

Data Analysis iReady Reading			
Standard/Skill:		Assessment Date: D1	
	Needs reteaching/support (1)	Can master skill with teacher assistance (2)	Mastered skill/standard (3)
SPED, ELD, Care team, Move in,	Keeghan, Jazlyne, Juneone, Yasmin, Jencarlos, Maxwell, Rowan, Ryder, Thomas, Jose, Aaleen, Charla, Paisley, Noe, Connor, Jordy, Stephen, Emma, Romeo, Hayden	Rylee, Royce, Jamielynn, Selisia, Hadrienne, River, Braylee, Zac, Peyton, Noah, Jamison, Mason, Dane, Gracelynn	Caleb, Ava, Sandy, Stella, Dalton, Joshua, Henry, Alex, Vannessa, Paislee, Khloe, Maddy
	<p>Thinking ahead (essential questions):</p> <p>How will we respond individually and collectively when students do not learn? (interventions and/or small group learning)</p> <p>Students will participate in small groups during reading time to understand how to draw conclusions.</p>	<p>What are the next steps to help students' achieve mastery? (interventions and/or small group learning)</p> <p>Students will join a intervention small group where there will be reteaching and analyzing of the text. We will model drawing conclusions.</p>	<p>How will we respond individually and collectively when students already know the content? (enrichment activities)</p> <p>If the student is proficient or has mastered drawing conclusions we will have students independently choose a book and draw conclusions to share with a partner in their outside.</p>

Data Analysis iReady Reading			
Standard/Skill:		Assessment Date: D2	
	Needs reteaching/support (1)	Can master skill with teacher assistance (2)	Mastered skill/standard (3)
SPED, ELD, Care team, Move in,	Juneone, Rowan, Maxwell, Ryder, Thomas, Peyton, Jose, Charla, Zac, Aaleen, Noe, Paisley, Connor, Stephen, Josiah, Emma, Jordy	Keaghan, Royce, Jencarlos, Jazlyne, Yasmin, Braylee, Henry, Romeo, Dane,	Sandy, Rylee, Caleb, Ava, Dalton, Stella, Joshua, Selisia, Hadrienne, Jamielynn, River, Hayden, Jamison, Mason, Noah, Khloe, Vannessa, Alex, Paislee, Gracelynn, Maddy
	<p>Thinking ahead (essential questions):</p> <p>How will we respond individually and collectively when students do not learn? (interventions and/or small group learning)</p> <p>Students: Emma, Zac, Peyton, Maxwell are concerned and are very close to being in yellow (level 2). They need to be caught early for tutoring and relationships.</p>	<p>What are the next steps to help students' achieve mastery? (interventions and/or small group learning)</p> <p>Romeo needs a comparison with paper and verbal testing.</p>	<p>How will we respond individually and collectively when students already know the content? (enrichment activities)</p> <p>Book Clubs has helped increase engagement. We discussed using Passion Project to help keep writing continued after MAP Testing.</p>

Data Analysis iReady Math			
Standard/Skill:		Assessment Date: D1	
	Needs reteaching/support (1)	Can master skill with teacher assistance (2)	Mastered skill/standard (3)
SPED, ELD, Care team, Move in,	Selisia, Stella, Hadrienne, Braylee, Zac, Charla, Aaleen, Paisley, Noe, Connor, Jazlyne, Juneone, Yasmin, Keaghan, Maxwell, Jencarlos, Rowan, Thomas, Ryder, Stephen, Emma, Romeo, Mason, Hayden, Alex	Joshua, Jamielynn, Dalton, Jose, Peyton, Henry, River, Sandy, Caleb, Rylee, Ava, Jordy, Jamison, Paislee, Khloe, Maddy, Dane, Gracelynn	Royce, Vannessa, Noah
	<p>Thinking ahead (essential questions):</p> <p>How will we respond individually and collectively when students do not learn? (interventions and/or small group learning)</p> <p>Students will participate in small groups during math time to understand what a whole is and how to partition it.</p>	<p>What are the next steps to help students' achieve mastery? (interventions and/or small group learning)</p> <p>Students will participate in small groups during math to understand what a fraction looks like on a number line and how it relates to partitioning shapes.</p>	<p>How will we respond individually and collectively when students already know the content? (enrichment activities)</p> <p>Students who have mastered fractions will extend learning in small groups by plotting fractions on number lines.</p>

Data Analysis iReady Math			
Standard/Skill:		Assessment Date: D2	
	Needs reteaching/support (1)	Can master skill with teacher assistance (2)	Mastered skill/standard (3)
SPED, ELD, Care team, Move in,	Zac, Charla, Aaleen, Noe, Connor, Jazlyne, Rowan, Juneone, Maxwell, Ryder, Thomas, Josiah, Stephen, Jordy	Hadrienne, Selisia, Henry, Jose, Jamielynn, River, Stella, Paisley, Peyton, Braylee, Sandy, Rylee, Jencarlos, Yasmin, Keaghan, Hayden, Mason, Romeo, Emma, Paislee, Jamison, Alex, Dane	Joshua, Dalton, Royce, Caleb, Ava, Noah, Vannessa, Khloe, Gracelynn, Maddy
	<p>Thinking ahead (essential questions):</p> <p>How will we respond individually and collectively when students do not learn? (interventions and/or small group learning)</p> <p>We need to give fourth grade a heads up on Zac, Maxwell, Ryder. They need more one on one attention and RTI.</p>	<p>What are the next steps to help students' achieve mastery? (interventions and/or small group learning)</p> <p>We need to continue with the RTI Work and the 9 week focus. We need a common standard that we are all working on as a building.</p>	<p>How will we respond individually and collectively when students already know the content? (enrichment activities)</p> <p>We have been using on fact fluency. The toolbox in IReady and the Envision enrichment activities that are available.</p>