

Using Data to Progress Monitor MTSS Implementation

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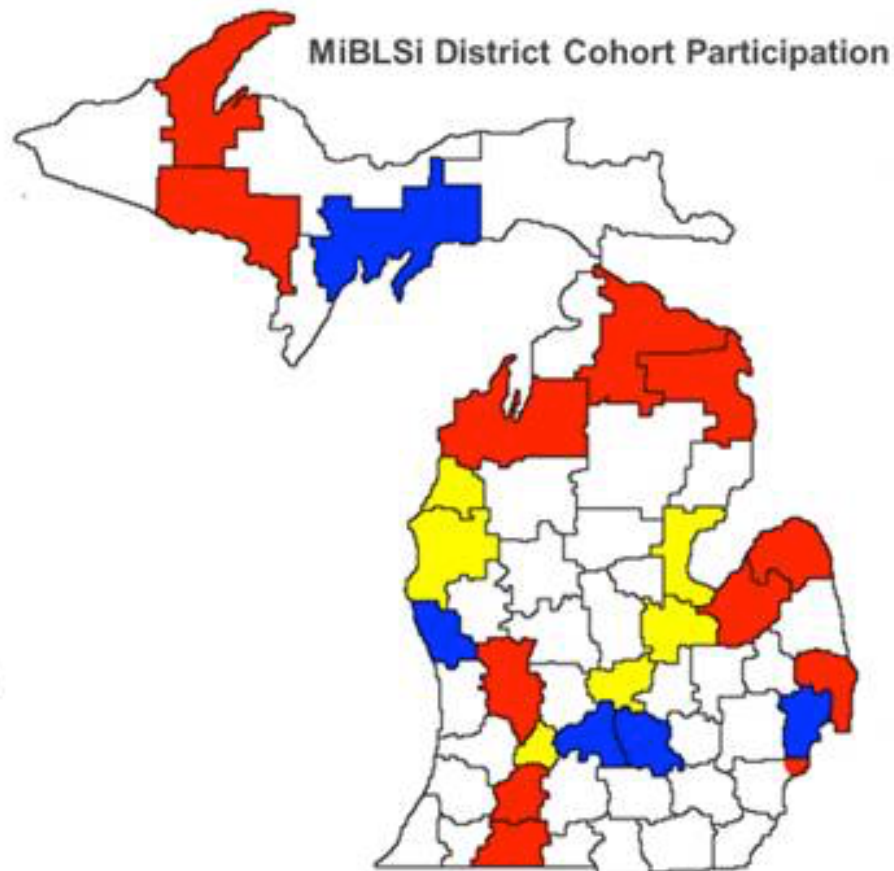
Multi-tiered Systems of Support

- 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

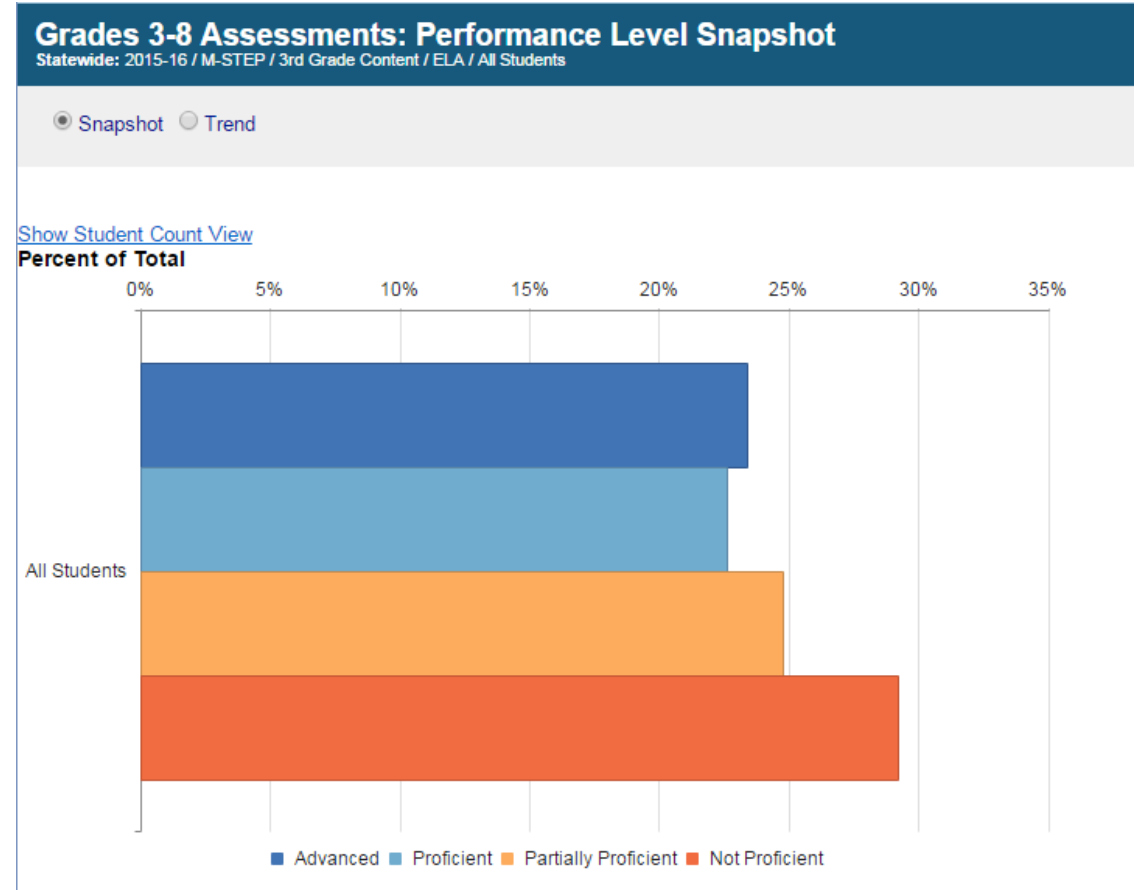
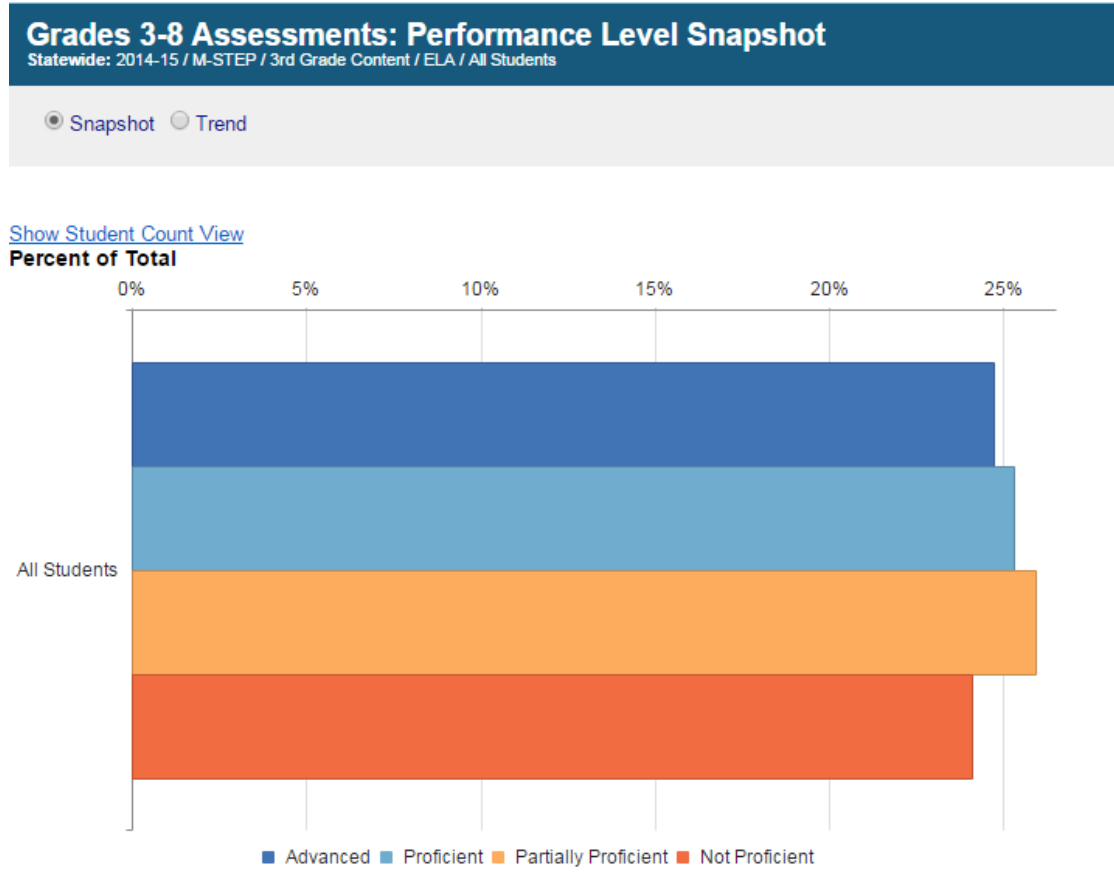


• ISD Cohorts

2013		2014
Allegan	Macomb	Calhoun
Bay-Arenac	Marquette	Charlevoix/Emmet
Berrien	Monroe	Eaton
Cheboygan-Otsego	Montcalm	Shiawassee
Clare-Gladwin	Muskegon	Traverse Bay Area
Copper	Saginaw	Van Buren
Eastern UP	St. Clair	
Gratiot-Isabella	St. Joseph	
Genesee	Tuscola	
Jackson	Wexford	
Kent		

Indicators of Success / Grade 3 ELA

All Students- Statewide



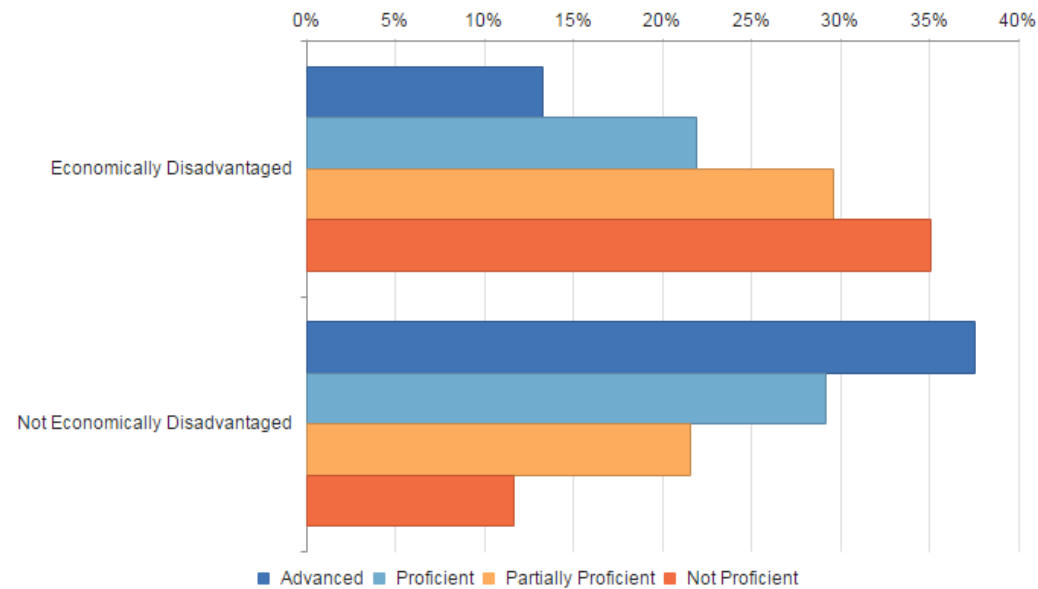
MTSS = Designing Systems that Support All Students

Grades 3-8 Assessments: Performance Level Snapshot

Statewide: 2014-15 / M-STEP / 3rd Grade Content / ELA / Economically Disadvantaged

☒ Snapshot ☐ Trend

[Show Student Count View](#)
Percent of Total

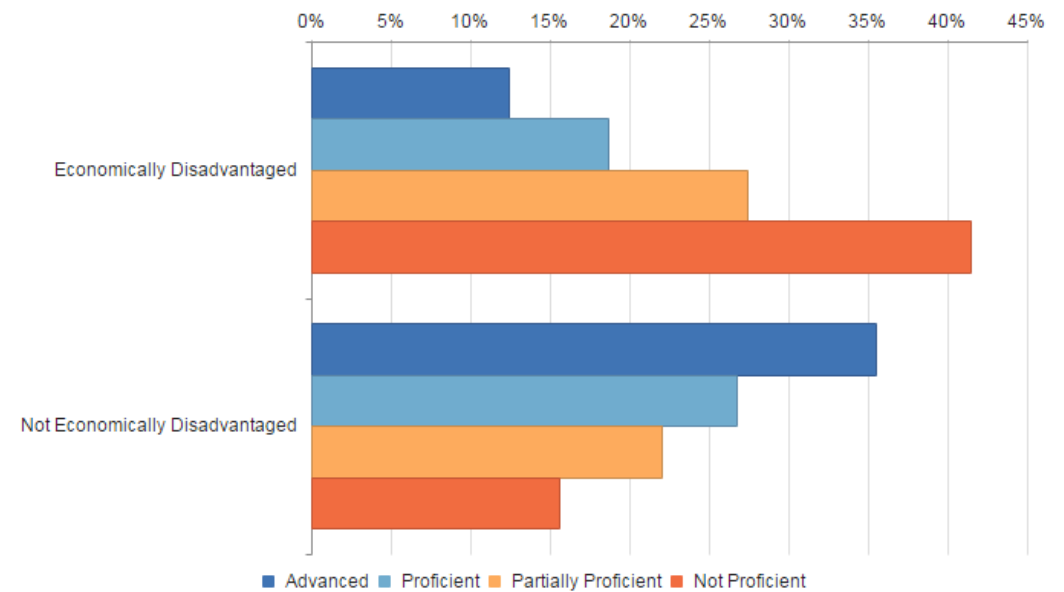


Grades 3-8 Assessments: Performance Level Snapshot

Statewide: 2015-16 / M-STEP / 3rd Grade Content / ELA / Economically Disadvantaged

☒ Snapshot ☐ Trend

[Show Student Count View](#)
Percent of Total



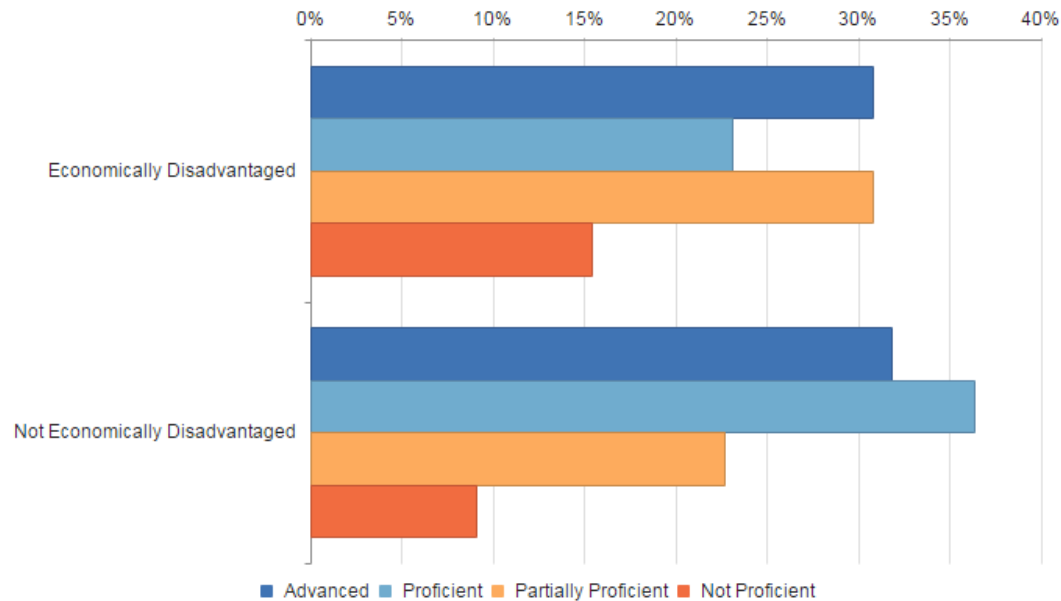
Making a Difference with MTSS- Washington Elementary/Sault Schools compared to State of Michigan

Grades 3-8 Assessments: Performance Level Snapshot

Washington Elementary School: 2015-16 / M-STEP / 3rd Grade Content / ELA / Economically Disadvantaged

☒ Snapshot ☐ Trend

[Show Student Count View](#)
Percent of Total

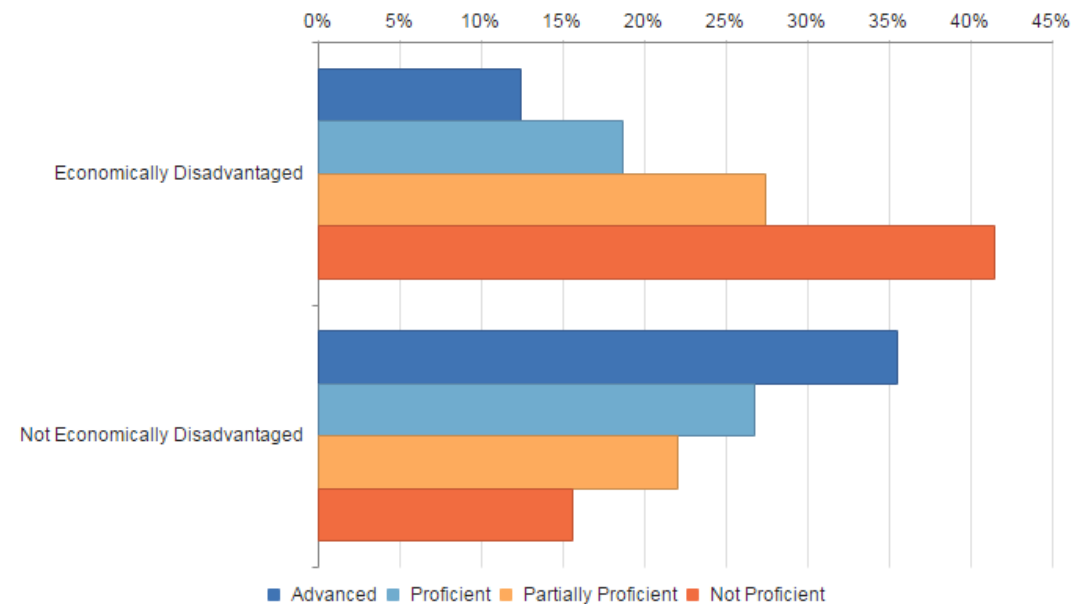


Grades 3-8 Assessments: Performance Level Snapshot

Statewide: 2015-16 / M-STEP / 3rd Grade Content / ELA / Economically Disadvantaged

☒ Snapshot ☐ Trend

[Show Student Count View](#)
Percent of Total



Systems Supporting MTSS



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

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	Screeners of Early Literacy Behaviors	Screeners 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	
Grade 1	Fall	Sept	N	N	Y	Y	N	
	Winter	Jan	N	N	Y		N	
	Spring	End May	N	N	Y		N	
Grade 2	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 st	2 nd	3 rd	4 th
Comprehension: Key Ideas & Details					
Examining Text					
Connecting Beyond the Text					
Reading Level					
Informational Text		1 st	2 nd	3 rd	4 th
Comprehension: Key Ideas & Details					
Examining Text					
Connecting Beyond the Text					
Reading Level					
Foundational Skills		1 st	2 nd	3 rd	4 th
Print Concepts					
Phonics					
Word Recognition					
Fluency					

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

Student: _____

Other Subjects				
Quarter	1 st	2 nd	3 rd	4 th
Art/Performing Arts				
Music/Band				
Technology				
Health/Physical Education				
Foreign Language				

Learner Qualities					
Academic Behaviors		1 st	2 nd	3 rd	4 th
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 st	2 nd	3 rd	4 th
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 st	2 nd	3 rd	4 th
History					
Geography					
Civics & Government					
Economics					

Science					
Areas of Study		1 st	2 nd	3 rd	4 th
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 st	2 nd	3 rd	4 th
Word Problems: Addition & Subtraction				
Addition & Subtraction Strategies				
Number & Operations: Base Ten	1 st	2 nd	3 rd	4 th
Place Value				
Read & Write Numbers				
Measurement & Data	1 st	2 nd	3 rd	4 th
Length				
Tell Time				
Represent & Interpret Data				

Teacher Comments	
Q1	
Q2	
Q3	

Grading Scale	
4	Exceeds Expectations: 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	Meets Expectations: The student demonstrates understanding of the grade level standards and can apply concepts in a variety of contexts.
2	Approaching Expectations: 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	Not Meeting Expectations: 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 st	2 nd	3 rd	4 th
Days Absent				
Days Tardy				

Integrated School Systems

	Connecting Beyond the Text CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events . CCSS.ELA-LITERACY.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.			
	4	3	2	1
Quarter 1	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.
Quarter 2	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.
Quarter 3				
Quarter 4	Complete a venn diagram to compare characters/ experiences 2 similarities and 2 differences	Complete a venn diagram to compare characters/ experiences 1 similarities and 1 differences	Complete a venn diagram to compare characters/ experiences 1 similarity OR 1 difference	Complete a venn diagram to compare characters/ experiences 0 similarities or differences

Kindergarten Math Report Cards RUBRIC	Measurement & Data Describe and compare measurable attributes CCSS.MATH.CONTENT.K.MD.A.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. CCSS.MATH.CONTENT.K.MD.A.2 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> Classify objects and count the number of objects in each category CCSS.MATH.CONTENT.K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Not Meeting Expectations 1
Quarter 1	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.)
Quarter 2 K.MD.A.	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 *Cold Read/ NEW BOOK , a one sentence book introduction			
	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Not Meeting Expectations
Quarter 1 Narrative BAS <u>or</u> 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
Quarter 2 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
Quarter 3 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
Quarter 4 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 IN 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 175.9	Winter 183.6	Spring 189.6	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

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	Date Enter	Date Exit	# Missed Lesson	MINUTES PER WEEK															
				Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of	Week of
				10/17-10/21	10/24-10/28	10/31-11/4	11/7-11/11	11/14-11/18	11/21-11/25	11/28-12/2	12/5-12/9	12/12-12/16	12/19-12/22	1/4-1/6	1/7-1/11	1/14-1/18	1/21-1/25	1/28-2/1	2/4-2/8
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	20					
1,7	11/14/2016	12/21/2016	1					60	40	80	80	40	20	20					
1,7	11/14/2016	12/21/2016	4					60	20	60	60	40	20	20					0
1,7	11/14/2016	12/21/2016	1					60	40	80	80	40	20	20					0
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					0

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
LLI Teacher Assignment Group Name, or #	Last Name	First Name	Classroom Teacher	Date: 10/31/16	11/1/2016		11/2/2016		11/3/2016		11/7/2016		11/11/2016		11/17/2016		11/22/2016		11/29/2016		12/1/2016		12/6/2016		12/8/2016		12/9/2016																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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AF-Gibbons#1	Mac	Gibbons	Gibbons	Art	Art	BAS test Adan	BAS test Adan	Comp Lab	Comp Lab	I, J	Lessons 67 and 71	J, H	Lessons 71 and 72	J, H	Lessons 73 and 74	J	Lessons 75	J	Lessons 75 and 77	J, H	Lessons 77 and 78	J	Lesson 79	J	Lesson 79 and 109	J, K	Lesson 79 and 81																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Integrated School Systems

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INT			ENTRY SCORES							READING RECOVERY® BOOK LEVEL & NUMBER OF LESSONS										EXIT DATES AND SCORES							YEAR END SCORES						9 - Discontinued R - Recommended I - Incomplete M - Moved Other - (explain)					
	Name	UIC code	Entry Date	LID	CAP	WT	VW	HSIW	TL	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Exit TL	Exit Date	# Lessons	# Weeks	TL	LID	CAP	WT	VW	HSIW	TL	LID	CAP		WT	VW	HSIW	EXIT CODE	
1		6190079483	9/10	54	13	3	5	15	0	1-3 15	4-5 18	5-8 10	8-9 14	10-14 10	15-16 8						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 10	3-8 18	8-12 10	12-14 10	14-18 17	18-19 8						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 10	2-4 16	4-7 12	7-9 9	9-12 13	13-14 5					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 10	3-7 19	7-10 13	9-13 11	13-17 7	17-18 7					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	1-2 10	2-4 16	4-7 9	7-9 16	9-12 7						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 10	4-10 19	10-14 14	14-15 5							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						10-14 18	14-17 16	17-19 15	20-22 16	22-13 16		20	5/24/16	77	19		20	54	23	18	48	36	20	54	23	18	48	36	Discontinued	
		2613745516	2/23	52	20	14	14	35	7						7-10 14	10-15 17	16-20 13	21-24 13		24	5/24/16	49	12		24	54	24	20	44	36	24	54	24	20	44	36	Discontinued	
1		421574558	2/23	54	18	11	25	34	10						10-12 15	12-15 17	16-20 12	20-22 12		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 5	12-15 13	15-20 15	20-23 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:

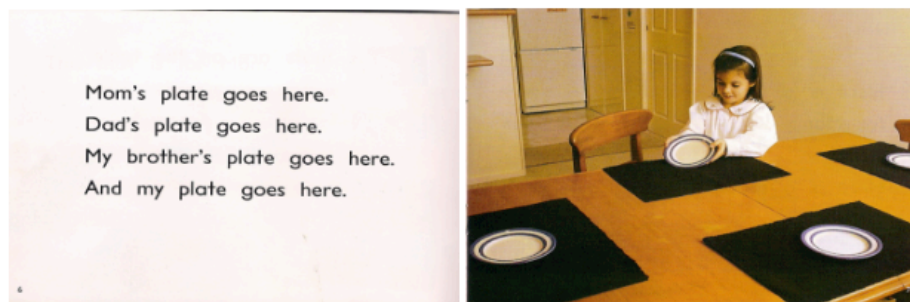
- Milk and snack provided
- Sessions are limited to 5 students
- Teachers are highly skilled in elevating skills
- Students may participate in math and/or reading

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

Writing Expectations

Grade K

Entering

Draws a picture that may or may not be related to the topic
Explain drawing for teacher to transcribe
May have string of random letters to represent writing

Quarter 1

Draws a picture that may or may not be related to the topic
Uses letters to represent writing
Letters may have letter to sound correlation
Beginning sound represented for some words

Quarter 2

Draws a picture related to the topic
Letters should have letter to sound correlation
Beginning and ending sounds are represented for some words
Middle sounds may be included
Includes some learned high frequency words
Words maybe separated with spaces
Writes a sentence with a related thought or detail

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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
Responsible Turns in Assignments and Homework on time	<u>All</u> homework and assignments are completed and turned in on time	<u>Consistently</u> completes and turns in homework and assignments on time	<u>Inconsistently</u> completes and turns in homework and assignments on time	<u>Rarely</u> completes and turns in homework and assignments on time
Respectful 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	<u>Rarely</u> on task and rarely uses the voice level as directed by the teacher
Engaged in Learning Asks Questions/ Participates in discussions	<u>Consistently</u> asks on-topic questions and makes related comments that contribute to classroom learning environment	<u>Often</u> asks on-topic questions and makes related comments	<u>Inconsistently</u> asks on-topic questions and makes related comments	<u>Rarely</u> asks on-topic questions and makes related comments

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

