

Team Data Review & SMART Goal Creation

Faculty Meeting 2.10.15
Please sit with your team.

Today's Purpose

- To review fall MAP data & celebrate the work done so far
- To look at winter MAP & other data, and begin work on our SMART goal

What is a SMART goal?

A SMART goal is a protocol for designing clear, incremental, action-based goals to move from a current reality to the end in mind.

S- Specific-**simple & clearly defined**

M- Measurable-**provides tangible evidence**

A- Attainable-**challenging but achievable**

R- Results Oriented-**measures outcomes not activities**

T- Time Bound-**time frame creating practical urgency**

SMART Goal Template

SMART Goal Worksheet				
Team:				
Team Members:				
District Goal: Throughout the 2014-2015 school year, the District will maintain high levels of student growth and achievement through the tiered implementation of the Common Core, best practices in instruction, assessment, and reporting.				
Data Links:	P.MAP Discussion 2014-2015	2014 Winter Reading - MAP Strength / Weaknesses by Grade Level	"Class of 20XX" Documents contain CBM, MAZE, ISEL, etc. data	
Team SMART Goal	Strategies	Action Steps	Who is Responsible?	Target Date & Timeline
Our Current Reality: PUT YOUR TEAM'S CURRENT READING REALITY HERE AROUND GREEN & BLUE BAND STUDENTS	Professional Development Needs of Our Team:			Check in date #1 - Week of April 13th
				Check in date #2 - Week of May 18th - 25th
Our SMART Goal: PUT YOUR TEAM'S READING SMART GOAL HERE FOR GREEN & BLUE BAND STUDENTS	Evidence Based Decision Making (Data):			
	Effective Agenda Creation:			

Data Types

ISAT Data

		Students' Performance Levels in 2014								
		Academic Warning		Below Standards		Meets Standards		Exceeds Standards		
		1A	1B	2A	2B	3A	3B	4A	4B	
Students' Performance Levels in 2013	Academic Warning	1A								
		1B		1						
	Below Standards	2A			1	5		1		
		2B			3	3	4	1		
	Meets Standards	3A				9	10	4	2	1
		3B				5	12	19	12	
	Exceeds Standards	4A					5	18	12	8
		4B					1	5	12	10

MAP Data

MAP ≤ 25th Percentile	3 2 SPED 1 ELL 0 F/R	3.3	List notable strengths/weaknesses of the grade level to keep in mind for instruction. TIER 1	(M/E) additional independent practice using MAP practice websites, work with a partner to encourage talking about their thinking and using multiple strategies (N/D)
MAP between the 26th and 35th Percentile	4 0 SPED 1 ELL 0 F/R	4.4	Describe potential intervention needs TIER 1	Using Watch List (Class of 2019 doc) -sight words -fluency Sentence Building -ID what is/is not a sentence -produce simple sentences
MAP between the 36th and the 94th Percentile	63 2 SPED 13 ELL 6 F/R	70	Students to receive regular intervention support as determined by the team and ideas for types of	Using Watch List (Class of 2019 doc) -CBM fluency needs ID by <20 wpm <3: get tier 2 intervention with NN twice a week <13: "lexia-like" app, non-flashcard sight word intervention, dolch sight word books with asking and answering questions (7) <19: Read Naturally with fluency check and comprehension questions with

Data Types

Watch List Data

WINTER SCORES 2014-2015				
SEL / QRI FAL	ISEL / QRI WIN	CBM FALL	CBM WIN	CBM SPG
25%ile 51 10%ile 36.8	25%ile:68.7 10%ile: 50.9	T2: <20	T2:15-39 T3:<15	
39.3	x	1	8	
63.1	x	11	35	

Literacy Data Wall

2nd Grade Lit Cycle 3: 2014-2015				
<p>2.LIT.01: Ask and answer questions as who, what, where, when and how (combination of explicit and inferential) to demonstrate understanding of key details in a text.</p>				
M	Krish Shruti Lennon Ruby Tony	Truman Jasmine Darren Sharayu Brady	Alec Satviki Daniella Alex Bradley	Dorsa Luke Angelo Dean Daniel

What do we need to know and be able to do in order to impact student learning?

The basic information needed for the SMART goal

- Focus on green & blue band students
- The growth indicator = MAP Fall to Spring
- Other evidence to be taken into consideration:
 - Maze, CBM, Benchmark Assessments, “Class of...” info, MAP Strengths & Weaknesses data, etc.
- Focus on D96 learning targets for most students
- For students \geq 95th percentile?
 - DesCarte use is OK. Student may have exceeded our 4.0 targets.

What do we need to know and be able to do in order to impact student learning?

What about students in the red and yellow bands?

- Red band students - Most are receiving tiered interventions
- Yellow band students - We will problem solve around these students at team meetings to see what Tier 1 interventions need to be provided.

Determine Team Roles

- Notetaker
- Air Traffic Controller (ATC)
- Time Keeper

Questions for Discussions

- What are our celebrations from the Fall MAP action plan?
- What patterns/trends do we see in our Winter MAP data?
- What patterns/trends do we see in our other data?
- What does the data not tell us?
- Consider the causes of the data: Instructional methods, materials, people, time. What could potential changes/action steps be?
 - Do we need to look at our reading instruction structures?
 - Do we need more exposure to instructional materials?
 - Should we utilize our instructional aides in a different way?
 - Can we structure time use any differently?
 - How will we collect data along the way to inform us of our work?

Learning Continuum

NWEA is working to make the Learning Continuum (formerly DesCartes) more user friendly.



VIEW REPORTS & INSTRUCTIONAL RESOURCES ▲

MAP Reports

Operational Reports

Reports Queue

Instructional Resources

Learning Continuum

Learning Continuum is located here on the main page.

Class View

Winter 2014-2015



Term Rostered

Winter 2014-2015



Term Tested

School

Prairie Elementary School



Instructor

Ramona Smith



Class

Smith-HomeRoom Grade 4-4h03



Test

MAP: Reading 2-5 Common Core 2010 V2



[View Report](#)

Fill the fields
as needed

Ramona Smith
Class: Smith-HomeRoom Grade 4-4h03

Term Rostered: Winter 2014-2015
Term Tested: Winter 2014-2015
District: Kildeer Countryside Consol. S.D. #96
School: Prairie Elementary School

Learning Continuum - Class View

MAP: Reading 2-5 Common Core 2010 V2

Edit Display Options

Literature

Literature: Key Ideas and Details



Literature: Craft and Structure



Informational Text

Informational Text: Key Ideas and Details



Informational Text: Craft and Structure



Vocabulary Acquisition and Use

Context Clues and Reference



Word Relationships and Nuance



Click in the sub category you're looking into.

Context Clues and References Report

211-220

- Determines which meaning of a multiple-meaning word in the 2-5 grade band fits a given context
- Determines which meaning of a multiple-meaning word in the 9-12 grade band fits a given context

Base Words, Affixes

- Identifies the meaning of common Greek and Latin roots
- Applies knowledge of affixes to determine the meaning of a word in the 6-8 grade band
- Applies knowledge of affixes to determine the meaning of words in the 9-12 grade band
- Applies knowledge of Greek or Latin roots to determine the meaning of a word in the 6-8 grade band
- Applies knowledge of Greek or Latin roots to determine the meaning of a word in the 9-12 grade band
- Understands how the prefix en- or in- changes the meaning of a word
- Understands how the suffix -able or -ible changes the meaning of a word
- Understands how the suffix -less or -ful changes the meaning of a word
- Uses a defined affix as a clue to the meaning of a word
- Uses definitions of roots and affixes to determine word meaning
- Uses definitions to determine the meaning of Latin and Greek roots

Academic and Content Vocabulary

- Uses context to determine the meaning of academic words or phrases in informational text
- Uses context to determine the meaning of academic words or phrases in literary text
- Uses context to determine the meaning of domain-specific words or phrases in informational text

Overall RIT: :
Lexile Range
Goal Range:

Brohl, Evan

Overall RIT: :
Lexile Range
1119
Goal Range:

Patel, Dilan

Overall RIT: :
Lexile Range
Goal Range:

Orgler, Meg

Overall RIT: :
Lexile Range
Goal Range:

Stein, Jacob

Overall RIT: :
Lexile Range
1083
Goal Range:

NWEA Instructional Resources



Instructional Resources

RIT Summary

Search By

Search By RIT Score

Search By Grade Level

MAP Test

Subject

Grade Level

Goal

This page allows you to:

- ✓ Discover millions of free instructional resources that are aligned to the Common Core State Standard (CCSS)
- ✓ Perform searches by the MAP Test goal structure to match individual students' performance or individual Common Core State Standards
- ✓ Share specific instructional resources with others

Need help?