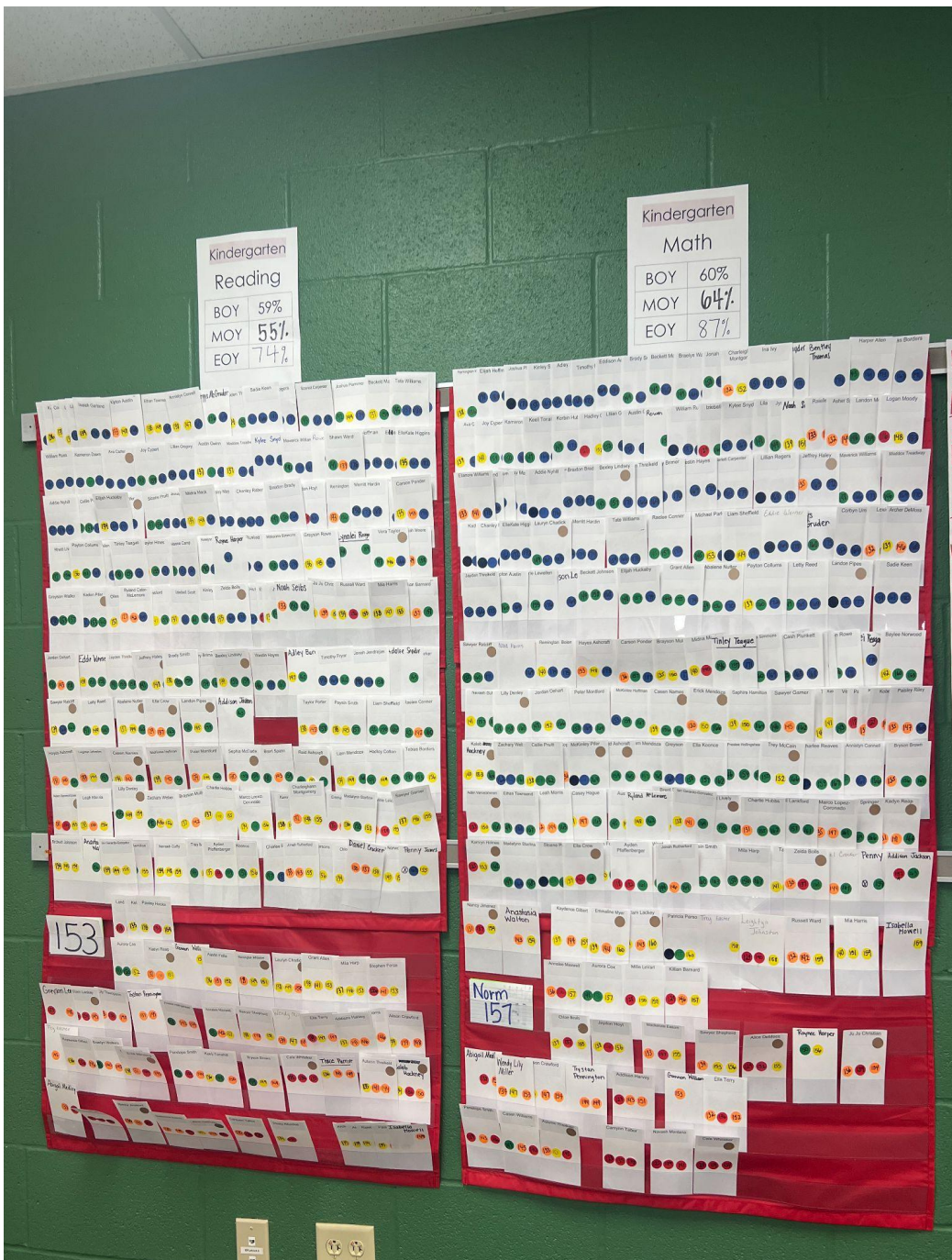


Sheridan Elementary School

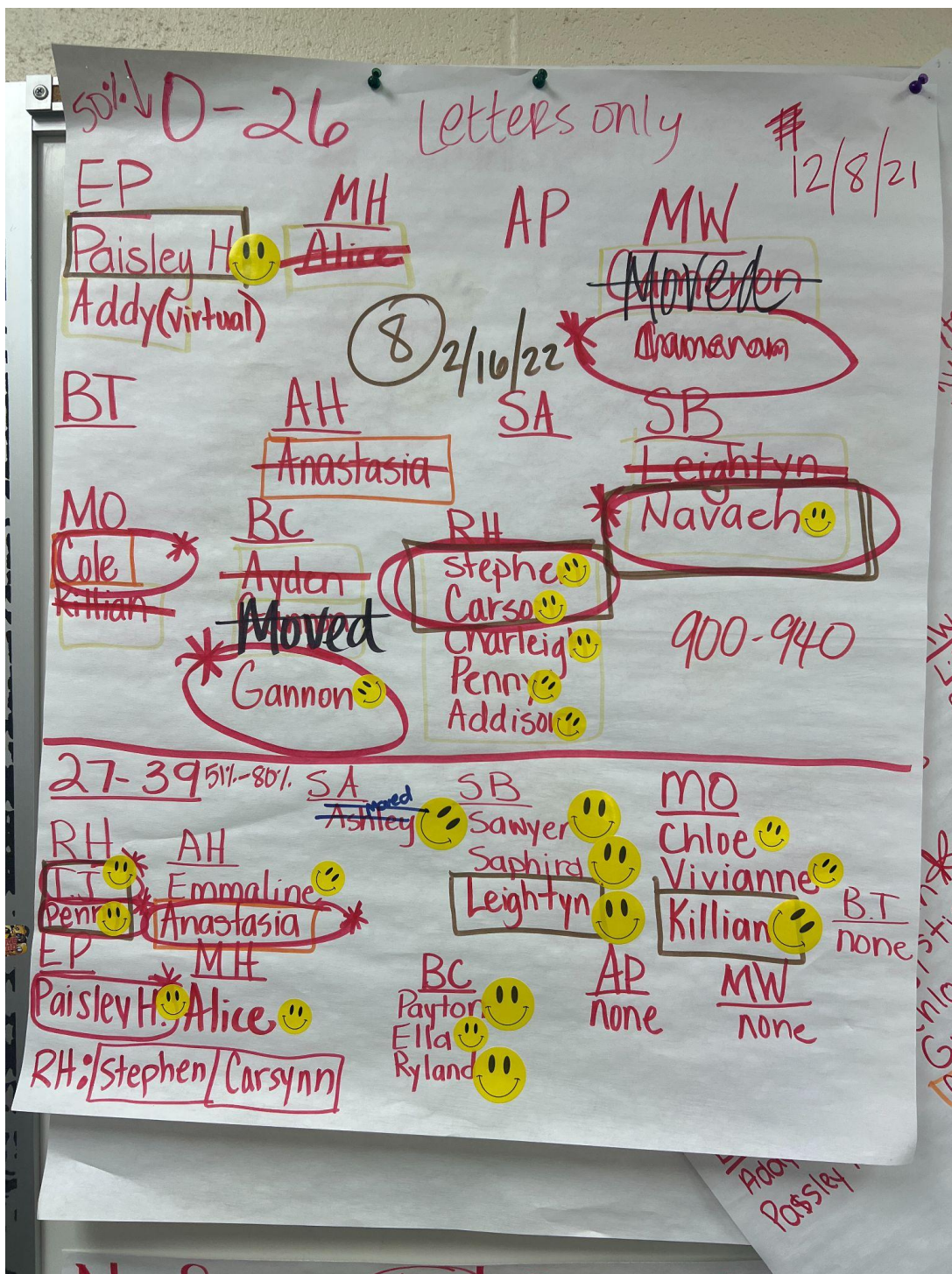
Becoming a Model PLC
School

Additional Resources



NWEA: MAP Scores

Student Data is charted at the Fall, Winter, Spring Assessments to document progress of school goal. This school goal tracks the % of students AT or ABOVE the Norm.



The following chart shows an example of how collaborative teams document student mastery of essential skills. After delivering interventions, we reassess, rechart our results, and determine whether our efforts are helping more students to learn at higher levels. This process continues in cycles of inquiry, standard-by-standard through our curriculum.

11/30	1/4	2/1	3/1	4/1	5/1	
Charli						Katie - 7 ⁹ 12 ¹¹
Mora						Timori 7 - 9-12 ¹⁵
Sandra	3	3	3	3	5	Skylar 7 - 9-12 ¹⁵
Fisher	3	3	3	3	5	Landin 7 - 9-12 ¹⁵
Jackson	6	8	9	12	12	LD
Paistee	7	9	11	15	20	BPNQ - 5-10 15 18
Ryan	7	9	12	15	20	Carlie - 5-7 10 12
Jase	3	3	3	5	9	DNQ - 5-10 15 19
Madi	3	3	3	4	6	Stella - 7-7 ⁹ 13
Jaxson						Brantley - 2-4 7 10
Alyssa						Hudson H - 2-5 ⁹ 12
Weston	4	5	7	9	12	Korbyn - 2-5 ⁹ 9
Gunner	7	9	12	12	18	Hudson S - 2-5 ⁹ 12
Debariah						Chase - 10
Katherine						Falynn - 5 ⁹
Lilliana	6	8	9	13	18	Bristol - 10 ¹² 18
Riley	3	3	3	3	5	Emma - 7 ⁹ 12
Braylea						Coby

The following chart documents how the collaborative teams indicate student levels of interventions provided through Sondag (dyslexia). These levels are used to guide student grouping based on their reading and spelling mastery checks.

RF.1.3 Uses Phonics Skills to Decode (Sound Out) Words	
Vowel Team syllables	
<input type="checkbox"/> Long a: ai, ay	<input type="checkbox"/> Long o: oa, ow, oe
<input type="checkbox"/> Long e: ee, ea, ie	<input type="checkbox"/> Long i: y, igh
<input type="checkbox"/> ow/ou: cow, out	<input type="checkbox"/> oi/ oy: boil/boy
<input type="checkbox"/> oo: look/pool	
Vowel R-syllables	
<input type="checkbox"/> Ex: farm, born, girl, spur, her, etc.	
RF.1.3 .F Uses Phonics Skills to Decode two-syllable words	
<input type="checkbox"/> Compound words: bath/tub, cup/cake, cow/boy	<input type="checkbox"/> VC/CV: rab/bit, nap/kin
<input type="checkbox"/> V/CV: bo/nus, o/pen	<input type="checkbox"/> Consonant-le: sim/ple, can/dle, ri/fle, nee/dle
L.1.2.D Uses Phonics Skills to Write Words	
<input type="checkbox"/> Open syllables (ex: be, by, try, pro)	<input type="checkbox"/> Consonants and short vowels (ex: cat, hog, big)
<input type="checkbox"/> Beginning blends with short vowels: (ex: block, plus, flat)	<input type="checkbox"/> Beginning and ending blends with short vowels: (ex: stunt, skunk)
<input type="checkbox"/> Beginning and ending digraphs with short vowels: (ex: bath, shop, back)	
COMPREHENSION	
RL.1.2 Retells Stories	RI.1.2 Retells nonfiction text
<input type="checkbox"/> Describes characters	<input type="checkbox"/> Identifies the main topic
<input type="checkbox"/> Describes setting	<input type="checkbox"/> Identifies key details
<input type="checkbox"/> Describes major events	<input type="checkbox"/> Uses context clues to determine meaning of vocabulary
<input type="checkbox"/> Understands and explains central message	
<input type="checkbox"/> Uses context clues to determine meaning of vocabulary	
RF.1.1.A Writes a Complete Sentence	W.1.1-3 Writes on a topic
<input type="checkbox"/> Uses sight words and letter-sound correspondence to write a sentence that they can read back.	<input type="checkbox"/> Introduces the topic with a complete sentence
<input type="checkbox"/> Completes a thought	<input type="checkbox"/> Provides 2-3 detail sentences about the topic
<input type="checkbox"/> Uses spaces between words	<input type="checkbox"/> Uses a complete sentence to provide a sense of closure
<input type="checkbox"/> Uses correct capitalization	
<input type="checkbox"/> Uses correct punctuation	

MATH

OPERATIONS AND ALGEBRAIC THINKING			
1.OA.A.1 Solves addition and subtraction story problems within 20 using an accurate equation and strategy.			
<input type="checkbox"/> Join Result Unknown (ex. $7 + 3 = \underline{\quad}$)	<input type="checkbox"/> Join Change Unknown (ex. $10 + \underline{\quad} = 13$)	<input type="checkbox"/> Separate Result Unknown (ex. $10 - 3 = \underline{\quad}$)	<input type="checkbox"/> Separate Change Unknown (ex: $62 - \underline{\quad} = 49$)
<input type="checkbox"/> Compare			
1.OA.C.6 Adds and subtracts within 20, demonstrating computational fluency			
<input type="checkbox"/> Adds within 20	<input type="checkbox"/> Subtracts within 20		
NUMBERS AND OPERATIONS IN BASE TEN			
1.NBT.A.1 Counts to 120, starting at any number less than 20 (read and write numerals and represent a number of objects)			
Counts to	<input type="checkbox"/> 50	<input type="checkbox"/> 100	<input type="checkbox"/> 120
Writes to	<input type="checkbox"/> 50	<input type="checkbox"/> 100	<input type="checkbox"/> 120
Reads	<input type="checkbox"/> 50	<input type="checkbox"/> 100	<input type="checkbox"/> 120
Represents	<input type="checkbox"/> 50	<input type="checkbox"/> 100	<input type="checkbox"/> 120

Example of Essential Standards and Learning Targets to be met by 1st grade students. Kindergarten and 2nd Grade have a similar format for identifying essential standards and learning targets.

Progression of 2nd Grade Literacy Assessment

1st Nine Weeks

Long A, Long O, and Magic-e

Dates Assessed: _____

Name: _____

A Great Day

One fun day, Gail the goat and Joe the doe went to the lake 14
to play. They saw a boat and said, "Let's row across the bay!" Just 28
then, the rain came and the boat began to sway from side to side. 42
"Oh no!" Waves pushed them back to land where eight toads were 54
jumping away. They ran after them to ride the train back home and 67
ate steak and cake. "What a great day!" 75

Long A	Long O	Magic E
_____/14 (11)	_____/7 (6)	_____/9 (7)
Wpm: _____ (Goal: 40-60 wpm)	Total Words Read: _____/75	

The following three slides are an example of one of our common formative assessments. What makes our assessments unique is that they are designed to intentionally include progressions of learning. The story highlighted on this slide reviews skills from first grade (CVC words and beginning and ending blends) and includes three new skills taught at the beginning of second grade (long a vowel teams, long o vowel teams, words ending in magic e). By including progressional skills on our common formative assessments, we give students multiple opportunities to demonstrate -- and teachers multiple opportunities to assess -- mastery of grade level essentials.

Dates Assessed: _____

Name: _____

A Great Day

One sunny day, Gail the goat and Joe the doe went to the lake 14
 to play. First, they saw a bright blue boat in the water and said, "Let's 29
 take turns to row across the bay!" Just then, a burst of rain came and 44
 the boat began to sway from side to side. Birds flew high across the 58
 dark sky. "Oh no! What a fright!" Huge waves pushed them back to 71
 land where eight toads were jumping away. They ran after them to ride 84
 the new train back home to the farm. Later that night, they went to 98
 meet Sue the sheep at the diner. The menu had: steak, burgers, 110
 cheese curds, fries, pie, cake, coke, and water. "What a great day!" 122

Long A	Long O	Magic E	Long E
_____/15 (12)	_____/8 (6)	_____/10 (8)	_____/5 (4)
Long I	Long U	R-Controlled	
_____/7 (6)	_____/6 (5)	_____/13 (10)	
Wpm: _____ (Goal: 60-80 wpm)		Total Words Read: _____/123	

Here's another example of how we assess a progression of skills. We used the same story and added additional second grade phonics skills (long e vowel team, long i vowel team, long u vowel team, and r-controlled words).

3rd Nine Weeks

Consonant-le, oi/oy, aw/au, ow/ou, oo/oo

Dates Assessed: _____

Name: _____

A Great Day

One sunny day in August, Gail the goat and Joe the doe went to 14
 the lake to play. First, they saw a bright blue boat in the water and said, 30
 "Let's launch and take turns to row across the bay!" Just then, a thunder 44
 cloud came and a burst of rain fell and the boat began to sway from 59
 side to side. Birds and an owl flew high across the dark sky. "Oh no! 74
 What a fright!" Huge waves pushed them back to land where eight 86
 toads were jumping and six turtles were crawling away. They ran 97
 after them to ride the new train back home to the farm house. Later 111
 that night, they went to meet Sue the sheep at the diner. The purple 125
 menu had: sirloin steak, burgers, cheese curds, fries, apple pie, cake, 136
 coke, and water. There they saw Brooke the little brown cow. She 148
 said, "Moo! May I join you? Let's read a good book about a cowboy!" 162
 "What a great day full of joy!" 169

3rd Nine Weeks

Consonant-le, oi/oy, aw/au, ow/ou, oo/oo

Dates Assessed: _____

Name: _____

Long A	Long O	Magic E	Long E
_____/16 (13)	_____/9 (7)	_____/10 (8)	_____/6 (5)
Long I	Long U	R-Controlled	Consonant Le
_____/7 (6)	_____/6 (5)	_____/14 (11)	_____/4 (3)
Oi/Oy	Aw/Au	Ow/Ou	Oo/Oo
_____/4 (3)	_____/5 (4)	_____/6 (5)	_____/4 (3)
Wpm: _____ (Goal: 80-100)		Total Words Read: _____/169	

Here's another example of the last of the three progressional phonics assessments used in second grade. Notice that we continue to add on to the same story used in previous assessments. Each new addition is designed to assess additional second grade phonics skills. In this example, we have added the phonics skills consonant -le, oi/oy, aw/au, ow/ou, oo. By adding to the previous story and continuing to include skills that we have finished teaching, we are able to continually monitor growth on all essential phonics skills -- including those that were previously taught and assessed.

SMART Goal Planning with 2nd Grade Reading Goal

<p>School: Sheridan Elementary School Team Name: 2nd Grade Collaborative Team Team Members: Bohler, Long, Hall, Thomas, Boyd, Oliphant, Sanders, Johnson, Davidson, Wallingsford District Goal(s): School Goal(s):</p> <ol style="list-style-type: none"> 1. Provide standard driven instruction that focuses on student learning to increase the percentage of students at or above the norm as established by 20-21 MAP RIT scores by 5 percentage points in Literacy and Math. 2. Provide targeted student interventions/extension to increase the percentage of students who meet their growth goal as established by 20-21 MAP RIT scores by 5 percentage points in Literacy and Math. 				
Team SMART Goal:	Strategies and Action Steps:	Who is Responsible?	Target Date or Timeline:	Evidence of Effectiveness:
<p>Our Current Reality: On the Fall NWEA Reading Assessment, 35% of students in 2nd grade scored at or above on the norm.</p> <p>Our SMART Goal: By the Winter NWEA Reading Assessment, we want to see a 4% increase of students scoring at or above the norm. (6 kids and keeping the others who were at or above the norm growing.)</p>	<p>Fluency/Reading at Home</p> <p>Family Support Video on Building Fluency</p> <p>Low Fluency: 0-49 *Start at Fluency #7</p> <p>Avg. Fluency: 50-79 *Start at Fluency #11</p> <p>High Fluency: 80 / Above *Start at Fluency #21</p> <p>Monday-Thursday Read at Home/Return on Friday for Prize completely filled out.</p>	<p>*Whitney Boyd-2nd Grade Lead Literacy Teacher</p> <p>*Lindsey Bohler-Principal</p> <p>*2nd Grade Teachers</p>	<p>End of January-</p> <p>PLT at end of Jan to discuss student progress</p>	<p>Student Fluency</p> <p>NWEA Scores</p> <p>Student Returning Work</p>

	<p>Implement Book Journeys (book reports) to be completed by students.</p> <p>Monthly Goals set by Teachers for students to meet as a class. For example, complete 200 book journeys by December 15.</p> <p>See monthly plan here</p>	<p>*Sara Allen-Librarian</p> <p>*Whitney Boyd-2nd Grade Lead Literacy Teacher</p> <p>*Lindsey Bohler-Principal</p> <p>*2nd Grade Teachers</p>	<p>May- Book Journey</p>	<p>NWEA Reading Scores</p> <p>Book Journeys Completed</p>
	<p>Benchmark Reading Assessments</p> <p>Weeks 1 and 2: Teachers and students will complete weekly assessments as a class to provide support/guidance in reading</p> <p>Week 3/Unit Assessment-Teacher will read to class; students will answer independently</p>	<p>2nd Grade Teachers</p>	<p>At the end of each unit</p>	<p>At the end of each unit, the teachers will discuss student progress on the unit assessments.</p>
	<p>Classroom Fluency Practice</p> <ul style="list-style-type: none"> • Small Groups • Literacy Centers • Benchmark Word Study Book • Fluency Graphing • Lexia 			

After the Fall NWEA reading assessments were given, the 1st and 2nd grade teachers noticed an area of need for increasing reading fluency, so we made an action plan to address the needs. We sent home videos to parents on how to support reading fluency at home with their child by sending home fluency passages weekly to read together as a family. The teachers incorporated reading fluency centers and provided instructional support to one another during collaborative team meetings.

Provide targeted student interventions/enrichments to increase the percentage of students who meet their GROWTH GOAL by 5%.

Reading

Class of 33

K-baseline 62% 1st Target 67% 2nd Target 72%
 actual = 48% (end) actual = _____

Math

Class of 33

K-baseline 71% 1st Target 76% 2nd Target 81%
 actual = 42% (end) actual = _____

Reading

Class of 32

1st baseline 59% 2nd Target 64%
 actual _____ actual 71% (end)

Math

actual _____

53% 58%
 actual 72% (end)

NWEA: MAP Scores

Student Data is charted at the Fall, Winter, Spring Assessments to document progress of school goal. This school goal tracks the % of students **meeting their growth**.

