

Derry					
	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1					
Target A-KCC1.1	1	3	0	3	13
Target B-KCC4a	0	8	0	10	2
Data Point # 2					
Target A-KCC1.1	3	9	1	1	7
Target B-KCC4a	0	14	0	6	1
Data Point # 3					
Target A-KCC1.1	4	8	0	3	6
Target B-KCC4a	0	15	4	1	1
Data Point # 4					
Target A					
Target B					
Data Point # 5					
Target A					
Target B					
Holzman					
	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1					
Target A-KCC1.1	0	8	0	0	12
Target B-KCC4a	0	9	0	9	2
Data Point # 2					
Target A-KCC1.1	0	10	2	1	7
Target B-KCC4a	0	13	3	2	2
Data Point # 3					
Target A-KCC1.1	3	8	1	1	6
Target B-KCC4a	0	18	0	0	1
Data Point # 4					
Target A					
Target B					
Data Point # 5					
Target A					
Target B					
Longman					
	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1					
Target A-KCC1.1	3	5	1	0	11
Target B-KCC4a	0	4	0	12	4
Data Point # 2					
Target A-KCC1.1	4	3	0	6	7
Target B-KCC4a	0	14	3	1	2
Data Point # 3					
Target A-KCC1.1	5	4	1	3	7
Target B-KCC4a	0	15	0	4	1
Data Point # 4					
Target A					
Target B					
Data Point # 5					
Target A					

Target B					
Rabin					
	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1					
Target A-KCC1.1	1	7	0	1	11
Target B-KCC4a	0	6	2	9	3
Data Point # 2					
Target A-KCC1.1	2	9	0	1	7
Target B-KCC4a	0	16	1	3	0
Data Point # 3					
Target A-KCC1.1	4	8	2	2	4
Target B-KCC4a	0	18	0	2	0
Data Point # 4					
Target A					
Target B					
Data Point # 5					
Target A					
Target B					
Preskill	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1					
Target A-KCC1.1	3	5	0	0	12
Target B-KCC4a	0	9	9	0	0
Data Point # 2					
Target A K.CC.1	4	10	0	0	7
Target B K.CC.4a	0	17	1	3	0
Data Point # 3					
Target A-KCC1.1	7	6	1	1	4
Target B-KCC4a	0	16	4	1	0
Data Point # 4					
Target A					
Target B					
Data Point # 5					
Target A					
Target B					
Grade Totals: This will automatically calculate. Please DO NOT CHANGE numbers here. Change numbers above to recalculate these numbers.	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1:					
Target A Number	8	28	1	4	59
Target A Percentage	8.00%	28.00%	1.00%	4.00%	59.00%
Target B Number	0	36	11	40	11
Target B Percentage	0.00%	36.73%	11.22%	40.82%	11.22%
Data Point # 2:					
Target A Number	13	41	3	9	35
Target A Percentage	12.87%	40.59%	2.97%	8.91%	34.65%
Target B Number	0	74	8	15	5
Target B Percentage	0.00%	72.55%	7.84%	14.71%	4.90%
Data Point # 3:					
Target A Number	23	34	5	10	27
Target A Percentage	23.23%	34.34%	5.05%	10.10%	27.27%
Target B Number	0	82	8	8	3

Target B Percentage	0.00%	81.19%	7.92%	7.92%	2.97%
Data Point # 4:					
Target A Number	0	0	0	0	0
Target A Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Target B Number	0	0	0	0	0
Target B Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Data Point # 5:					
Target A Number	0	0	0	0	0
Target A Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Target B Number	0	0	0	0	0
Target B Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. Celebrate the strengths in the data. Did a particular classroom do extremely well? Find out what happened instructionally in that classroom. Look at samples of student work. What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies helped students learn?

Data Point # 1	Data Point # 2	Data Point # 3	Data Point # 4	Data Point # 5
<p>Target A: 36 students are mastery or above! This was a baseline data point so since then we have been doing a lot of practice of counting up to 20 and beyond with NC. We do a lot of repetition and counting practice every day!</p> <p>Tools we use: 100s chart, Go Noodles, Jack Hartmann/YouTube videos</p>	<p>Target A: Students are improving! We can see in our data. We have been using transitions to practice, the number chart, lining up counting students, rally robin counting, counting the stickers in the hallway!, goal setting!, using videos</p>	<p>Target A: We have an increase in mastery and extends and a decrease in not mastery! Using the "stick out your tongue" for the thirties technique helps them get better at the teens! Having a positive attitude while teaching and making counting fun helps them learn too :) We practice counting everyday, especially in number corner (counting by 1s, 5s, and 10s). Using the Jack Hartmann video (count to 100) is super helpful as a brain break and the kids like it. Staci emphasizes the pattern of numbers helps them understand as they count.</p>	<p>Target A:</p>	<p>Target A:</p>
<p>Target B: Most kids are developing or above! Wahoo! 36% are at mastery! So far, to work on this target, we have been pulling during intervention (using cubes, animals, counters, crayons), working 1-on-1, modeling what we think during NC every day, cups that have numbers on them and they drop beans in, morning task bins using tweezers, talking about crossing out numbers as they count, matching clothespin to a wheel with dots/numbers</p>	<p>Target B: Staci and Carly split the class and did different strategies and then they rotated. Rachel taught them the strategy of physically moving the objects as they count and modeled during number corner. Robin worked with kids during intervention individually. Staci put a cross off Halloween sheet during play. Teachers have been working on graphing and counting.</p>	<p>Target B: So much growth! Increase in mastery and extends and a big decrease in not mastery!! Kids have grown in knowing their teen numbers which has helped so much. We have incorporated into play and morning task bins which helps (muscle bins too). Weve been more conscious of and explicitly using strategies and talking out strategies as we are teaching. Using dot markers to practice counting helps students who struggle with fine motor skills.</p>	<p>Target B:</p>	<p>Target B:</p>

2. Reflect on the commitments (#5) from the last data conversation. How did students growth and understanding of the target change as a result of your instructional plan and teaching?

<p>After giving Data Point 2, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?</p>	<p>After giving Data Point 3, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?</p>	<p>After giving Data Point 4, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?</p>	<p>After giving Data Point 5, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?</p>
<p>TARGET A: Making the commitment helped us to set our own goals on what to do with our students specifically, we are seeing kids count on their own, we see evidence in the growth of our data</p>	<p>TARGET A: The hide zero cards have helped! Counting kids in line has helped as well and during transitions. Talking about goal setting has helped their motivation to learn and be excited to count to 100. Some of us used the ice cube trays from the muscle bins and pom poms and tweezers which the kids liked to do!</p>	<p>TARGET A:</p>	<p>TARGET A:</p>

TARGET B: We were able to do our commitment ideas and it shows in our data!
We see evidence in the growth of our data!

TARGET B:

TARGET B:

TARGET B:

3. Using your TeacherEase gradebook and samples of student work, determine growth areas for each level of mastery? What may be the cause? Create an instructional plan.

TARGET A:

Data Point #1 - 1.0 to 2.0	Data Point #2 - 1.0 to 2.0	Data Point #3 - 1.0 to 2.0	Data Point #4 - 1.0 to 2.0	Data Point #5 - 1.0 to 2.0
<p>Growth Areas Target A: Count to 50 consistently</p> <p>Target B: Rote counting, numeral recognition</p>	<p>Growth Areas Target A: Count to 50 consistently</p> <p>Target B: Rote counting to 20</p>	<p>Growth Areas Target A: Count to 20 consistently, or beyond</p> <p>Target B: Consistently count to 20</p>	<p>Growth Areas Target A:</p> <p>Target B:</p>	<p>Growth Areas Target A:</p> <p>Target B:</p>
<p>Instructional Plan Target A: <u>Small group/whole group ideas:</u> Explicit instruction of teen numbers (coming up in Oct NC), use of visuals (number line, 100s chart), pushing into workplaces, pulling kids in small groups to play the workplace games with them, round robin counting or rally robin counting, scramble the teen numbers and have them put it in order, use different tools for counting (show ten frames instead of numerals) <u>Play:</u> Roll dice, pick up pom poms and put in cup; numbers 1-100 and link them together; give card with numeral and count out that number of objects; use ice cube trays <u>Engagement structures:</u> rally robin, round robin, find somebody who, quiz quiz trade (identify numeral and count up to that number) <u>Other ideas:</u> transitions, brain breaks, counting kids as we line up, count as you pack up, when you're waiting for something (to go into music, for a mystery reader, etc.)</p> <p>Target B: <u>Small group/whole group ideas:</u> crossing off as they count, moving as they count, do the "build with ___ many legos" in small groups, use number racks, iPad number racks, SeeSaw assignment? <u>Play:</u> Roll dice, pick up pom poms/cups/etc. and use tweezers to put in cup; give card with numeral and count out that number of objects; use ice cube trays; makerspace: example "count out 18 legos-what can you make from 18 legos"(use SeeSaw to have them explain what they did); gumball sensory game <u>Engagement structures:</u> Match mine, rally table, find somebody who (who can count out... or the dots), choose-a-chip (cards with dots) <u>Other ideas:</u></p>	<p>Instructional Plan Target A: Push in to play or whatever students are working on and encourage their counting with the manipulatives they have or the animals they are playing with; encourage students to stick out their tongue when saying the 30s numbers -- use a mirror as they count so they can see themselves; counting the teen numbers as 10, 10 and 1 is 11, 10 and 2 is 12, etc.; "scrambled eggs" game -- putting teen numbers in order using cards and a number line; "hide zero" cards (replacing the zero with a digit as they count); give them a 100s chart and have THEM come up with patterns they notice; transparent squares on top of all the 10s on the 100s chart; only have them count to 20 or 50 to help with their stamina</p> <p>Target B: Chunk the counting 1:1 correspondence practice (have them do 1:1 up to 5, then 10, etc.), pull kids 1-on-1 during intervention, use "cross-off" sheets with low amounts, using concrete manipulatives, rote counting - using similar ideas as target A to help the students understand the basic number order 1-20 and build their rote counting skills</p>	<p>Instructional Plan Target A: Using a visual or manipulatives is extremely helpful because they struggle to just rote count (can be exhausting for these kids); round robin counting</p> <p>Target B: Cross off as you count practice; say the number as you count it/move it/cross it off; emphasize moving the objects far enough away from the original pile to make it a clear distinction; make it as tangible as much as possible; incorporate fine motor skills; lots of repetition; counting 1 on 1</p>	<p>Instructional Plan Target A:</p> <p>Target B:</p>	<p>Instructional Plan Target A:</p> <p>Target B:</p>

<p>Student Names: Target A: Jacob A., Andrew, Kendall, Eric, Hunter, Damian, Quinn, Sam, Naomi, Zach, Juliette (1.0): Crystal, Liana, Isabel; Hunter, Harper, Jacob (1.5): Jayden, Nico, Marshall, Ryan, Logan, Julianna Jackson, Kalista, Ryan, Reese, Caroline, Luisa, Josephine, Ethan, Ezekiel, Max, Hudson, Guiliana (1.0): Elsa, Hannah, Nathan, Yash, Jacob, Mark (1.5): Kaylin, Aliyan, Anora, Vinnie, Victoria, Aanya, Juliana Troy (1), Owen (1.5), Mackenzie (1.5), Maricris (1), Mario (1.5), Eli (1.5), Vivian (1.5), Rosie (1), Adrian (1.5), Alex (1.5)</p> <p>Target B: Jacob A., Eric, Andrew (1.5) (1.0): Liana, Isabel Crystal Reese, Luisa Elsa, Jacob Troy (1), Maricris (1), Vivian (1), Rosie (1),</p>	<p>Student Names: Target A: *Isabel (1), *Liana (1) *Crystal (1) (1.5): *Hunter, Harper, Jake, Julianna Jacob A (1.5), Andrew*, Kendall (1.5), Hunter (1.5), Quinn, Naomi*, Zach, Juliette* Kalista*, Reese (1.5), Caroline, Max, Hudson*, Giuliana, Brenden (1.5) (1.0): Elsa*, Hannah, Jacob* (1.5): Anora, Aliyan*, Mark, Nicholas Troy*, Mackenzie, Maricris, Eli, Vivian, Rosie*, Amelia*</p> <p>Target B: *Liana (1) *Crystal (1) *Isabel (1) Jacob* Troy*, Rosie*</p>	<p>Student Names: Target A: Andrew*, Juliette* (1.5), Kendall (1.5), Quinn (1.5) Troy*, Owen (1.5), Mackenzie (1.5), Vivian (1), Rosie* (1), Amelia* (1.5), Adrian (1.5) Elsa*, Anora (1.5), Hannah, Mark (1.5), Aliyan* (1.5), Jacob* Caroline (1.5), Hudson* (1.5), Giuliana (1.5), Max, Brenden</p> <p>Target B: Jacob* (1.5) Rosie*</p>	<p>Student Names: Target A: Target B:</p>	<p>Student Names: Target A: Target B:</p>
Data Point #1 - 2.0/2.5 to 3.0	Data Point #1 - 2.0/2.5 to 3.0	Data Point #1 - 2.0/2.5 to 3.0	Data Point #1 - 2.0/2.5 to 3.0	Data Point #1 - 2.0/2.5 to 3.0
<p>Growth Areas Target A: Count to 100 consistently</p> <p>Target B: Teen numbers, being consistent/moving objects as they count so they don't make simple errors</p>	<p>Growth Areas Target A: Count to 100 consistently</p> <p>Target B: Teen numbers, being consistent/moving objects as they count so they don't make simple errors</p>	<p>Growth Areas Target A: Count to 100 consistently</p> <p>Target B: Consistently counting objects so they don't make simple errors</p>	<p>Growth Areas Target A:</p> <p>Target B:</p>	<p>Growth Areas Target A:</p> <p>Target B:</p>
<p>Instructional Plan Target A: **See above for many ideas!** Using a lot of the ideas above but with higher numbers</p> <p>Target B: Increase number of objects as you work with them; work on teen numbers (scrambled numbers card); sensory paths will have numbers; life sized number line (jump numbers as you count)</p>	<p>Instructional Plan Target A: **See above & to the left for ideas** Hop with hap; count in chunks but starting higher (start counting at 50 or so up to 100)</p> <p>Target B: Ordering numbers 10-20 to understand teen numbers, practice counting, practice counting with objects, repetition</p>	<p>Instructional Plan Target A: Work on decade numbers! Round robin counting with bean bag/ball; color coding a 100s chart (especially the 9s and 10s); asking open-ended questions to notice patterns in numbers; arranging numbers so they see that after the "9s" it goes back to 0; roll to 50 or roll to 100 (add it as an additional workplace)</p> <p>Target B: Use strategies to emphasize moving objects one at a time and being careful</p>	<p>Instructional Plan Target A:</p> <p>Target B:</p>	<p>Instructional Plan Target A:</p> <p>Target B:</p>
<p>Student Names: Target A: Avani Jack, Nikolas, Elizabeth Daniel (2.5)</p> <p>Target B: Jacob C. (2.0), Zahabiya (2.0), Rebecca (2.0), Rishabh (2.0), Hunter (2.0), Quinn (2.0), Naomi (2.0), Zach (2.0), Juliette (2.0), Gavin (2.5), Damian (2.5) (2.0): Jayden, Crystal, Marshall, Logan, Lydia, Ryan, Jacob, Julianna, Carson Kalista, Caroline, Ezekiel, Ethan, Max, Mahi, Hudson, Shan, Tim (all 2.5) Aliyan, Anora, Vinnie, Hannah, Shlok, Yash, Aanya, Juliana, Jack, Mark Sadie (2), Elan (2), Owen (2), Mackenzie (2), Jackson (2), Claire (2), Eli (2), Ethan (2), Louise (2), Amelia (2), Daniel (2), Adrian (2)</p>	<p>Student Names: Target A: *Logan (2.5), Nico (2.5) Avani Victoria (2.0) Vinnie* (2.0) Elan, Owen, Mario, Jackson, Adrian, Alex*</p> <p>Target B: Marshall (2.5), *Logan (2.5), Julianna (2.5) Quinn (2.5), Andrew*, Eric*, Juliette* Jackson (2.5), Reese, Max, Hudson* Elsa*, Vinnie*, Hannah, Yash, Juliana, Mark Mackenzie (2.5), Maricris (2.5), Vivian (2.5), Mario</p>	<p>Student Names: Target A: Hunter, Jacob A. (2.5), Zach (2.5), Naomi Maricris, Mario, Daniel, Alex (2.5) Vinnie*, Victoria, Nicholas Reese</p> <p>Target B: Andrew*, Juliette* Sadie, Eli, Vivian, Adrian Shan (2.5), Hudson(2.5), Max(2.5), Reese(2.5), Brenden Elsa*, Vinnie* (2.5), Hannah (2.5), Yash (2.5), Mark (2.5)</p>	<p>Student Names: Target A: Target B:</p>	<p>Student Names: Target A: Target B:</p>
Data Point #1 - 3.0 to 4.0	Data Point #2 - 3.0 to 4.0	Data Point #3 - 3.0 to 4.0	Data Point #4 - 3.0 to 4.0	Data Point #5 - 3.0 to 4.0

<p>Areas to Grow Target A: Count by 5's AND count by 5's starting a different number</p> <p>Target B: Counting backwards, using objects to start addition/subtraction instruction, using different strategies (counting by 2s, 5s, 10s)</p>	<p>Areas to Grow Target A: Count by 5's AND count by 5's starting a different number</p> <p>Target B: Counting backwards, using objects to start addition/subtraction instruction, using different strategies (counting by 2s, 5s, 10s)</p>	<p>Areas to Grow Target A: Count by 5's AND count by 5's starting a different number</p> <p>Target B: Continuing to use different strategies; write numbers from 0-20</p>	<p>Areas to Grow Target A:</p> <p>Target B:</p>	<p>Areas to Grow Target A:</p> <p>Target B:</p>
<p>Instructional Plan Target A: Whole group: During NC count by 1s, 5s, and 10s, Go Noodles, Youtube videos for brain breaks or clean up Small group: Round robin counting in small group by 5s, looking at 100s chart Play: similar ideas as above but just grouping/counting by 5s, 5 frame mats to count by 5s Structures: turn and toss, quiz quiz trade, find someone who</p> <p>Target B: **A lot of the same ideas as Target A! :)</p>	<p>Instructional Plan Target A: **See to the left for ideas** Explicit instruction of what counting by 5s means; using the 100s chart as you count; adding motions as you count; give a running start and then have kids do it in small group; sorting objects into groups of 5 and counting by 5s; rally robin by 5s or round robin</p> <p>Target B: Counting by 2s/pairs/doubles lessons in bridges are happening right now, using things that come in pairs like bike wheels/gloves/etc., write equations on the board while teaching just for exposure</p>	<p>Instructional Plan Target A: Make observations of patterns in numbers as they count by 5s; saying numbers in a mirror; continued practice of counting starting at a different number; do it in small groups, workplaces and number corner; counting starting at 50 using the links that show different colors</p> <p>Target B: Create story problems and incorporate manipulatives to use these 1:1 strategies to solve problems</p>	<p>Instructional Plan Target A:</p> <p>Target B:</p>	<p>Instructional Plan Target A:</p> <p>Target B:</p>
<p>Student Names: Target A: Jacob C., Zahabiya, Gavin, Rebecca, Rishabh, Aahana, Ilana (3.0): Jonathan, Ben, Addison, Chloe, Evan, Lydia, Madelyn, Carson Gannon, John, Tim, Weston, Shan Praneeth, Shlok, Arjun Sadie (3), Avery (3), Jackson (3), Louise (3), Addisyn (3)</p> <p>Target B: Kendall, Avani, Aahana, Sam, Riley, Ilana (3.0): Jonathan, Nico, Ben, Addison, Chloe, Hunter, Evan, Harper, Madelyn Jackson, Ryan, Aadya, Gannon, Josephine, Weston, Giuliana, John, Rex Leyna, Praneeth, Nikolas, Victoria, Nathan, Elizabeth, Arjun, Kaylin Avery (3), Mario (3), Alex (3), Addisyn (3)</p>	<p>Student Names: Target A: Jonathan (3), Jayden (3), Marshall (3), Ben (3), Addison (3), Chloe (3), *Evan (3), Lydia (3), Madelyn (3), Jacob C., Zahabiya, Gavin, Eric*, Rebecca, Rishabh, Damian (3.5), Sam*, Ilana Jackson, Ryan (3.5), Luisa, Gannon, Josephine, Ezekiel, Ethan (3.5), Shan (3.5), Tim (3.5), John (3.5) Kaylin, Arjun, Elizabeth, Shlok, Nikolas, Nathan, Yash, Aanya, Juliana Daniel, Avery, Sadie</p> <p>Target B: Jayden, Jonathan, Nico, Ben, Addison, Chloe, Hunter, *Evan, Lydia, Harper, Jake, Madelyn, Carson Jacob A., Jacob C., Kendall, Zahabiya, Gavin, Rebecca, Rishabh, Hunter, Damian, Avani, Aahana, Sam*, Naomi*, Riley, Ilana, Zach Kalista*, Ryan, Aadya, Caroline, Luisa, Gannon, Josephine, Ezekiel, Ethan, Mahi, Shan, Tim, Giuliana, John, Rex, Weston, Brenden Kaylin, Aliyan*, Anora, Arjun, Elizabeth, Shlok, Nikolas, Nathan, Victoria, Aanya, Praneeth, Jack, Leyna, Nicholas Sadie, Elan, Owen, Avery, Jackson, Claire, Eli, Ethan, Louise, Amelia*, Daniel, Addisyn, Adrian, Alex*</p>	<p>Student Names: Target A: Madelyn Lydia Ben Jacob C., Zahabiya, Sam*, Ilana, Rishabh, Eric*, Avani, Rebecca (3.5) Elan, Jackson, Eli, Louise (3.5) Kaylin, Elizabeth, Shlok, Nikolas, Nathan, Yash, Aanya, Juliana Jackson, Kali, Luisa, Gannon, Joey, Ethan (3.5), Shan (3.5), John</p> <p>Target B: Jacob A., Jacob C., Kendall, Zahabiya, Gavin, Rebecca, Rishabh, Hunter, Damian, Avani, Aahana, Sam*, Naomi*, Riley, Ilana, Zach, Quinn, Eric* Troy*, Elan, Owen, Mackenzie, Maricris, Avery, Mario, Jackson, Claire, Ethan, Louise, Amelia, Daniel, Addisyn, Alex* Kaylin, Anora, Arjun, Elizabeth, Shlok, Nikolas, Nathan, Victoria, Aanya, Praneeth, Juliana, Jack, Leyna, Nicholas, Aliyan* Jackson, Kali, Ryan, Aadya, Caroline, Luisa, Gannon, Joey, Ezekiel, Mahi, Tim, Weston, Giuliana, Ethan, Rex, John</p>	<p>Student Names: Target A:</p> <p>Target B:</p>	<p>Student Names: Target A:</p> <p>Target B:</p>
Data Point #1 - 4.0 to 4.0	Data Point #2 - 4.0 to 4.0	Data Point #3 - 4.0 to 4.0	Data Point #4 - 4.0 to 4.0	Data Point #5 - 4.0 to 4.0
<p>Areas to Grow Target A: Make sure it is consistent; count by 10s; count by 5s/10s when doing 1:1 correspondence; apply it addition and subtraction</p> <p>Target B:</p>	<p>Areas to Grow Target A: Have these kids teach other students and be the "coach"; using their knowledge to explain patterns in a 100s chart and why those patterns are there</p> <p>Target B:</p>	<p>Areas to Grow Target A: Application of these counting skills</p> <p>Target B:</p>	<p>Areas to Grow Target A:</p> <p>Target B:</p>	<p>Areas to Grow Target A:</p> <p>Target B:</p>

Instructional Plan Target A: Count by 2s, grouping by 5s and 10s; explain to a friend patterns they see Target B:	Instructional Plan Target A: Using 100s chart and filling in "missing numbers"; *See ideas to the left Target B:	Instructional Plan Target A: Using exemplarslibrary.com - applying their knowledge of grouping numbers (by 5s, 10s, etc.) to apply to real life scenarios; use nickels/money Target B:	Instructional Plan Target A: Target B:	Instructional Plan Target A: Target B:
Student Names: Target A: Riley Aadya, Mahi, Rex Leyna Elan, Claire, Ethan Target B:	Student Names: Target A: Carson Aahana, Riley Aadya, Mahi, Rex, Weston Praneeth, Jack, Leyna Claire, Ethan, Louise, Addisyn Target B:	Student Names: Target A: Aahana, Gavin, Damian, Riley Sadie, Avery, Claire, Ethan, Addisyn Ryan, Aadya, Ezekiel, Mahi, Tim, Weston, Rex Praneeth, Jack, Leyna, Arjun Target B:	Student Names: Target A: Target B:	Student Names: Target A: Target B:

4. Based on your data and the plan you created above, what are we committing to as a team and what do each of us commit to individually?

Team Commitments (What will we do to ensure our plan is implemented)	Individual Commitments (Round Robin Discussion- what will I do to ensure that the plan is implemented)
<p>Target A: -Number Corner - always practicing counting consistently; by 1s, 5s, 10s -Incorporate into play -Look back at UDIP for ideas -Count during transitions</p> <p>Target B: -Working with small groups or 1-on-1 during workplaces (even pushing into workplaces) -Looking for times to count/do 1:1 throughout the whole day (emphasizing strategies like tapping heads as you count kids, counting hands in the air, etc.) -Incorporate into play</p> <p>10/24/19 Conversation: Target A: -Using visuals (especially for teen numbers) -Practice counting throughout the day in multiple areas of the day (ex: in transitions, to start workplaces, etc.)</p> <p>Target B: -Looking for times to count/do 1:1 throughout the whole day (also counting on from a different number other than 1) -Incorporate into play</p> <p>11/14/19 Target A: -Continue working on this target throughout the year even if it is not a SMART goal -Use open-ended questions to have kids recognize patterns and relationships of numbers -Update students' goals who have mastered!</p> <p>Target B: -Continue to check in with kids -Continue to model during NC and lessons -Continue to include in play</p>	<p>Target A: -Rachel: Count to 100 with movements every day -Nikki: Use transition times to count -Anna: Use transition times to count -Staci: Use transition times to count; count using a different method -Robin: Practicing counting the kids to make sure all are there (emphasize why we need 20 every time) -Carly: Use iPad apps (hundreds chart and number line) -Kirsten: Count to 20 or 50 (depending on data)</p> <p>Target B: -Rachel: Try to incorporate counting during sensory bin during play -Nikki: Try to incorporate counting during sensory bin during play -Anna: Have the children count out objects and seeing what they can build during play/makerspace and compare/contrast/one more -Staci: Have the children count out objects and seeing what they can build during play/makerspace and compare/contrast/one more -Robin: Have the children count out objects and seeing what they can build during play/makerspace and compare/contrast/one more -Carly: Using technology visuals -Kirsten: Practice paperwork (crossing off on paper as they count) -Mel: Create template on SeeSaw with gumball machine to practice KCC4a</p> <p>10/24/19 Conversation: Target A: -Rachel: push into play to encourage counting -Nikki: pulling the not-mastering students -Robin: get hide zero cards -Staci: hide zero cards and use 100s chart -Julie: find/prepare the hide zero cards for us -Kirsten: count in small chunks with students -Carly: roll and count game or roll to 20/50/100 -Anna: get hide zero cards and use in small groups</p> <p>Target B: -Rachel: Incorporate into play (sensory bin or muscle bin resources, putting things into cups using tweezers) -Staci: Focus on the students who are close to mastery - work with them during intervention and workplaces -Robin: Incorporate into play -Anna: Use "cross-off" sheets -Nikki: Teach more explicit strategies than just moving objects (e.g. cross off, etc.) -Carly: Think of opportunities to help with counting any time working with kids</p> <p>11/14/19: Target A:</p>