

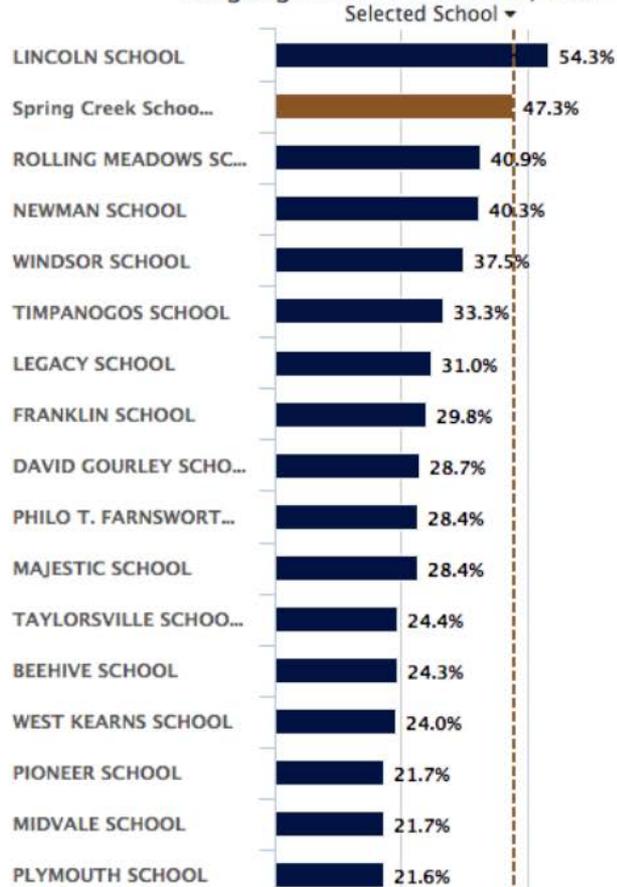
Spring Creek Elementary

March 1, 2018
Title I Directors Meeting, SLC, UT

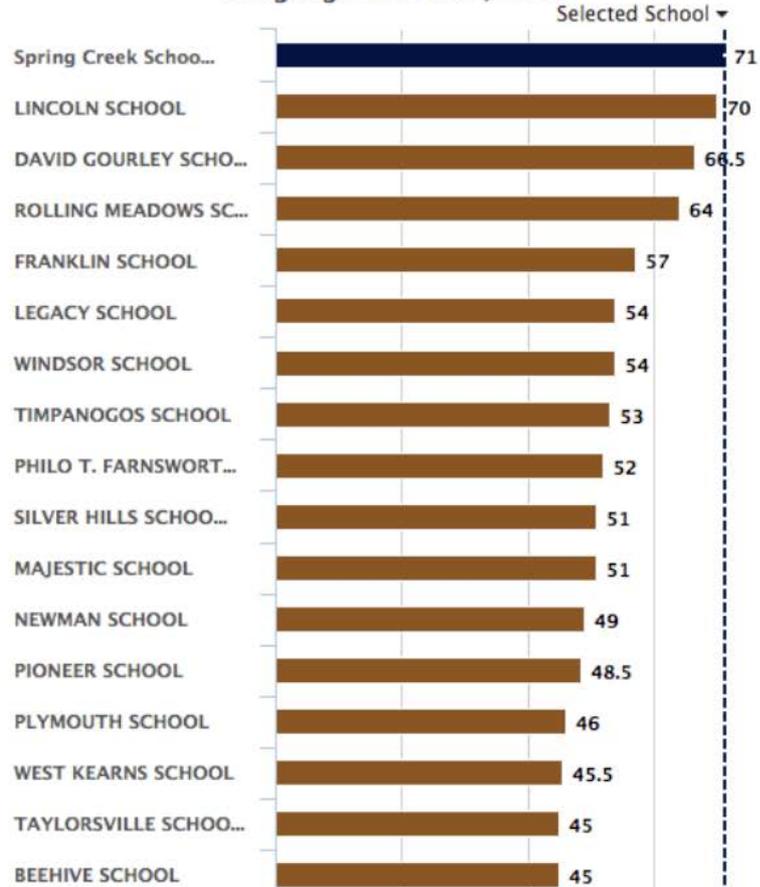
Who are we?

- Located in Southeast Provo -- middle class neighborhood
- Majority of the student ride buses from across town (Provo Town Center area)
- 87% free and reduced lunch
- 45% ELL
- 12 recorded homeless families
- One of the most experienced staff in the district
- Declining student population
- 467 Student Enrollment
- PK - 6

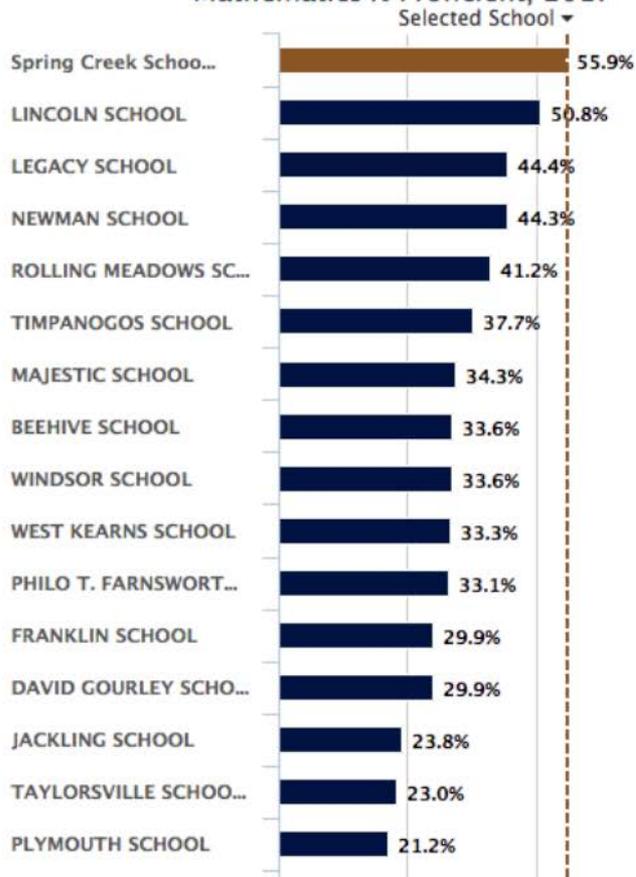
Language Arts % Proficient, 2017



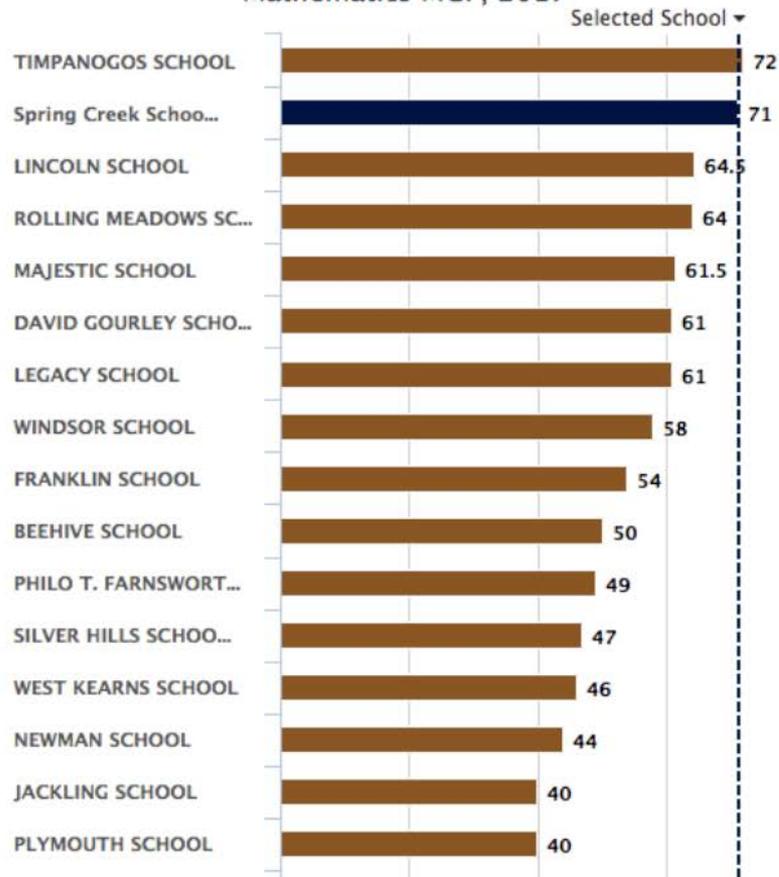
Language Arts MGP, 2017



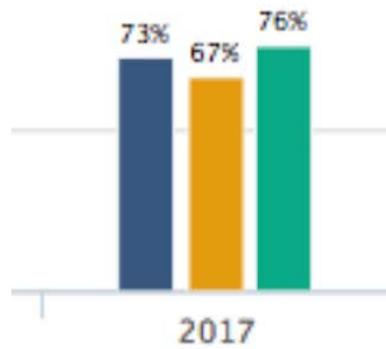
Mathematics % Proficient, 2017



Mathematics MGP, 2017



Growth



DIBELS

Growth

Language Arts MGP



Mathematics MGP



Science MGP



So much more than our numbers





Partnering
With Students
Building Ownership of Learning



Mary Jane O'Connell & Kara Vandas

*Partnering With Students
Building Ownership of Learning*
By Kara Vandas and Mary Jane O'Connell



Culture



Student Leadership

PBIS

Hope Squad

Behavior Expectations

Behavior Specialist

Behavior Support Team
(BST)

School Tours

Student Recognitions

*Student Advisory

*Student Representation

Playground



Lunchroom

Academic MTSS

Instructional Improvement Team
(IIT)

Representation from all
grade
levels

Reading and Writing Promises
Revision/Intervention
Programs

Assessment/Data

Interventions

95% Group

Spire

Quick Reads

Wonders Basal Program

iReady Reading and Math

DIBELS POP

Spring Creek Reading Promises Continuum

Phonemic Awareness	Phonics/Spelling/ Word Work	Fluency	Comprehension
a) Identify beginning sounds in words Pre-K essential	a) Name letters & sounds -- uppercase and lowercase	a) Recognize/read 30 Kindergarten Sight Words	a) Orally retell the beginning, middle and ending of a story with support. 1- Independently
b) Segment simple words	b) Decode CVC words (including nonsense words)	b) Read first 100 Fry words in 1 minute	b) Identify character, setting, problem, and solution.
c) Blend simple words	c) Decode words with blends: bl, cl, fl, gl, pl. (Blends with r, s, t, l and sk) d) Decode words with digraphs: sh ch tch wh ck	c) Read 45 wcpm on a 1st grade level DIBELS ORF	c) Find the main idea with supporting details -- using evidence from the text.
d) Identify ending sounds in words	e) Decode words with long vowel sounds (vce) f) Decode words with long vowel sounds (vv)	d) Read second 100 Fry words in 1 minute	d) Oral and written summary of the key points of a text.
e) Identify rhyme	g) Decode words with inflectional endings (s, es, ed, ing) and suffixes (ful, ly)	e) Read 80 wcpm on a 2nd grade level DIBELS ORF	e) Use the text to make inferences.
Color Coding Pre-K = white K = Yellow 1st = Orange 2nd = Light Blue 3rd = Purple 4th = Blue 5th = Green 6th = Red	h) Decode words with r-controlled vowels (ar, er, ir, or, ur)	f) Read third 100 Fry Words in 1 minute	f) Identify author's purpose.
	i) Vowel teams: oo, ou, ew, oe, ue, aw, au, ow, ou, oi, oy	g) Read 100 wcpm on a 3rd grade level DIBELS ORF	g) Use textual evidence to support author's views or readers' opinion.
	j) Silent letters: kn, gn, wr, mb	h) Read 115 wcpm on a 4th grade level DIBELS ORF	h) Compare and contrast two texts.
	k) Decode multi-syllable word	i) Read 125 wcpm on a 5th grade level DIBELS ORF	a-h prepare students to achieve i and should be applied throughout content and curriculum.
		j) Read 120 wcpm on a 6th grade level DIBELS ORF	i) Use evidence from a variety of sources to back up all text analysis

Reading Promises

Spring Creek Reading Promises Continuum

Phonemic Awareness	Phonics/Spelling/ Word Work	Fluency	Comprehension
<p>a) Blend simple words *I can blend two or three sounds together to make a word.</p>	<p>a) Name letters & sounds -- uppercase and lowercase *I can correctly say the names of the uppercase letters *I can correctly say the names of the lowercase letters. *I can say the sound that each letter makes.</p>	<p>a) Recognize/read 30 Kindergarten Sight Words *I can read the 30 sight words quickly.</p>	<p>a) Orally retell the beginning, middle and ending of a story with support. 1- Independently</p> <ul style="list-style-type: none"> Tell what happened at the beginning Tell what happened at the middle Tell what happened at the end Do all of this independently
<p>b) Identify beginning sounds in words *I can hear and say the beginning sounds in words.</p>	<p>b) Decode CVC words *I can read simple words. (including nonsense words)</p> <ul style="list-style-type: none"> Isolate each sound Blend sounds together Say the word within 5-10 seconds 	<p>b) Read first 100 Fry words in 1 minute</p> <ul style="list-style-type: none"> Read first 100 Fry words in 1 minute in any order 	<p>b) Identify character, setting, problem, and solution.</p> <ul style="list-style-type: none"> List the main characters from the story Write where (and sometimes when) the story takes place. Identify the problem in the story Explain how the problem was solved
<p>c) Segment simple words *I can say the sounds in simple words.</p>	<p>c) Decode words with blends: b, c, fl, gl, pl. (Blends with r, s, t, l and sk)</p> <ul style="list-style-type: none"> Isolate the blends and other sounds Blend all sounds together Say the word within 5-10 	<p>c) Read 45 wcpm on a 1st grade level DIBELS ORF</p> <ul style="list-style-type: none"> Read 45 wcpm on 1st grade level DIBELS DORF on EOY test at 95% accuracy 	<p>c) Find the main idea with supporting details -- using evidence from the text.</p> <ul style="list-style-type: none"> Identify the main idea List most important supporting details (3 or more)

Success Criteria

Spring Creek Writing Promises Continuum

Conventions	Ideas/ Organization	Narrative	Informative	Opinion/ Argumentative
K Write name Pre-K Essential	K - Writes a complete sentence to express thinking Pre-K, Orally describe picture	K-Writes a complete sentence to tell what happens	K - Writes a complete sentence about a topic	K - Writes a complete sentence stating their opinion
K Use space between words.	1 - Writes 3-4 related sentences.	2 Writes about an event from beginning to end	1- Writes multiple sentences about a topic.	1- Writes multiple sentences supporting their opinion.
1 Use a capital at beginning of a sentence and appropriate ending punctuation.	1 - Writes a Topic Sentence and 3 supporting details.	3- Writes a narrative that includes character, setting, plot,	2 Writes a one paragraph paper with a topic sentence, facts, and a closing sentence.	2 Writes a one paragraph paper stating an opinion, with text evidence, and a closing sentence.
2 Capitalizes titles and proper nouns.	2 - Writes an organized paragraph with a topic sentence, supporting details, and a closing sentence.	5- Writes an engaging narrative that includes appropriate literary devices.	3- Writes multiple paragraphs on a topic.	4 - Writes multiple paragraphs that include some supporting evidence.
3 Formats paragraph with indentation and appropriate use of margins.	4 - Writes an organized 3 paragraph paper with transitions between paragraphs		6-Writes multiple paragraphs on a topic with sufficient reliable sources to support their thesis.	5- Writes multiple paragraphs that include compelling supporting evidence.
4- Correct use of apostrophes.	6 - Writes an appropriate length essay with effective elaboration	<u>Color Coding</u> K = Yellow 1st = Orange 2nd = Light Blue 3rd = Purple 4th = Blue 5th = Green 6th = Red		6 - Writes multiple paragraphs using evidence from multiple informational sources to support thesis
5 - Correct use of commas for dates and items in a series.				
6 - Correct use of quotation marks for direct quotes.				

Writing Promises

Informative Writing Checklist

- I can write a complete sentence about the topic.
- I can write multiple sentences about the topic.
- I can write a one paragraph paper which contains:
 - The central/main idea
 - Facts
 - A closing sentence
- I can write multiple paragraphs which contain:
 - The central/main idea
 - Facts
 - Sufficient reliable sources to support central/main idea
 - A closing sentence
- I can write a conclusion which contains:
 - The central/main idea
 - Key details

Conventions

- I can write my name.
- I have spaces between my words.
- I have a capital at the beginning of each sentence.
- I have appropriate ending punctuation.
- I capitalize titles and proper nouns.
- I format paragraphs with:
 - Indentation
 - Appropriate use of margins
- I use apostrophes correctly.
- I use commas correctly for dates and items in a series.
- I use quotation marks for direct quotes.

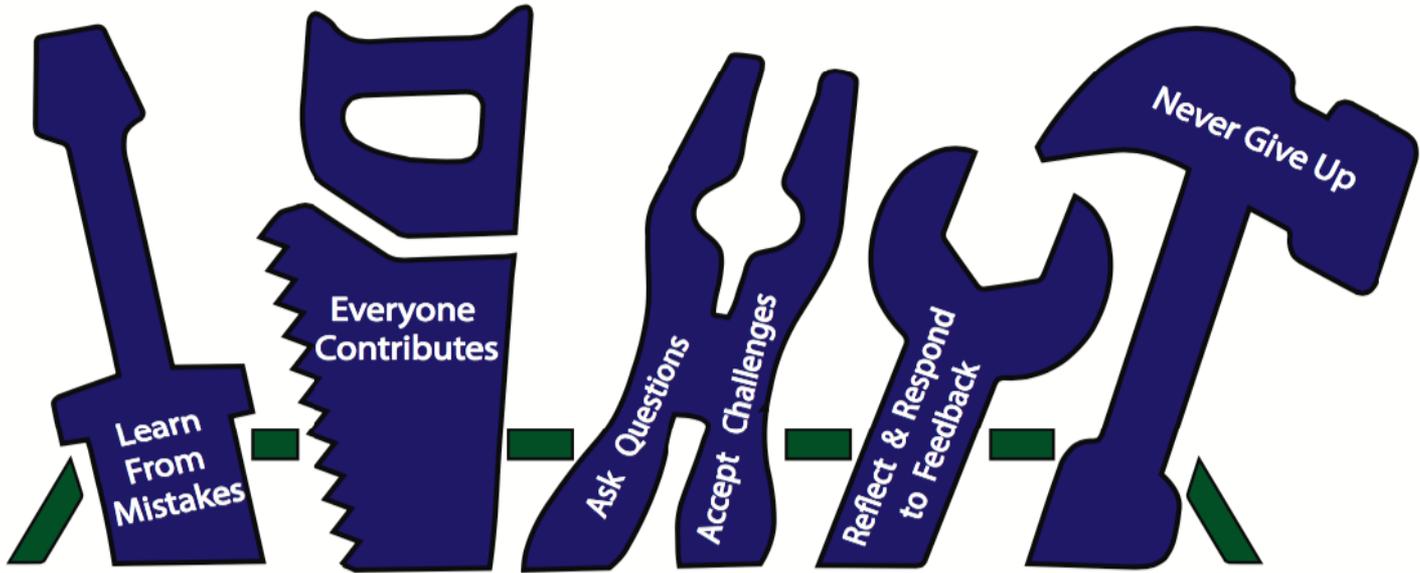
Ideas/ Organization

- I can write a complete sentence to express my thinking.
- I can write 3-4 related sentences.
- I can write:
 - Topic sentence
 - 3 Supporting details
- I can write an organized paragraph with:
 - Topic sentence
 - Supporting details
 - Closing sentence
- I can write an organized paper with:
 - 3 paragraphs (intro, body, conclusion)
 - Transitions between paragraphs
- I can write an essay with:
 - Appropriate length
 - Effective elaboration

Collection and Analysis

Main data sheet --Sage, iReady, DIBELS, WIDA, Services

- Intervention Data
- DIBELS Progress Monitoring
- Google Sheet for each Grade Level with tabs



SPRING CREEK LEARNS TOGETHER

Language Acquisition

WIDA

EL Wonders

Newcomer Wonders

Imagine Learning

Writing Focus

Language Acquisition Team
(Can Do Team)

SIOP/Interaction Strategies that
provide support and opportunities
for use of all 4 language domains

Professional Development

A model of Teacher Clarity that includes
Learning Targets

Success Criteria

Performance of Understanding

Quarterly District Scheduled PD Days

Visible Learning

Teacher Clarity

Learning Targets

Success Criteria

Performance of Understanding

Learning Process

LEARN Tools

Wednesday Morning Meetings

1st Week -- Mini PD -- Model Teacher Clarity

Rotation of Academic MTSS, PBIS,

Language Acquisition

2nd Week -- Committee Meetings

PD Review and Planning, research projects

3rd Week -- Faculty Meeting

Business

4th Week -- Mini PD Debrief

Review Success Criteria - Data -

Sharing

Professional Development Planning and Tracking

(1) Make a copy of this Google Doc. Retitle it to your topic-- Language Acquisition, PBIS, Academic MTSS. (2) Type plan on the document in the first 4 columns. Submit to principal at least 2 weeks prior to the PD (Just share the document). (3) The last 2 columns will be completed before the 4th week PD debrief. (4) Leadership team including coach will review the data and develop the plan of action for future support and/or additional PD.

<u>Date/Topic/ Audience</u>	<u>Learning Targets:</u> <i>1-3 – 1 or 2 should be the goal especially for Wed. morning PD 45 minutes isn't long enough for more</i>	<u>Success Criteria:</u> <i>Clear statements of how teachers will know that they have successfully implemented the principles/instructional strategies presented in PD</i>	<u>Performance of Understanding:</u> <i>What teachers will do that can be observed in classroom practice</i>	<u>Performance Data:</u> <i>Data collected through classroom visits/observation, data submitted by teachers through self-assessment</i>	<u>Actions:</u> <i>What needs to be done as a result of data collected. Including timeline/and assignments</i>
	1.				
	2.				
	3.				

<https://www.facebook.com/latisha.miller.77/videos/10155081164076143/?t=89>