summative Assessment Results

Percentage of students who met the Unit SMART goal target:	<u> 75 </u> %
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Team Members Present: Hanz, Romanelli, Sytsma, Han	Date(s): 2/1/22
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Sample Student Goal Setting for Reading and Math



Student Goal Slides for MAP Reading and Math Spanish Slides at the end

Beginning of the Year Score - 186		Middle of the Year Score - 193		End of Year Score - 197	
My Goal is: 186		My Goal is:			
My actual score is:	180	My actual score is:		My actual score is:	
		My Total +/-		My Total +/-	

Based on the Norms that Jen has given us you would put those scores at the top for your grade level. In the Blue, Green, and Red at the bottom is where the students put what they actually scored on the MAP. Then they would make a goal for themselves. "My Total +/-" is where the students would track how much did growth or decrease their score from

Beginning of the Year Score - 186		Middle of the Year Score - 193		End of Year Score - 197	
	Exceeded		Exceeded		Exceeded
	Did meet		Did meet		Did meet
My score:	Did not meet	My score:	Did not meet	My score:	Did not meet
Winter Goal:		My Total +/-		My Total +/-	
		Spring Goal:			
Action Steps:		Action Steps:		Action Steps:	

Based on the Norms that Jen has given us you would put those scores at the top for your grade level. In the Blue, Green, and Read at the bottom is where the students put what they actually scored on the MAP. Then they would make a goal for themselves. "My Total +/-" is where the students would track how much did growth or decrease their score from previous.

READING - 3RD GRADE GOAL

Example of what it might look like by the end of the year. The student would then color their graph based on three levels.

Beginning of the Year Score - 186		Middle of the Year Score - 193		End of Year Score - 197	
	Exceeded		Exceeded		Exceeded
	Did meet		Did meet		Did meet
My score: 180	Did not meet	My score: 187	Did not meet	My score: 198	Did not meet
Winter Goal:	186	My Total +/-	+7	My Total +/-	+11
		Spring Goal:	197		
Action Steps:		Action Steps:		Action Steps:	

READING

Beginning of the Year Score -		Middle of the Year Score -		End of Year Score -	
	Exceeded		Exceeded		Exceeded
	Did meet		Did meet		Did meet
My score:	Did not meet	My score:	Did not meet	My score:	Did not meet
Winter Goal:		My Total +/-		My Total +/-	
		Spring Goal:			
Action Steps:		Action Steps:		Action Steps:	

MATH

Beginning of the Year Score -		Middle of the Year Score -		End of Year Score -	
	Exceeded		Exceeded		Exceeded
	Did meet		Did meet		Did meet
My score:	Did not meet	My score:	Did not meet	My score:	Did not meet
Winter Goal:		My Total +/-		My Total +/-	
		Spring Goal:			
Action Steps:		Action Steps:		Action Steps:	

LECTURA

Comienzo del Año Calificación esperada -		A mediados del Año Calificación esperada -		Fin de Año Calificación esperada -	
	Excedió la meta		Cumplió la meta		Cumplió la meta
	Cumplió la meta		Cumplió la meta		Cumplió la meta
Mi calificación:	No llegó a la meta	Mi calificación:	No llegó a la meta	Mi calificación:	No llegó a la meta
Mi meta para el invierno:		Mi meta para la primavera:		Mi meta para después del verano:	
Pasos de acción:		Pasos de acción:		Pasos de acción:	

MATEMÁTICAS

Comienzo del Año Calificación esperada -		A mediados del Año Calificación esperada -		Fin de Año Calificación esperada -	
	Excedió la meta		Cumplió la meta		Cumplió la meta
	Cumplió la meta		Cumplió la meta		Cumplió la meta
Mi calificación:	No llegó a la meta	Mi calificación:	No llegó a la meta	Mi calificación:	No llegó a la meta
Mi meta para el invierno:		Mi meta para la primavera:		Mi meta para después del verano:	
Pasos a seguir:		Pasos a seguir:		Pasos a seguir:	

Student samples were collected throughout the year supporting
priority standards

4-29-22

Name _____

April Math Student Sample

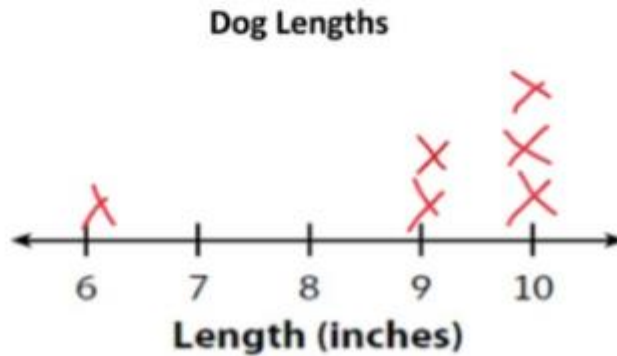
2. MD.9

Complete the line plot by placing the x's in the correct place.

1. Ethan measures the lengths of some dogs.

- Two Chihuahuas are 9 inches long.
- Three Pugs are 10 inches long.
- One Poodle is 6 inches long.

Use the measurements to help Ethan complete the line plot.



Sample SMART Goal

READING Building Worthy Target:			
Grade Level / Content Area PLC SMART Goal:			
UNIT SMART Goal:			
By the end of Unit 2 Module A/P 70% of first graders will show mastery asking and answering questions and retelling the story using key details in a text by scoring a 66% on the Module A/P PBA.			
What do we want the students to learn?		Content: READING	Unit: 2A
CCSS: RL.1.1			
Desired Outcome: Students will be able to ask and answer questions about key details in a text.			
Enduring Understanding (Big Ideas): I want my students to understand that illustrations and details in a text help them answer questions related to the text. I also want my students to understand that citizenship begins with becoming a contributing member of a classroom community.			
Desired Results			
Priority Standards	Essential Questions	PS	I Can Statements
RL.1.1 Ask and answer questions about key details in a text.	What do readers do to answer questions about literary texts?	RL.1.1 Ask and answer questions about key details in a text.	I can ask and answer questions using key details in a text.
What CFA will be used?	What anchor activities & instructional strategies will be used?	When will CFA be given?	When will data be normed, scored and analyzed?
Mid-Module (1 question exit ticket), Module A/P PBA	Small group guided reading, partners, whole group, vocabulary instruction	Mid Module CFA: 9/18, PBA	PLC on 10/05
Learning Experiences			
Academic Vocabulary/Phrasing	Texts/Lessons	Additional Resources	

Retell Fine Fine School and Recess Queen	A Fine, Fine School The Recess Queen The Rodeo School Bus Countdown to Recess	At Scaffolded Strategies Handbook: Part 1 Unlock the Text (Pages 36-44); Part 4 Unlock Language Learning; (Pages 403-407) resources Online
Percentage of students who met the SMART goal target at mid-unit:	68%	
Adjusted UNIT SMART Goal (based on mid-unit assessment):		
How will we respond when learning HAS NOT occurred?	How will we respond when learning HAS occurred?	
What reteaching strategies will be utilized? (small group, deploy,...)	What extension strategies will be utilized?	
Small group, more graphic organizers	Using harder texts, more inferencing needed	
How will we know if re-teaching was successful?	How will we know students can apply concept to everyday situations?	
CEA Percentage of students who met the SMART goal target after re-teaching :	What lesson can we learn? Ask during small group and throughout the day.	
End of Unit Summative Assessment Results		
Percentage of students who met the Unit SMART goal target:	75%	
Team Members Present: _____ Date(s): _____		

Math Challenge for Students (Student names are blacked out.)

December 5th Grade (We monitored K-6, this is just a sample.)

A	B	C	D	E	F	G	H	I	J
	Room number	Lesson Time-on-Task (Mins)	In Progress	Lessons Passed (Custom)	Lessons Completed (Custom)	% Lessons Passed (Custom)	Lessons Passed (YTD)	Lessons Completed (YTD)	% Lessons Passed (YTD)
	315	1210	0	51	62	82%	60	76	79%
	318	934	5	24	29	83%	39	61	64%
	318	541	8	22	22	100%	40	48	83%
	313	384	1	19	20	95%	99	107	93%
	318	644	3	18	21	86%	45	63	71%
	318	475	4	16	21	76%	33	50	66%
	318	707	7	15	19	79%	42	74	57%
	315	119	0	15	15	100%	15	15	100%
	313	400	1	14	17	82%	52	68	76%
	315	221	1	14	15	93%	14	21	67%
	313	674	1	14	15	93%	51	64	80%
	318	360	5	13	17	76%	23	28	82%
	315	294	1	13	17	76%	24	31	77%
	318	548	3	13	16	81%	19	34	56%
	318	351	5	12	13	92%	43	57	75%
	315	211	1	11	11	100%	28	30	93%
	318	409	6	10	19	53%	39	73	53%
	315	277	1	10	10	100%	33	39	85%
	315	148	0	10	10	100%	26	42	62%
	318	324	3	10	10	100%	58	96	60%
	313	298	0	9	13	69%	18	27	67%
	318	265	5	8	11	73%	19	34	56%
	315	256	1	8	9	89%	25	28	89%
	313	116	1	7	8	88%	34	37	92%
	315	218	1	7	7	100%	25	25	100%
	315	232	1	6	7	86%	15	17	88%
	315	313	1	6	6	100%	8	8	100%
	318	173	7	6	6	100%	24	34	71%

314	155	4	6	6	100%	8	8	100%
313	161	1	5	7	71%	12	17	71%
316	300	7	5	7	71%	17	34	50%
315	85	1	5	6	83%	6	10	60%

February 2nd Grade (We monitored K-6, this is just a sample.)

A	B	C	D	E	F	G	H	I	J
	Room number	Lesson Time-on-Task (Mins)	In Progress	Lessons Passed (Custom)	Lessons Completed (Custom)	% Lessons Passed (Custom)	Lessons Passed (YTD)	Lessons Completed (YTD)	% Lessons Passed (YTD)
	209	427	1	18	18	100%	24	26	92%
	209	241	1	12	13	92%	29	30	97%
	209	200	1	10	11	91%	18	19	95%
	209	205	1	9	9	100%	21	21	100%
	209	255	1	14	14	100%	20	20	100%
	209	172	1	10	11	91%	12	14	86%
	209	592	1	21	22	95%	28	29	97%
	209	146	1	9	9	100%	11	11	100%
	209	160	1	9	9	100%	14	14	100%
	209	841	1	25	28	89%	38	42	90%
	209	178	1	12	12	100%	15	15	100%
	209	394	1	15	21	71%	19	25	76%
	209	359	0	19	20	95%	22	23	96%
	209	73	1	5	5	100%	5	5	100%
	209	207	1	15	15	100%	21	21	100%
	209	260	1	9	10	90%	11	12	92%
	209	185	0	14	14	100%	22	22	100%
	209	250	0	8	9	89%	12	13	92%
	209	140	1	6	6	100%	10	10	100%
	209	418	1	16	22	73%	22	28	79%
	209	118	1	5	5	100%	7	7	100%
	209	437	1	14	16	88%	15	17	88%
	212	499	1	29	29	100%	47	48	98%
	212	168	1	4	5	80%	19	21	90%
	212	475	1	35	40	88%	75	85	88%
	212	202	1	7	9	78%	19	23	83%
	212	516	1	18	19	95%	53	57	93%
	212	275	1	20	20	100%	57	59	97%
	212	354	1	17	17	100%	45	47	96%
	212	1377	0	49	52	94%	76	80	95%
	212	295	1	18	18	100%	42	43	98%
	212	229	1	14	14	100%	44	47	94%
	212	326	1	5	7	71%	16	23	70%
	212	414	1	28	29	97%	64	65	98%
	212	127	1	6	6	100%	16	17	94%
	212	362	1	13	16	81%	32	38	84%
	212	286	1	13	13	100%	41	44	93%
	212	288	1	17	17	100%	54	57	95%
	212	535	1	25	26	96%	61	65	94%
	212	276	0	12	13	92%	32	33	97%
	212	386	1	19	22	86%	44	47	94%

Room Number	Lessons Passed (YTD)	% Lessons Passed (YTD)
204	76	87%
204	54	86%
204	90	100%
204	90	88%
204	103	97%
204	70	85%
204	49	96%
204	82	94%
204	88	93%
204	90	78%
204	118	96%
204	70	88%
204	49	92%
204	51	93%
204	81	90%
204	78	90%
204	58	98%
204	65	96%
204	79	99%
101	55	89%
101	54	78%
101	48	91%
101	127	92%
101	95	96%
101	114	92%
101	68	88%
101	71	87%
101	37	100%
101	41	85%
101	33	94%
101	56	97%
101	73	92%
101	99	98%
101	93	85%
101	43	80%
101	55	80%
101	55	87%
101	100	90%
101	57	93%
101	53	90%
101	22	88%
203	24	89%
203	66	99%
203	12	100%

March 3rd Grade (We monitored K-6, this is just a sample.)

May 4th Grade (We monitored K-6, this is just a sample.)

A	B	C	D	E	F	G	H	I	J
	Room number	Lesson Time-on-Task (Mins)	In Progress	Lessons Passed (Custom)	Lessons Completed (Custom)	% Lessons Passed (Custom)	Lessons Passed (YTD)	Lessons Completed (YTD)	% Lessons Passed (YTD)
	308	629	1	39	44	89%	70	75	93%
	308	593	1	23	25	92%	32	36	89%
	308	785	1	34	42	81%	54	64	84%
	308	852	1	41	44	93%	66	70	94%
	308	1124	2	52	57	91%	70	77	91%
	308	497	1	18	23	78%	34	42	81%
	308	941	0	33	57	58%	59	98	60%
	308	596	1	19	20	95%	27	28	96%
	308	807	1	23	27	85%	35	41	85%
	308	819	1	39	42	93%	55	60	92%
	308	1087	0	42	43	98%	54	58	93%
	308	842	1	41	47	87%	58	68	85%
	308	1364	1	56	64	88%	83	94	88%
	308	371	1	18	18	100%	38	38	100%
	308	524	1	25	31	81%	44	55	80%
	308	619	1	31	45	69%	59	78	76%
	308	757	1	28	35	80%	46	54	85%
	308	1299	1	57	68	84%	90	102	88%
	308	1091	1	44	52	85%	65	74	88%
	308	1041	1	49	59	83%	58	74	78%
	308	723	1	23	30	77%	46	60	77%
	308	840	0	41	48	85%	64	72	89%
	308	557	1	25	27	93%	37	39	95%
	308	1036	2	54	57	95%	70	73	96%
	205	878	1	28	36	78%	39	48	81%
	205	411	1	23	23	100%	32	32	100%
	205	802	1	34	46	74%	45	58	78%
	205	472	1	15	16	94%	36	37	97%
	205	416	1	20	20	100%	37	37	100%
	205	173	1	9	9	100%	9	9	100%
	205	689	0	27	31	87%	54	59	92%
	205	422	1	24	25	96%	31	34	91%
	205	752	1	22	24	92%	30	34	88%
	205	64	1	3	3	100%	30	33	91%