

Where Are We Now in ELA & Math?

March, 2019

	<p>Determining Essential Standards & Learning Outcome</p> <ul style="list-style-type: none"> • Teams unpacked standards • Developed learning targets for teachers and students • Teams discussed expected level of learning in order to clarify expectations 	<p>Developing and Utilizing Results of Common Formative Assessments</p> <ul style="list-style-type: none"> • At least 2 CFA's developed collaborative for each unit • Identified when CFA will be given • Determined proficiency level for CFA expectations • Have an established process for analyzing the CFA • Using the CFA results to provide support • Using the CFA results to improve professional practice 	<p>Providing Interventions</p> <ul style="list-style-type: none"> • Clear process for identifying students for Tier 2 and Tier 3 support • Tier 2 support happening 2 or more times per week • Tier 3 support happening 4 or more times per week • Tier 1 instruction protected for all students • Tier 2 and Tier 3 instruction directly linked to identified deficit skills/learning (specific targets) 	<p>Planning Units of Instruction</p> <ul style="list-style-type: none"> • Pacing guide developed which shows plan for all essential standards • Common format used to developed unit • Team develops plan together • Essential components on unit plan • Plan shows which CFA's will be used and when • Plan for summative assessment included • Plan for support and intervention included (Tier 2) • Reassessments included in support
<p>TCE</p>	<p>Math--2 ELA--3 In Math all grades have at least 2 Essential Standards, learning targets and CFAs</p> <p>In ELA all grades have at least 3 Essential Standards, learning targets and CFAs in reading some have 1 in writing</p>	<p>Math--2 ELA--2 In both areas we need to:</p> <ul style="list-style-type: none"> *Have an established process for analyzing the CFA *Using the CFA results to provide support *Using the CFA results to improve professional practice 	<p>Math--2 ELA--2</p> <ul style="list-style-type: none"> *Clear process for identifying students for Tier 2 (somewhat) and Tier 3 support (Yes) *Tier 2 support happening 2 or more times per week (Not sure) *Tier 3 support happening 4 or more times per week (Yes) *Tier 1 instruction protected for all students (A few concerns) *Tier 2 and Tier 3 instruction directly linked to identified deficit skills/learning (specific targets) (In progress) 	<p>Math--1 ELA--1</p> <ul style="list-style-type: none"> *Pacing guide developed which shows plan for all essential standards (Yes, but needs more rigor and adjustments) *Common format used to developed unit (Variety, 15 day plan, team units) *Team develops plan together (Some) *Essential components on unit plan (Yes) *Plan shows which CFA's will be used and when (Yes) *Plan for summative assessment included (Yes) *Plan for support and intervention included (Tier 2) (Needs more work) *Reassessments

				included in support Needs more work)
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0 - Not to the discussion phase

1 - Discussing and learning what this should look like in our school

2 - Teams understand what this is and are beginning to provide evidence; beginning stage of implementation

3 - Teams understand what this is and provide evidence on a consistent basis; Evidence is reviewed and discussed for improvement purposes;

4 - All grade level/course level teams are implementing this and evidence is provided and monitored by school leaders