

# Using Data to Progress Monitor MTSS Implementation

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# Multi-tiered Systems of Support

- Many systems in place or underway across Michigan
  - Some initiated as part of district or ISD led MiBLISI initiatives
  - Others as part of ISD cohorts trained in 2013 & 2014
  - Still others developed by districts as part of evidence based practice identified through school improvement process

# Multi-tiered Systems of Support

- MiBLISI Initiatives

- District Cohort 1 (2011)

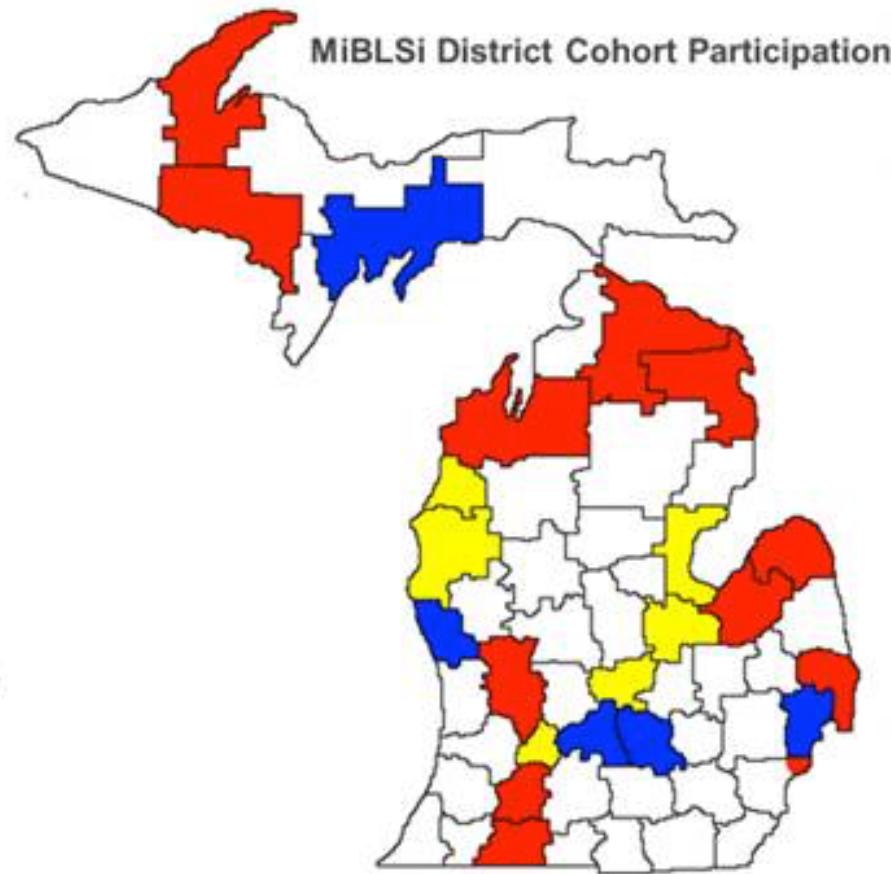
- Delta-Schoolcraft
- Eaton
- Ingham
- Macomb
- Muskegon
- Portage Community Schools

- District Cohort 2 (2012)

- AMA
- COP
- Copper Country
- Dickinson Iron
- Huron
- Kalamazoo
- Kent
- St. Clair
- St. Joseph
- Tuscola
- Traverse Bay Area
- Detroit Public Schools

- District Cohort 3 (2013)

- Barry
- Bay-Arenac
- Clinton
- Manistee
- Saginaw
- West Shore

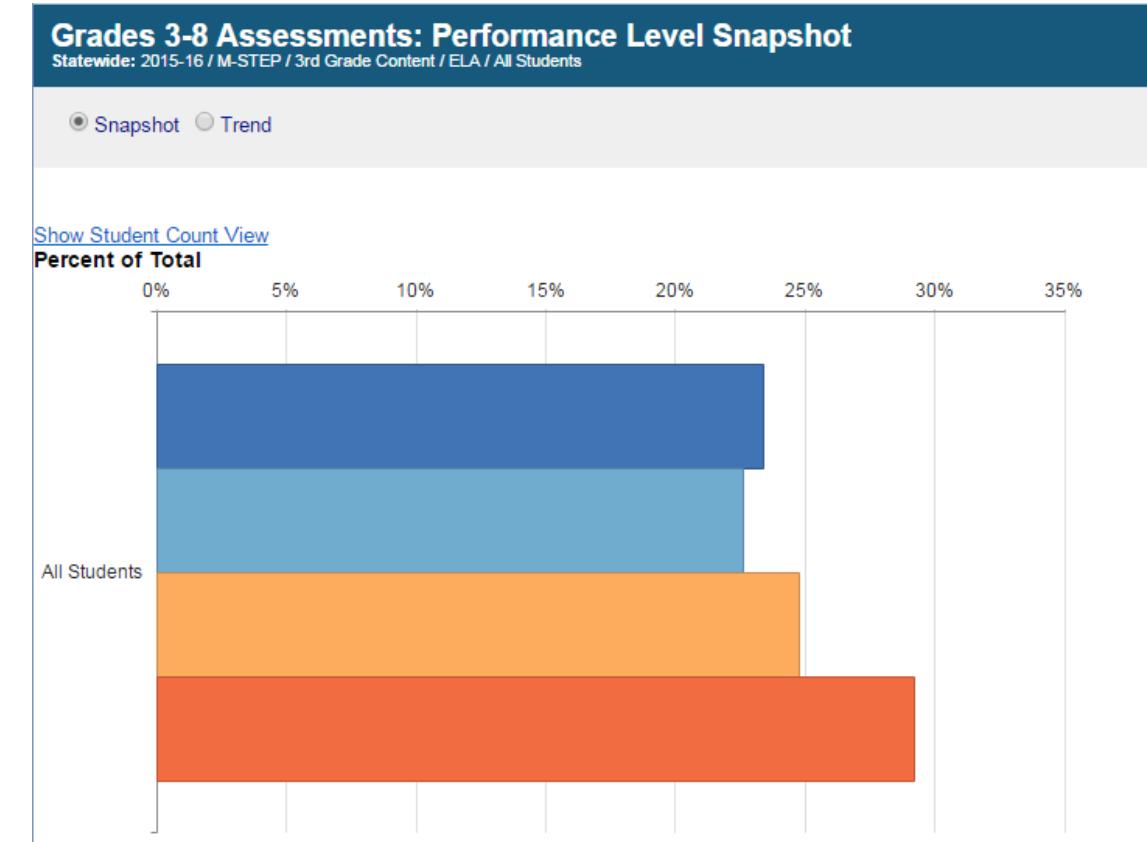
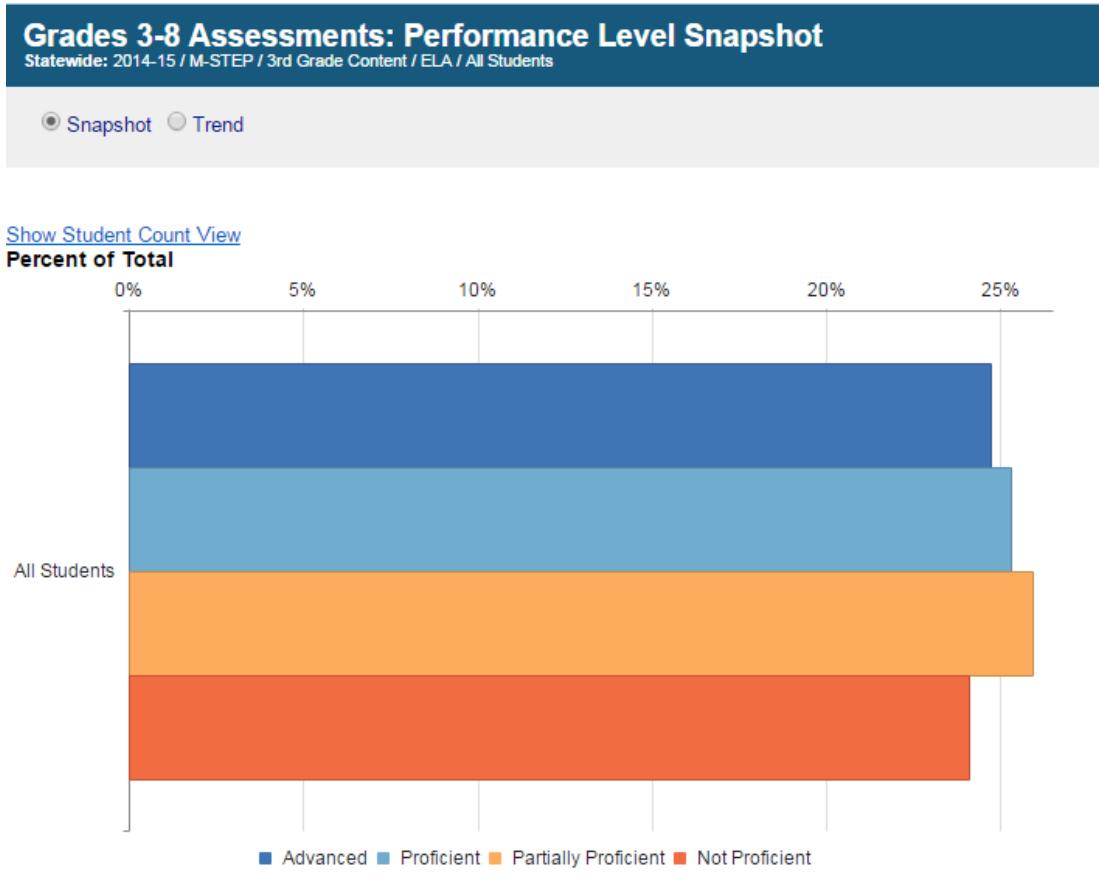


- ISD Cohorts

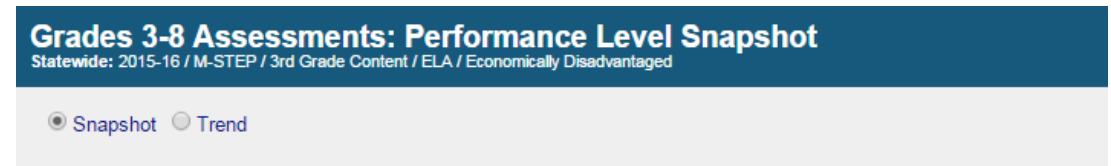
2013	2014
Allegan	Macomb
Bay-Arenac	Marquette
Berrien	Monroe
Cheboygan-Otsego	Montcalm
Clare-Gladwin	Muskegon
Copper	Saginaw
Eastern UP	St. Clair
Gratiot-Isabella	St. Joseph
Genesee	Tuscola
Jackson	Wexford
Kent	

# Indicators of Success / Grade 3 ELA

## All Students- Statewide



# MTSS = Designing Systems that Support All Students



# Making a Difference with MTSS- Washington Elementary/Sault Schools compared to State of Michigan



# Systems Supporting MTSS



Tasks	Process	Evaluation
<b>Assessment Matrix</b> <b>Clear Quarter Expectations</b> <b>Pacing</b> <b>Curriculum Based Assessment</b> <b>Communication-Reporting</b> <b>Embedded Student Learning Objectives</b>	<b>Professional Learning Communities</b> <b>Data Collection</b> <b>Data Analysis</b>	<b>Program Evaluation Tool</b> <b>Systems Evaluation (DCA)</b> <b>Student Achievement Evaluation</b> <b>Accountability Scorecard</b>

# Assessment Matrix- Screening, Diagnostic, Growth, Summative

PURPOSE		Growth measure of skills against a continuum	State Assessment for curriculum alignment and school accountability	Progress on Grade Level CCSS/predicting proficiency*	Reading Level and comprehension of complex text	Screener of Early Literacy Behaviors	Screener and Progress Monitoring for Grade Level Skills in Math Computation and Applications	Organize small groups, identify students strengths to build skills in areas of need or guidance on ways to deepen knowledge in students with all around mathematical strengths.
Grade K	Fall	Sept	N	N	Y	N	N	In kindergarten through third grade, assessments gauge the development of grade level standards with understanding and strategy development.
	Winter	Dec - Jan 14	N	N	Y	N	N	
	Spring	End May	N	N	Y	N	N	
	Fall	Sept	N	N	Y	Y	N	
	Winter	Jan	N	N	Y		N	
	Spring	End May	N	N	Y		N	
	Fall	Sept	N	N	Y		Y	
	Winter	Jan	N	N	Y		Y	
	Spring	End May	N	N	Y		Y	
Grade 3	Fall	Sept	N	N	Y- Bottom 30 *		Y	In fourth through fifth grade Add+VantageMR® assessments identify strengths and areas of mathematical misunderstandings to develop in order to understand more advanced grade level content
	Winter	Jan	N	N	Y- Bottom 30 *		Y	
	Spring	End May	5/1-5/26	Social Studies	Y- Bottom 30 *		Y	
Grade 4	Fall	Sept	N	N	Y- Bottom 30 *		Y	
	Winter	Jan	N	N	Y- Bottom 30 *		Y	
	Spring	End May	5/1-5/26	Social Studies	Y- Bottom 30 *		Y	
Grade 5	Fall	Sept	N	N	Y- Bottom 30 *		Y	
	Winter	Jan	N	N	Y- Bottom 30 *		Y	
	Spring	End May	4/10-5/5	Social Studies	Y- Bottom 30 *		Y	

# Integrated School Systems

English Language Arts: Reading					
Narrative Text		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Comprehension: Key Ideas & Details					
Examining Text					
Connecting Beyond the Text					
Reading Level					
Informational Text		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Comprehension: Key Ideas & Details					
Examining Text					
Connecting Beyond the Text					
Reading Level					
Foundational Skills		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Print Concepts					
Phonics					
Word Recognition					
Fluency					

English Language Arts: Writing					
Writing & Language		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Organizing Ideas & Details					
Sentence & Word Quality					
Reporting from Research					
Grammar & Conventions					
Spelling					
Vocabulary Acquisition & Use					
Speaking & Listening		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Working within a Group					
Presentation of Knowledge & Ideas					

Student:				
Other Subjects				
Quarter	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Art/Performing Arts				
Music/Band				
Technology				
Health/Physical Education				
Foreign Language				
Learner Qualities				
Academic Behaviors	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Responsible:	Turns in assignments & homework on time			
Respectful:	Works well with and while others are working			
Engaged in Learning:	Asks and answers questions			
Social Behaviors	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Responsible:	Cares for belongings & classroom materials			
Respectful:	Cares for self, others, and their belongings			
Engaged in Learning:	Actively listens & follows directions			
Blank areas have not been assessed.				

Social Studies				
Areas of Study	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
History				
Geography				
Civics & Government				
Economics				

Science				
Areas of Study	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Physical Science: Properties of Matter				
Life Science: Organization of Living Things, Heredity				
Earth Science: Earth Systems, Weather, Solid Earth				
Science Processes: Asking questions, investigating, & summarizing				

Mathematics				
Operations & Algebraic Thinking	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Word Problems: Addition & Subtraction				
Addition & Subtraction Strategies				
Number & Operations: Base Ten	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Place Value				
Read & Write Numbers				
Measurement & Data	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Length				
Tell Time				
Represent & Interpret Data				

Teacher Comments				
Reason with	Q1			
	Q2			
	Q3			

Grading Scale				
4	<b>Exceeds Expectations:</b>	The student consistently demonstrates mastery of the grade level standards. With relative ease, the student grasps, applies and extends processes and skills for the grade level.		
3	<b>Meets Expectations:</b>	The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts.		
2	<b>Approaching Expectations:</b>	The student is beginning to, and occasionally does, meet grade level standards. The student is beginning to grasp and apply key processes and skills for their grade level, but produces work that contains errors.		
1	<b>Not Meeting Expectations:</b>	The student is not meeting grade level standards or is working one or more years below grade level; there is limited achievement of grade level expectations.		

First Grade Report Card				
Student:				
Teacher:				
Attendance				
Quarter	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Days Absent				
Days Tardy				

# Integrated School Systems

<b>Connecting Beyond the Text</b> <u><a href="#">CCSS.ELA-LITERACY.RL.1.7</a></u> Use illustrations and details in a story to describe its characters, setting, or events. . <u><a href="#">CCSS.ELA-LITERACY.RL.1.9</a></u> Compare and contrast the adventures and experiences of characters in stories.				
	4	3	2	1
<b>Quarter 1</b>	I can tell one or more characteristics of a character with evidence from the text.	I can tell a characteristic of a character independently.	I can tell a characteristic of a character with a few inaccuracies.	I cannot tell a characteristic of a character.
<b>Quarter 2</b>	I can tell one or more characteristics of a character with evidence from the text.	I can tell a characteristic of a character independently	I can tell a characteristic of a character with a few inaccuracies.	I cannot tell a characteristic of a character.
<b>Quarter 3</b>				
<b>Quarter 4</b>	Complete a venn diagram to compare characters/ experiences <b>2 similarities and 2 differences</b>	Complete a venn diagram to compare characters/ experiences <b>1 similarities and 1 differences</b>	Complete a venn diagram to compare characters/ experiences <b>1 similarity OR 1 difference</b>	Complete a venn diagram to compare characters/ experiences <b>0 similarities or differences</b>

<b>Kindergarten Math Report Cards RUBRIC</b>		<b>Measurement &amp; Data</b> <u><a href="#">Describe and compare measurable attributes</a></u> <u><a href="#">CCSS.MATH.CONTENT.K.MD.A.1</a></u> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. <u><a href="#">CCSS.MATH.CONTENT.K.MD.A.2</a></u> Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/ shorter.</i> <u><a href="#">CCSS.MATH.CONTENT.K.MD.B.3</a></u> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
		<b>Exceeds Expectations</b> <b>4</b>	<b>Meets Expectations</b> <b>3</b>	<b>Approaching Expectations</b> <b>2</b>	<b>Not Meeting Expectations</b> <b>1</b>
<b>Quarter 1</b>		Can classify 10 items into multiple categories	Can classify 10 items into any categories (shapes, colors, size, etc.)	Can classify 5 -10 items into any categories (shapes, colors, size, etc.)	Can classify 0-4 items into any categories (shapes, colors, size, etc.)
<b>Quarter 2</b> <u><a href="#">K.MD.A.</a></u>		Can recognize more than 4 objects and tell measurable attributes (tall/ short heavy/light, hot/ cold.	Can recognize 4 objects and tell measurable attributes (tall/ short heavy/light, hot/ cold.	Can recognize 2 -3 objects and tell measurable attributes (tall/ short heavy/light, hot/ cold.	Can recognize 0 -1 objects and tell measurable attributes (tall/ short heavy/light, hot/ cold.

# Integrated School Systems

My Drive > SAPS Grade 1 > Curriculum/Reporting Documents 1 > Assessments > Quarter 1 ▾

Name ↓

 Segmenting Words\_201610181629\_0001.pdf

 Rhyming\_201610181626.pdf

 Q1 add 10.docx

 Phonological record - indiv and class\_201610181627.pdf

 numbers -120.docx

 Initial Sounds\_201610181625.pdf

 Counting Assessment Q1

 CAP.pdf

 CAP teacher words pg3.pdf

 CAP Teacher Words pg2.pdf

 CAP Individual checklist.pdf

 Blending words\_201610181628\_0001.pdf

 120s chart data.docx

	Reading Text Level Grade 1			
	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Not Meeting Expectations
<b>Quarter 1</b> Narrative BAS <i>or</i> Observational Survey	I can read Instructional Level F text or higher with comprehension >4	I can read Instructional Level E text with comprehension >4	I can read Instructional Level D text with comprehension >4	I am reading Instructional Level C or below
<b>Quarter 2</b> Narrative BAS Running Record + Comprehension	I can read Instructional Level G or higher with comprehension >4	I can read Instructional Level F text with comprehension >4	I can read Instructional Level E text with comprehension >4	I am reading Instructional Level D or below
<b>Quarter 3</b> Informational Running Record + Comprehension	I can read Instructional Level I or higher with comprehension >4	I can read Instructional Level H text with comprehension >4	I can read Instructional Level G text with comprehension >4	I am reading Instructional Level F or below
<b>Quarter 4</b> Narrative BAS Running Record + Comprehension	I can read Instructional Level K or higher with comprehension >6	I can read Instructional Level J text with comprehension >4	I can read Instructional Level I text with comprehension >4	I am reading Instructional Level H or below

## Fountas & Pinnell Criteria for Instructional Level Reading

### At levels A-K:

90-94% accuracy with excellent or satisfactory comprehension >4

### At levels L-Z:

95-97% accuracy with excellent or satisfactory comprehension >6

# Integrated School Systems

*Data used for Data Sets* BENCHMARK ASSESSMENT SYSTEM INSTRUCTIONAL TEXT LEVEL TL ALSO from Title I Para FOR STUDENTS TAKEN							*Data used for Data Sets* MAP Reading				
Yr End 2016	TL J/K Beg / Fall	TL K Winter	TL L Spring (Feb)	TL M/N Yr End-May	MUST DO Comp A-K >4, L-Z >6	Gain	Yr End 2016	Fall	Winter	Spring	Individual student's Growth Target
M	K	L					197	171	174		186
J	J	K					169	164	179		180
L	L	M					201	200	209		210
U	U	W					214	207	210		216
J	J	L					183	164	169		180
Q	P	S					193	190	206		202
N	M	O					190	187	199		200
?	H	J					?	167	184		183
L	K	L					185	197	198		208
K	K	N					176	177	185		191
J	J	L					188	190	194		202
P	N	Q					205	191	192		203
K	K	M					183	179	191		193
I	H	J					177	170	171		185
J	H	J					174	167	180		183
L	L	N					203	204	207		214
N	M	O					195	182	197		195
J	I	K					174	173	182		188
B	A	B					163	151	153		170
L	L	N					183	185	197		198
N	M	O					189	188	200		200
Q	P	R					191	186	204		199
J	H	J					174	165	182		181
NA	NA	H					NA	NA	160		

Student Learning Objectives (SLO)	Number of Students	Number of students meeting expectation	Student Growth falls within Standard error	% meeting GOAL	
70% of students will meet their Growth Target for MAP Reading	18	9	6	83.33	
70% of students will meet their Growth Target for Map Math	18	14	2	88.89	
80% of the students will be at BAS TL M/N, or higher, EOY Benchmark in Reading or will have Growth of at least 3 Levels	18	12	at least 3 Levels growth 5	94.44	
70% of students will be at benchmark or improve one tier or higher on the AIMSWEB Math Comp for Grade Level	18	12	Improved 1 tier 2	77.78	
				344.44	86.11

Student ID	Student Name	Gender	Benchmark Assessment System						MAP Reading					GLAD ELA		
			TL from Title I Para FOR STUDENTS TAKEN						MAP Reading				GLAD ELA			
			Yr End 2015	TL J/K Beg / Fall	TL K Winter (End Nov.)	TL L Spring (End of Feb.)	TL M/N Yr End- by 6/3	Gain	Previous Yr End	Fall 175.9	Winter 183.6	Spring 189.6	Individual student's Growth Target	Winter	Spring	Gain
61209	W	R	c	C	E	E	E	2	--	157	152	171	175*	20.83	50	29.17
67738	M		r	I	L	N	N	5	173	158	181	172	175*	54.17	62.5	8.33
62382	F		h	K	L	N	O	4	--	178	187	195	192	87.5	83.33	-4.17
92122	F	RR	h	H	I	J	L	4*	182	161	185	201	178	50	87.5	37.5
70562	M	Moved		H						155						
42042	M		N	N	O	O-P	P	2	188	165	185	193	181	70.83	75	4.17
52289	F	R	G/H	G	H	J	K	4*	176	168	183	190	184	70.83	79.17	8.34
52891	F		N	L	N	O-P	Q	5	192	173	189	194	188	75	91.67	16.67
61795	M		Q	Q	S	T	U	4	199	210	211	212	218	91.67	95.83	4.16
88691	F		H/I	J	M	O	O	5	178	167	175	198	183	75	70.83	-4.17
29851		Fluency - R	H	G	I	J	K	4*	168	163	172	177	180*	29.17	62.5	33.33
365	F			L	L	M	N	2		174	203	190	189	62.5	79.17	16.67
82046	M		N	N	O	P	R	4	181	172	186	189	187	58.33	62.5	4.17
34614	M		S	S	T	U	V	3	214	208	210	214	217*	87.5	95.83	8.33
55809	M		Q	M	N	O-P	P	3	182	184	186	199	201*	79.17	75	-4.17
45538	M	RR	D/E	D	G	J	K	7*	--	168	170	179	184	58.33	54.1	-4.23
19144	M		I	I	J	L	N	5	--	166	178	194	182	37.5	79.17	41.67
31609	M	RR	G	G	I	J	K	4	170	163	162	177	180*	25	58.33	33.33
90040	M		O	M	M	N	N	1	185	188	191	190	200	54.17	91.67	37.5
50126	F	RR	o	H	J	K	J-K	3*	173	168	170	175	184	41.67	54.17	12.5
67360	F	R			B/C						147					
91258	M					J						164				



Received Intervention Documentation

R- Leveled Literacy intervention

RR-Reading Recovery

Fluency- 6 Minute Solution

# Integrated School Systems

Intervention Type 1-6 1=Place Value/Numeration 2-WN Add/Sub 3-WN MULT/DIV 4-Decimals 5-Fractions 6-Measurement 7-Counting/Number ID=8-Algebra	MINUTES PER WEEK													
	Date Enter	Date Exit	# Missed Lesson	Week of 10/17-10/21	Week of 10/24-10/28	Week of 10/31-11/4	Week of 11/7-11/11	Week of 11/14-11/18	Week of 11/21-11/22	Week of 11/28-12/2	Week of 12/5-12/9	Week of 12/12-12/16	Week of 12/19-12/22	Week of 1/4-1/6
	1.7	10/17/2016	11/11/2016	3	80	80	80	20						
	1.7	10/17/2016	11/11/2016	8	60	40	20	20						
	1.7	10/17/2016	11/11/2016	1	80	80	80	20						
	1.7	11/14/2016	12/21/2016	1					60	40	80	80	40	20
	1.7	11/14/2016	12/21/2016	1					60	40	80	80	40	20
	1.7	11/14/2016	12/21/2016	4					60	20	60	60	40	20
	1.7	11/14/2016	12/21/2016	1					60	40	80	80	40	20
1.7	1/23/2017													
1.7	1/23/2017	2/24/2017												
7	2/9/2017	2/24/2017												
1.7	2/27/2017													
1.7	2/27/2017													
1.7	10/17/2016	11/11/2016	3	60	80	60	20							
1.7	10/17/2016	11/11/2016	3	60	80	60	20							
1.7	10/17/2016	11/11/2016	3	60	80	60	20							
1.7	11/14/2016	1/6/2017	3					40	20	80	60	40	20	20
1.7	11/14/2016	1/6/2017	4					40	40	80	20	40	20	20
1.7	11/14/2016	1/6/2017	2					40	40	80	60	40	20	20

# Integrated School Systems

INT		ENTRY SCORES		READING RECOVERY® BOOK LEVEL & NUMBER OF LESSONS												EXIT DATES AND SCORES				YEAR END SCORES				EXIT CODE																				
Name	UIC code	Entry Date	LID	CA P	WT	WV	HSIW	TL	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Exit TL	Exit Date	# Lessons	# Weeks	TL	LID	CAP	WT	WV	HSIW	TL	LID	CAP	WT	WV	HSIW										
1	6190079483	9/10	54	13	3	5	15	0	1-3	4-5	5-8	8-9	10-14	15-16					16	2/11/16	76	20	16	54	24	18	38	36	18	54	24	19	40	36	Discontinued									
	7410357049	9/16	49	19	6	8	21	1	1-2	3-8	8-12	12-14	14-18	18-19					18	2/11/16	75	20	18	54	24	16	31	37	20	54	23	19	37	37	Discontinued									
3	7076457163	9/11	46	15	0	4	31	0	1-2	2-4	4-7	7-9	9-12	13-14					14	2/11/16	68	20	14	54	23	17	38	37	Moved				Discontinued											
	3477210940	9/11	50	15	4	5	23	1	1-2	3-7	7-10	9-13	13-17	17-18					16	2/11/16	77	20	16	54	24	15	47	35	16	54	23	19	50	36	Discontinued									
n	1786430165	9/11	28	13	0	2	2	0	1	1-2	2	3	2	2					0	2/11/16	75	20	0	51	20	3	9	24	1	53	18	3	5	20	Recommended									
1	4161309807	9/11	54	19	10	7	32	4	1-4	4-10	10-14	14-15	15					14	12/8/15	47	13	14	53	17	24	32	37	24	54	24	19	34	36	Discontinued										
	2288818966	1/4	53	18	12	19	36												18	16	15	16	22	12										Discontinued										
	2613745516	2/23	52	20	14	14	35	7											7-10	10-15	16-20	21-24	5	14	15	16	18	24	5/24/16	49	12	24	54	24	20	44	36	24	54	24	20	44	36	Discontinued
	4215774558	2/23	54	18	11	25	34	10											10-12	12-15	15-20	20-22	5	15	17	12	13	20	5/24/16	51	12	20	54	23	19	44	35	20	54	23	19	44	35	Discontinued
	5860807383	2/23	53	18	18	19	34	9											9-12	12-15	15-20	20-23	5	18	15	13	13	22	5/24/16	46	12	22	54	24	20	46	35	22	54	24	20	46	35	Discontinued

**Sault Area Public Schools**  
Summer Literacy and Numeracy Program  
2017

February 15, 2017

Dear Parents,

The Michigan Department of Education awarded Sault Area Public Schools a grant that offers a free summer program to students entering grades 1, 2 or 3 that need a little extra reading, writing, and/or math support. In addition a new award from Title VI will allow for transportation services from regional stops.

#### Program Information:

**Dates:** Monday-Thursday

- June 19-29
- July 10-27
- August 7-17

**Target Audience:** Students at or below grade level

**Purpose:** Prevention of "summer slide" of key skills

**Session Times:** 8:15-10:00, 9:45-11:30

**Session location:** Sault Area Middle School

**Duration:** One hour and forty-five minutes

#### Other Information:

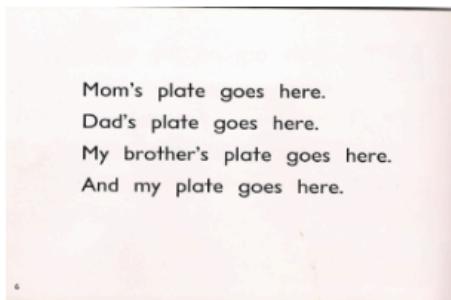
- Milk and snack provided
- Sessions are limited to 5 students
- Teachers are highly skilled in elevating skills
- Students may participate in math and/or reading

**Attendance:** Required for the entire program

**Selection Process:** Students are selected by need. Any interested parents should apply on behalf of their child. Determination date is May 1, 2017. Notification will come from your child's classroom teacher and by mailed letter.

# Integrated School Systems

## Text Level D



Books at Level D:	Early Emergent Readers (Reading at Level D):
<ul style="list-style-type: none"><li>❖ Simple factual texts, animal fantasy and realistic fiction</li><li>❖ Picture books</li><li>❖ Amusing one-dimensional characters</li><li>❖ Familiar, easy content, themes, and ideas</li><li>❖ Simple dialogue (some split dialogue)</li><li>❖ Many sentences with prepositional phrases and adjectives</li><li>❖ Some longer sentences (some with more than six words)</li><li>❖ Some simple contractions and possessives (words with apostrophes)</li><li>❖ Two to six lines of text on each page Some sentences turn over to the next line</li><li>❖ Some words with -s and -ing endings</li><li>❖ Fewer repetitive language patterns</li></ul>	<ul style="list-style-type: none"><li>❖ Eyes can track print over two to six lines per page</li><li>❖ Can process texts with fewer repeating language patterns</li><li>❖ Voice-print match is smooth and automatic; finger pointing is rarely needed, if ever</li><li>❖ Notices and uses a range of punctuation and read dialogue, reflecting the meaning through phrasing</li><li>❖ Can solve many regular two-syllable words, usually with inflectional endings (-ing).</li><li>❖ Consistently monitors reading and cross-checks one source of information against another; self-corrects</li><li>❖ Read easy, high frequency words (at, an, am, do, go, he, in, like, me, my, no, see, so, to, up, we)</li></ul>

Writing Expectations	Grade K
<b>Entering</b>	<ul style="list-style-type: none"><li>Draws a picture that may or may not be related to the topic</li><li>Explain drawing for teacher to transcribe</li><li>May have string of random letters to represent writing</li></ul>
<b>Quarter 1</b>	<ul style="list-style-type: none"><li>Draws a picture that may or may not be related to the topic</li><li>Uses letters to represent writing</li><li>Letters may have letter to sound correlation</li><li>Beginning sound represented for some words</li></ul>
<b>Quarter 2</b>	<ul style="list-style-type: none"><li>Draws a picture related to the topic</li><li>Letters should have letter to sound correlation</li><li>Beginning and ending sounds are represented for some words</li><li>Middle sounds may be included</li><li>Includes some learned high frequency words</li><li>Words maybe separated with spaces</li><li>Writes a sentence with a related thought or detail</li></ul>

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## ACADEMIC AND SOCIAL BEHAVIORS THAT IMPACT LEARNING Grade 2

Academic Behaviors	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Not Meeting Expectations 1
<b>Responsible</b> Turns in Assignments and Homework on time	All homework and assignments are completed and turned in on time	Consistently completes and turns in homework and assignments on time	Inconsistently completes and turns in homework and assignments on time	Rarely completes and turns in homework and assignments on time
<b>Respectful</b> Works well with others and while others are working	On task <u>all</u> of the time and uses the voice level as directed by the teacher	On task <u>most</u> of the time and uses the voice level as directed by the teacher	On task <u>some</u> of the time and sometimes uses the voice level as directed by the teacher	Rarely on task and rarely uses the voice level as directed by the teacher
<b>Engaged in Learning</b> Asks Questions/Participates in discussions	Consistently asks on-topic questions and makes related comments that contribute to classroom learning environment	Often asks on-topic questions and makes related comments	Inconsistently asks on-topic questions and makes related comments	Rarely asks on-topic questions and makes related comments

Social Behaviors	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Not Meeting Expectations 1
<b>Responsible</b> Takes care of belongings and classroom materials	Consistently puts personal items and classroom materials away independently; helps others	Often puts personal items and classroom materials away independently	Inconsistently puts personal items and classroom materials away with multiple reminders	Rarely puts personal items and materials away with reminders and teacher support
<b>Respectful</b> Demonstrates care for self, others and personal belongings	Consistently cares for self, others and personal items with no reminders	Often cares for self, others and personal items with minimal reminders	Inconsistently cares for self, others, and personal items; often needs several reminders	Rarely cares for self, others and personal items with reminders and teacher support
<b>Engaged in Learning</b> Actively listens and follows direction	Consistently focuses on learning and materials; completes tasks independently	Often focuses on learning and materials; completes most tasks	Inconsistently focuses on learning and materials; completes tasks occasionally	Rarely focuses on learning and materials; does not complete tasks

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Who's on your SQUAD?



What is our purpose?

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SUPPORT

# Suggestions:

Establish teams to learn from their data

Develop tools that work for your squad

Pick an area and start, NOW

