Turrill Elementary School

Presentation on Board Goal 1.1.B

2017-2018
Purpose of the Presentation

- To provide an overview of how Turrill Elementary and the District intend to meet Board Goal 1.1.B (Goal 1, Strategy 1, Benchmark B).
Board Goal 1

- Provide every child access to an aligned, high-quality curriculum from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education – to maximize lifetime learning and success.

  - Aligned with Michigan’s Top 10 in 10 goals, recent Board and administrative training, and K-12 professional development goals
Strategy 1.1 - How can we make that happen?

- Students are supported through a quality curriculum birth through 3rd grade that include a family engagement component for optimal development.
Benchmark 1.1.B - How will we measure our success?

- 80% of 3rd grade students will be proficient in reading as measured by state adopted assessments.
To meet the Benchmark 100% of K-3 teachers will:

- **Assess**: Assess students in MAP/NWEA 3 times per year, 1st one within 30 days of the start of school.

- **Identify**: Identify students who exhibit reading deficiency using MTSS criteria.

- **Provide**: Provide an Individualized Reading Plan within 30 days for these students, ½ day data day provided in addition to PLC time within the work day.

- **Provide**: Provide a documented Reading Intervention Program and progress monitor in the form of running records and/or comprehension interview.

- **Provide**: Provide parents with written notification, strategies to support students at home, and take home reading program.

- **Identify**: Identify a professional development goal based on Early Literacy best practices as evident by administrative walk through supported by coaching plans.
Assess students in MAP/NWEA 3 times per year, 1st one within 30 days of the start of school

MAPS Windows

<table>
<thead>
<tr>
<th>Assessment Window</th>
<th>Year Round Calendar</th>
<th>Traditional Calendar</th>
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<tbody>
<tr>
<td>Initial Assessment</td>
<td>8/1-9/18</td>
<td>8/28-10/10</td>
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<tr>
<td>*Must be done within the first 30 days of school for K-3</td>
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<tr>
<td>Mid Year Assessment</td>
<td>12/5-2/9</td>
<td>1/4-2/15</td>
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<tr>
<td>Use for students receiving interventions/not on grade level</td>
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<tr>
<td>End of Year Assessment</td>
<td>4/23-6/8</td>
<td>4/23-6/8</td>
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Further MAPS Protocol:

Three types of assessments are available through MAPS:

- Growth Assessments: to be given during the assessment window to all students. These will provide information about students RIT score (units used to determine a student’s independent grade level in identified areas.)
- Screening Assessments (K-2)/Survey Tests (3-5): To be given to gather baseline information on students. These are best for new students entering the building to assist with placement.
- Skill Checklists (K-2): These tests are given to assess students in various skill areas, from letter/sound recognition to basic math problem solving skills. These can be given at any time during the school year.
• Tier II – students scoring in the 11th-20th percentile (based on national norms) on the NWEA MAP assessment

• Tier III - students scoring in the 1st-10th percentile on the NWEA MAP assessment
Provide an Individualized Reading Plan within 30 days for these students, ½ day data day provided in addition to PLC time within the work day.

<table>
<thead>
<tr>
<th>Tier of Invention (circle)</th>
<th>Student Name(s)</th>
<th>Pre-Assessment</th>
<th>Priority Need / Focus for Instruction</th>
<th>Progress Monitoring</th>
<th>Post-Assessment</th>
<th>Notes:</th>
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<tbody>
<tr>
<td>T2 or T3</td>
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**Staff Providing Intervention & Time**

**Intervention Method (Lesson Plans attached)**

- Guided Reading
- Strategy Group
Provide a documented Reading Intervention Program and progress monitor in the form of running records and/or comprehension interview.
Provide parents with written notification, strategies to support students at home, and take home reading program

Lapeer Community Schools Individual Reading Improvement Plan

Based on district screening tools, your child has demonstrated a delay in literacy development. The purpose of the following plan is to address this delay and help the student reach grade level benchmarks.

<table>
<thead>
<tr>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Grade: Teacher: School Year:</td>
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**Student’s academic strengths in relation to literacy:**

**Intervention to be provided in the area of:** Reading, to include intensive development in the five major reading components (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

**Goal:**

- School’s responsibility toward academic success:
  - Provide Intervention within the school day (in/out of classroom)
  - Offer before School Intervention (Accepted/Declined)
  - Communicate with parent and student regarding progress
  - Other (Please be specific):

- Student’s responsibility toward academic success:
  - Read at home
  - Other (Please be specific):

- Parent/Guardian’s responsibility toward academic success:
  - Participate in reading at home with your child
  - Other (Please be specific):

**Parent/Guardian Notification and Collaboration Date(s):**

<table>
<thead>
<tr>
<th>Comments</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Parent/Guardian</td>
<td>Student</td>
<td>Teacher</td>
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<tr>
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<td>Principal</td>
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