

# Elementary School

## REFLECTION OF QUARTER 1

<p>Quarter 1 and _____ was focused on system building</p> <ul style="list-style-type: none"> <li>• CT Cycles - with Academic Coach</li> <li>• 80 Minute Common Planning Task Lists</li> <li>• EBISS 3 week Cycles</li> <li>• WIN</li> <li>• Tier 1 Schedule Alignment</li> <li>• Professional Development Plans</li> </ul>
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Tier 1 ELA		Tier 1 Math		COLLABORATION		STUDENT PROGRESS	
<ul style="list-style-type: none"> <li>• Small Group Intervention (Guided Reading)</li> </ul>		<ul style="list-style-type: none"> <li>• IM Implementation</li> </ul>		<ul style="list-style-type: none"> <li>• Kagan</li> <li>• Positive Behavior Intervention</li> </ul>		<ul style="list-style-type: none"> <li>• Learner Profile</li> <li>• D. CFAs</li> </ul>	
ACTION STEPS		ACTION STEPS		ACTION STEPS		ACTION STEPS	
Action Step	Respon-sible	Action Step	Respon-sible	Action Step	Respon-sible	Action Step	Resp-on-sible
Walkthrough data for consistency of block implementation and matching master schedule		Quarterly Planning - planning with team to ensure use of adopted curriculum and common template		80 Minute planning - practice and strategically place kagan structures		Weekly CT Meetings - Learner Profile is built into agenda	
80 Minute Common Planning - Designing small group lesson plans, planning appropriate centers, loaded with text		80 Minute Common Planning - focused on math block instruction		Lateral Planning Monthly to build content knowledge for each content area		Student data engagement plans - each team has students track their academic data	
Weekly CT Meetings		Lateral Planning		Weekly CT Meetings - Departmentalized teams meet to discuss behavior needs across the		Weekly CT Meetings - Departmentalized teams meet to discuss behavior needs across the grade levels	
		Weekly CT Meetings					

- Targeting based on Acadience - Name/Skill Plans		Weekly Tracking of CFUs		grade levels		Calendering Assessments during Quarterly Planning-Team Leads	
Weekly Tracking of CFUs - EL Education Tracking Checkpoints based on Cog Skills Rubric		Identifying Essential Learning Standards	Grade Level Teams	5th Grade RTI at work Collaborative Lesson Planning and Instructional Roll Out			
Decodable texts to support reading groups in both tier 1 and tier 2 instruction							

<b>MEASURE OF PROGRESS</b>	<b>MEASURE OF PROGRESS</b>	<b>MEASURE OF PROGRESS</b>	<b>MEASURE OF PROGRESS</b>
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<p>Each K-8 teacher will have at least 2 NNRs focused on proper implementation of the small group component of the ELA block.</p> <p>During weekly CTs K-4 use progress monitoring data to design students name and skill for small group instruction</p> <p>One 80 minute common planning block for K-3 a month will be devoted to planning and preparing small group instruction and centers</p> <p>During weekly CTs EL ( teachers will be discussing and tracking student growth on the cog skills rubric based on their written feedback to students at least</p>	<p>During weekly CTs for 5-8 IM 100% of teachers will track checkpoints for student growth.</p> <p>One 80 minute common planning block for K-3 a month will be devoted to planning and preparation for IM materials</p> <p>One PD a month is devoted to lateral mathematical conversations to support teacher content knowledge and the progression of math skills across K-8</p>	<p>Coach will complete monthly Kagan walkthroughs to gather data on Kagan strategies and implementation.</p> <p>Content Cohort Agendas will reflect progress of development of content experts through lateral planning and essential standard based conversations.</p> <p>One CT per month will be devoted to grade level behavior needs discussing PBIS systems and supports, tier 2 behavior interventions</p>	<p>Weekly CT agendas will reflect a solidified time allotted to Learner Profile Data entry.</p> <p>Teams have a scheduled time to meet with students to discuss student data.</p> <p>One CT per month will be devoted to grade level behavior needs discussing PBIS systems and supports, tier 2 behavior interventions</p>
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once per week.  <b>Comprehensive Assessment/Implementation plan for tier 2 Phonics PLL 95%</b>			
<b>CELEBRATE</b>	<b>CELEBRATE</b>	<b>CELEBRATE</b>	<b>CELEBRATE</b>
_____ Blast - written feedback snapshot along with everything else in the Blast - Create Summit Section	_____ Blast - IM section highlighting block, learning targets, and student	_____ Blast - Kagan Implementation, PBIS, and lateral planning updates	Color for Growth Monthly Awards Grade Levels build in support

## Elementary School Q3

### REFLECTION OF QUARTER 2

<p>Celebrate</p> <ul style="list-style-type: none"> <li>• Allotting time to enter data during CT Meetings - need to dig into the data</li> <li>• Progress monitoring data is used to make small targeted groups</li> <li>• 5-8 Math solid tracking system for CFU weekly</li> <li>• 5-8 Sci/SS creating CFUs and tracking students with them</li> <li>• Assessments on calendar - Coach knows when all assessment is happening</li> <li>• Quarterly Planning Checklists implemented and being followed</li> </ul> <p>Areas of Need</p> <ul style="list-style-type: none"> <li>• Student Data Tracking (Some Not All)</li> <li>• IM/Literacy Center Prep</li> <li>• Lateral Planning - putting on back burner</li> <li>• Kagan Implementation</li> </ul>
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Tier 1 ELA	Tier 1 Math	COLLABORATION	STUDENT PROGRESS
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<b>ACTION STEPS</b>	<b>ACTION STEPS</b>	<b>ACTION STEPS</b>	<b>ACTION STEPS</b>

Action Step	Respon-si-ble	Action Step	Respon-s-ible	Action Step	Respon-s-ible	Action Step	Resp-on-si-ble
Center Prep		IM Block Implementation K-4		Monthly Kagan Focus		Weekly CFUs	
Weekly CT Meetings - Targeting based on Acadience - Name/Skill Plans		Center Prep		CT Meetings <ul style="list-style-type: none"> <li>Monthly Include Grade Level Needs</li> </ul>		Time allocated to dig into learner profile data	
5-6 Tier 2		5-6 Tier 2		80 Minute Common Planning		Student data engagement plans - each team has students track their academic data - REVISIT	
80 Minute Common Planning - Designing small group lesson plans, planning appropriate centers, loaded with text		Quarterly Planning - planning with team to ensure use of adopted curriculum and common template		Collaborative Lesson Planners		Maintain a pulse on assessment through CT Meetings	
Weekly Tracking of CFUs - EL Education Tracking Checkpoints based on Cog Skills Rubric		80 Minute Common Planning - focused on math block instruction		Roll out of Leads taking over Facilitating CT Meetings		Weekly Student Data Snapshot within Buckeye Blast	
Book Room Training and Implementation		Weekly CT Meetings		Weekly EL Pulse Checks			
Feedback Based on Cog Skills Rubric		Weekly Tracking of CFUs		EL Strategy of the Month			
		Identifying Essential Learning Standards		Quarter 3 Professional Development Plan - Buckeye Blast			
<b>MEASURE OF PROGRESS</b>	<b>MEASURE OF PROGRESS</b>	<b>MEASURE OF PROGRESS</b>	<b>MEASURE OF PROGRESS</b>				
<ul style="list-style-type: none"> <li>CT Meeting Agendas</li> <li>Scheduled time during PD, 80 Minute Blocks, or CT for Center Prep</li> </ul>	<ul style="list-style-type: none"> <li>Classroom Walkthroughs focused on IM Block</li> <li>Scheduled time during PD, 80 Minute Blocks or</li> </ul>	<ul style="list-style-type: none"> <li>Kagan Badges, indication of Kagan in Lesson Plans</li> <li>CT meetings are happening consistently</li> </ul>	<ul style="list-style-type: none"> <li>Data is continuing to get entered into Learner Profile Consistently - Built into CT agendas</li> </ul>				

<ul style="list-style-type: none"> <li>• EBISS - to track 5-6 tier 2 work</li> <li>• Collaborative Lesson Plans turned in weekly and completed during 80 minute blocks</li> <li>• Book room training complete in January</li> <li>• Summit Platform checking for Feedback based on Cog Skills Rubric</li> </ul>	<p>CTs for center prep</p> <ul style="list-style-type: none"> <li>• EBISS to track 5-6 Tier 2 work</li> <li>• Quarterly planning scheduled and completed on time</li> <li>• 80 minutes result in 10 days of lesson plans on collaborative lesson planners</li> <li>• Weekly CT meeting agendas show student movement and growth</li> <li>• CFUs result in small group work</li> <li>• Essential Learning Standards are indicated in Quarterly Plans</li> </ul>	<ul style="list-style-type: none"> <li>• 80 minute planning blocks are happening consistently and with a structured purpose</li> <li>• Collaborative lesson planners ensure planning is happening.</li> <li>• Some team leads are starting to share responsibility with CT facilitation</li> <li>• EL teacher lead is rolling out EL strategies consistently</li> <li>• Clear vision for PD plan for Q3</li> </ul>	<ul style="list-style-type: none"> <li>• CT meeting agendas have assessment focus built in</li> </ul>
<b>CELEBRATE</b>	<b>CELEBRATE</b>	<b>CELEBRATE</b>	<b>CELEBRATE</b>
<p>Book Bags are being used!!!!</p> <p>_____ Blast Celebrations</p> <p>Weekly</p>	<p>_____ Blast Celebrations</p> <p>Weekly</p>	<p>_____ Blast Celebrations</p> <p>Weekly</p>	<p>_____ Blast Celebrations</p> <p>Weekly</p>

### aTSI Subgroup Monitoring

Leadership/Teachers will analyze sub group data in order to identify action steps relating to

- Attendance,
- Preparation for testing (environment, grouping/accommodations, percent tested, monitoring, etc)
- Identifying students who are

likely to be proficient (yellow bubble kiddos)

### ACTION STEPS

Action Step	When/Date
Identification of Students/Sharing with Classroom Teachers and Resource Teacher	
Set Overall Goals	
Monitoring of student Progress/ PP students	
Monitoring of student attendance	
Goal Setting with individual students	
Preparation for testing environment	

### MEASURE OF PROGRESS

Attendance Rates Increase  
Percent Tested  
Goals Setting with Individual Students

### CELEBRATE