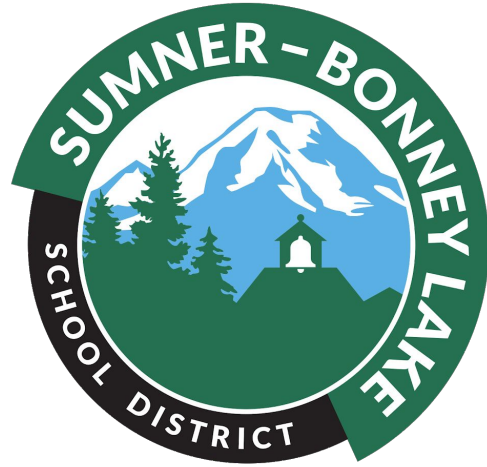




Goal 1: Success in the Early Years

Presenters:

Kelly Denn, Assistant Superintendent

Beth Dykman, Executive Director Elementary

Darla Offner, Director Elementary

Relationship to Future Ready!

Goal 1: Success in the Early Years

Every student will acquire the social-emotional awareness and academic skills that will position each student for success by the end of Grade 3.

- **By 2026, 80% of 3rd grade students will be meeting or exceeding grade level standards in English Language Arts (ELA)**
- **By 2026, 80% of 3rd grade students will be meeting or exceeding grade level standards in mathematics**



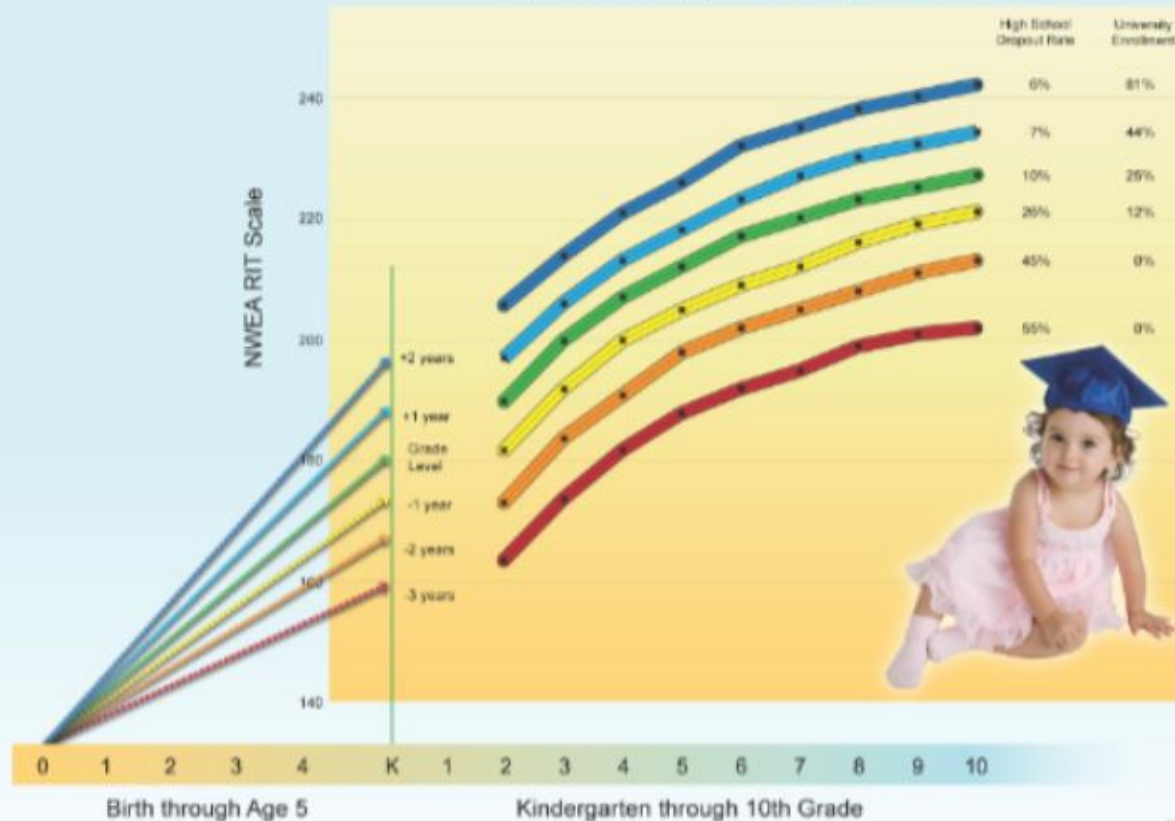
Equity Looks Like

Every student, regardless of background or experiences, can access opportunities and experience success in acquiring the academic and social-emotional skills for a successful transition out of Grade 3.



How Do the First Five Years Impact Success in School and Life

Current Reality When Intervention Does Not Occur



Relationship to SBLSD Policy

- Policy 2000- Student Learning Goals
- Policy 2005- School Improvement Plans
- Policy 2020- Course Design, Selection, and Adoption of Materials
- Policy 2090- Program Evaluation



Project Cost/Budget Allocation

ELA Budget - \$215,471

- CKLA consumables, revising curriculum frameworks, AimsWeb assessment task force, curriculum for additional classrooms, professional learning

Math - \$111,416

- Eureka math student workbooks, manipulatives, curriculum for additional classrooms, professional learning, revising math frameworks

Kindergarten - \$21,150

- Assessment activities for WaKids, screening and registration materials



Outcomes

Similar to the work being done in PLCs, you will explore early learning through these guiding questions:

- **What do we need to know and be able to do?**
- **Where are we now and how do we know?**
- **How will we get there?**
- **What will we respond if we don't get there?**

Learn about **our Promise**, to know, value and support every student in relation to **Early Learning**.

Identify where the **4 pillars** are woven through the work we are doing in K-3.

Understand the structure of the **K-3 assessment system**, how we use assessment in the early years to better **know our students and provide the support they need** to access grade level standards.

Four Pillars: Building Blocks for Action

Pillar A: Teaching & Learning	Pillar B: Safe Culture and Strong Partnerships	Pillar C: Professional Learning	Pillar D: Continuous Improvement
<p>Our first Pillar focuses on "teaching & learning."</p> <p>All students have equitable access to rigorous, on-standard curriculum and materials, and instruction. Assessments reflect students' prior knowledge, learning styles, and cultural backgrounds.</p>	<p>Our second Pillar recognizes that "schools can't do it alone."</p> <p>A positive school culture supports the learning and social-emotional needs of students and staff. Trust among students, staff, families and community is nurtured through shared responsibility for student success and meaningful stakeholder "voice".</p>	<p>Our third Pillar emphasizes "investing in people"</p> <p>Continuous learning of educators is differentiated and linked to mastery of the professional standards and to evidence-based continuous improvement of teaching practices, leadership practices, and organizational practices.</p>	<p>Our fourth Pillar is about "managing the whole."</p> <p>Decisions are data-driven and resources are allocated equitably based on data-supported needs of students, staff, and schools.</p>



What do we need to know and be able to do?



Recipe: For Success!

Ingredients:

- Teacher Knowledge of Priority Standards
- Standards Unpacked into Learning Targets that Guide Daily Instruction
- Engaging Instructional Strategies
- Assessments Aligned with Standards
- Frequent Data Analysis and Timely Feedback to Students



Directions: Professional Learning Committees meet regularly to discuss the most essential knowledge and skills students need to be successful in this grade and beyond. Add in intentional assessments focused on standards and apply meaningful interventions when needed. Study the data to determine if the interventions were successful.



FOCUS



STANDARDS



Time and Viability

The content that teachers are expected to address must be adequately covered in the instructional time teachers have available.

Typical K-12 System:

- 3,500 benchmarks
- 13,000 hours of **class time** available (students in school)
- 9,000 hours of **instruction** available (omit recess, lunch, transition)
- 15,500 hours of instruction needed to cover the 3,500 benchmarks

22 years

(Marzano, What Works in Schools, 2003)



Essential (Priority) Standards Defined

Priority standards are a carefully selected subset of the total list of the grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

(Ainsworth, Rigorous Curriculum Design, 2010)



Prioritizing the Standards: Criteria

Does this standard have the following:

Readiness: Is this skill or knowledge preparing the student for success in the next grade level?

Endurance: Are students expected to retain the skills or knowledge long after the test is completed?

Assessments: The concepts and skills that students most likely to encounter on SBA (primarily for grades 3-5)

Leverage: Is this skill or knowledge applicable to many academic disciplines?



Grade 1 Priority Standards by Trimester + *Supporting Standards*

Priority Standards represent essential knowledge and skills. These standards make up 70-80% of instructional time.

Trimester 1 G1 Priority Standards

Reading Foundational (RF)	Math (*)
Decodes regularly spelled one-syllable words. (RF.1.3.B) T1, T2, T3	Use addition and subtraction within 10 to solve word problems in multiple situations by using objects, drawings and equations. (1.OA.A.1 adapted) T1, T2
Recognizes and reads grade-appropriate irregularly spelled words. (RF.1.3.G) T1, T2, T3	
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken words. (RF.1.2.C) T1, T2	Writing/Language
	Demonstrate grade-level appropriate conventions: capitalization, punctuation, and spelling. (L.1.1) T1, T2, T3
<p>In 1st Trimester, students will also be <u>introduced</u> to these key priority standards to be graded in later trimesters:</p> <ul style="list-style-type: none"> Reads grade-level text with purpose and understanding. (RF.1.4.A) T2, T3 Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.A) T2, T3 Retell stories including key details such as characters, settings, and major events. (RL.1.2) T2, T3 Ask and answer questions about the key details in the text. (RI.1.1) T2, T3 Relate counting to addition and subtraction. (1.OA.C.5) T2, T3 	
<p>*Math standard naming varies based on content: OA - Operations in Algebra; NBT - Number Base Ten; MD - Measurement and Data; T1, T2, or T3 - The trimesters in which a standard is taught, assessed, and graded on the report card.</p>	

Trimester 2 G1 Priority Standards

Reading Foundational (RF)	Reading Information (RI)	Reading Literature (RL)
Decodes regularly spelled one-syllable words. (RF.1.3.B) T1, T2, T3	Ask and answer questions about the key details in the text. (RI.1.1) T2, T3	Retell stories including key details such as characters, settings, and major events. (RL.1.2) T2, T3
Recognizes and reads grade-appropriate irregularly spelled words. (RF.1.3.G) T1, T2, T3	Identify the main topic and retell details of the text. (RI.1.2) T2, T3	
Isolates and pronounces initial, medial vowel, and final sounds (phonemes) in spoken words. (RF.1.2.C) T1, T2	Math (*)	Writing/Language (W/L)
Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.B) T2, T3	Use addition and subtraction within 10 to solve word problems in multiple situations by using objects, drawings and equations. (1.OA.A.1 adapted) T1, T2	Demonstrate grade-level appropriate conventions: capitalization, punctuation, and spelling. (L.1.1) T1, T2, T3
Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.A) T2, T3	Relate counting to addition and subtraction. (1.OA.C.5) T2, T3	Demonstrate grade-level appropriate grammar: Writing words, phrases, and sentences. (L.1.1), T2, T3
	Adds and subtracts numbers fluently within ten. (1.OA.C.6) T2, T3	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (Narrative, Informational, and Opinion) (W.1.1, -1.3, 1.5) T2, T3

Trimester 3 G1 Priority Standards

Reading Foundational (RF)	Reading Information (RI)	Reading Literature (RL)
Decodes regularly spelled one-syllable words. (RF.1.3.B) T1, T2, T3	Ask and answer questions about the key details in the text. (RI.1.1) T2, T3	Retell stories including key details such as characters, settings, and major events. (RL.1.2) T2, T3
Recognizes and reads grade-appropriate irregularly spelled words. (RF.1.3.G) T1, T2, T3	Identify the main topic and retell details of the text. (RI.1.2) T2, T3	Compare and contrast the adventures and experiences of characters in stories. (RL.1.9) T3
Reads grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (RF.1.4.B) T2, T3	Math (*)	Writing/Language (W/L)
Distinguish long from short vowel sounds in spoken single-syllable words. (RF.1.2.A) T2, T3	Use addition and subtraction within 20 to solve word problems in multiple situations by using objects, drawings and equations. (1.OA.A.1 adapted) T3	Demonstrate grade-level appropriate conventions: capitalization, punctuation, and spelling. (L.1.1) T1, T2, T3
	Relate counting to addition and subtraction. (1.OA.C.5) T2, T3	Demonstrate grade-level appropriate grammar: Writing words, phrases, and sentences. (L.1.1), T2, T3
Year End Reading Standard:	Adds and subtracts numbers fluently within ten. (1.OA.C.6) T2, T3	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (Narrative, Informational, and Opinion) (W.1.1, -1.3, 1.5) T2, T3
Meets the end of year grade level reading target*. (RI.1.10 & RI.1.10) T3	Understand place value of 2-digit numbers i.e. tens, ones. (1.NBT.B.2) T3	
*Spring Aimsweb composite 26th percentile or higher	Use place value understanding to add within 100 including adding a two-digit number and a one-digit number. (1.NBT.C.4) T3	

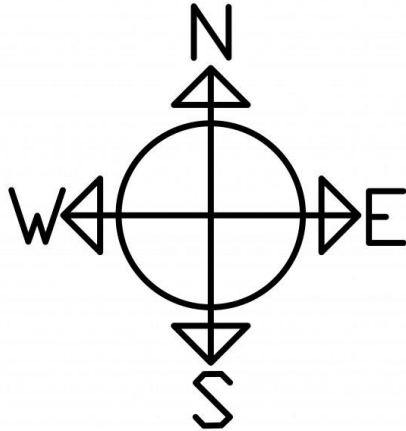
1st Grade Key Supporting Standards***

These are foundational to the priority standards and represent approximately 15-20% of core instruction time

<ul style="list-style-type: none"> Describe characters, settings, and major events in a story, using key details. (RL.1.3) Identify who is telling the story at various points in a text. (RL.1.6) Use illustrations and details in a story to describe its characters, setting, or events. (RL.1.7) Explicit Instruction in the three writing modes for 1st Grade: <ul style="list-style-type: none"> Opinion (W.1.1) Informative (W.1.2) Narrative (W.1.3) 	<ul style="list-style-type: none"> Describe the connection between two individuals, events, ideas, or pieces of information in a text. (RI.1.3) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (RI.1.4) Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (RI.1.5) Use the illustrations and details in a text to describe its key ideas. (RI.1.7) 	<ul style="list-style-type: none"> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. (1.OA.D.8) Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1.NBT.A.1) Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count. Explain reasoning. (1.NBT.C.5)
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***For a complete list of 1st grade standards (including additional grade level standards) visit corestandards.org

Where are we now and how do we know?



Early Learning Assessment in SBLSD

- What can we learn about our students?
- How will we know if they've learned what we taught?
- Are they making progress towards grade level targets?
- Who needs additional support?
- Are the supports we've put in place working?



Kindergarten Screening



- Make connections
- Get to know each student's abilities and needs

Sumner-Bonney Lake School District - Pre-Kindergarten Skill Inventory

PARENT/GUARDIAN please complete information in this shaded box.

Child's Name:		Birth Date:		Date Screened:		Special Needs IEP Speech only Other (please list)	
Attended Preschool/Childcare: (please name)		Gender:		Language spoken in home:			
Score							
1. Color Recognition: (No points given.)	Point to each box and child names correct color. Circle the colors identified correctly. Red Yellow Blue Brown Green Orange Purple Black Pink						
2. Rote Count to 10: (10 points)	One point for each correct response. 1 2 3 4 5 6 7 8 9 10						
3. Numeral Recognition: (10 points)	One point for each correct response. 5 8 1 3 4 6 9 2 0 7						
4. Letter Names: (26 points)	One point for each correct response. Go through all letters as child may know some toward middle or end. a e h k m r s w z c d i j n p t v y b f g l o q u x						
5. Letter Sounds: (26 points)	One point for each correct response. (points may be given for either vowel name or sound) a e h k m r s w z c d i j n p t v y b f g l o q u x						
6. Blending: (8 points)	Listen as I say the sounds slowly /p/.../a/.../n/. When I'm done, say the sounds "fast" or "all together"(pan). /s/.../a/ (say) /n/.../a/ (no) /f/.../i/.../sh/ (fish) /s/.../u/.../n/ (sun) /sh/.../i/.../p/ (ship) /t/.../e/.../n/ (ten) /s/.../a/.../d/ (sad) /h/.../a/.../t/ (hat)						
7. Rhyme Recognition: (8 points)	These words rhyme (cat/hat), these do not (bed/rug). Say "yes" to words that rhyme and "no" if they do not rhyme. lip/sip (yes) tell/sell (yes) boy/duck (no) eat/jump (no) can/van (yes) dog/bed (no) dish/fish (yes) lace/race (yes)						
8. Onset Fluency: (8 points)	I will say a word, repeat the word and say the beginning sound. ex. If I say 'jump' you say 'jump./j/.' (1 point for each sound) muffin.../m/ funny.../f/ gum.../g/ seat.../s/ zoo.../z/ puppy.../p/ button.../b/ cup.../k/						
9. Writes own name: (4 points)	Ask child to write name in shaded area Rubric 4 - Able to write name with correct form 3 - Able to write name 2 - Attempted to write name 1 - Did not attempt to write name						
TOTAL							

Distribution: Teacher (White), Parent/Guardian (Yellow)

Form PKS1.3

Pre-Kindergarten Skill Inventory
Student Sheet

1. Color Recognition

3. Numeral Recognition



Kinder Screening Data

Ensuring an **equitable** start to Kindergarten:

- Some students are invited to participate in Kindergarten Jumpstart
 - Boost skills
 - Pre-teach routines
- Identify supports needed for success on Day 1
 - Language support
 - Seating/proximity
 - Relational needs
 - Vision considerations



WaKids Fall Assessment Kindergarten

Family
Connections
Meetings

Whole Child
Assessment



We learn about every child's:

- Unique life experiences
- Family dynamics and nuances
- Academic and relational skills and knowledge they bring to kindergarten.
- Specific needs in order to access learning in an equitable way.



October 12, 2022

WaKIDS Components

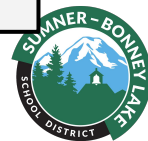
Family Connections

- First 3 days of school year
- 1:1 meeting with child's family and student
 - Welcome them to K-12 in SBLSD
 - Families share unique insights about child
 - 1st step in building relationship and two-way communication!

Whole Child Assessment

- ★ Social-emotional
- ★ Physical
- ★ Cognitive
- ★ Language
- ★ Literacy
- ★ Mathematics

Meeting our students where they are!



Puzzle Task: Are You Ready?

- There are some puzzles at your table.
- Your task is to see if you can put your puzzle together correctly
- You'll have 1 minute to complete this task.
- If you don't finish, it's ok.
- There aren't enough puzzles for each of you, so you may need to share and work as a team



Puzzle Task: How did you do?

- Look at the WaKids Continuum for Objective 3:
Participates Cooperatively and Constructively in group situations.
- How would you rate yourself using the continuum?
- Would you rate your partner the same as you rated yourself? How about others at the table?



What does WaKids Data Tell Us

This shows the language component of WaKids for a group of BLE Kinder Students

- The readiness to learn of early kindergarten students
- Where additional support may be required for a student to be successful in kindergarten
- Identify individuals' skills and abilities

WaKIDS: Language - Fall

Include out of District:

Group By

%

Teachers

Performance Level Distribution

🔍 Hopkins, Heidi
22 students



🔍 Hufschmid, Jenna
4 students



🔍 Lechnir, Hannah
19 students



🔍 Schelbert, Macy
62 students



🔍 Selle, Laurie
62 students



🔍 Shaw, Kari
17 students



🔍 + Purple (Kindergarten) (71.64%)

🔍 + Blue (K-Ready) (25.37%)

🔍 + Blue (Pre-K) (1.49%)

🔍 + Green (1.49%)



- **Benchmark Assessments for all students: Fall, Winter, Spring**
- **Progress monitoring of students who receive support through LAP, EL and/or SPED to determine if interventions are working**
- **Qualifies as our state mandated dyslexia screener**



Sample Reading Prompts

Kinder: Winter Letter Sound Fluency

n	s	z	r	p
t	m	h	f	s
f	b	t	k	h

d	c	b	w	t
og	ap	us	ig	en
dog	cap	bus	wig	ten

1st Grade Fall ORF

Bob is a big dog. He is a big lab mix. He plays tag with the cat. In the hot sun, he digs pits to sit in the mud. If I rub his hip, his leg jumps up and down.

The dog had bones. He hid his bones in the yard. He hid them in the pits he dug in the mud.

The dog was always happy. He was never without a bone. The dog's teeth were very sharp and white, but he never bit anyone. He only chewed on bones.

One day the dog was sleeping. A rat came into his yard. "I will take this dog's bones," said the rat. "He is sleeping. He will never know that I have taken them."

So the sneaky rat snuck around the yard and stole every bone. Then he slipped under the fence and climbed up a tree. He had all the bones with him in a bag.

"I will watch the dog from this branch. I will see what he does when he opens his eyes."

The dog opened his eyes. He was hungry. He got up to dig up a bone. He dug. The hole was empty.

"I am sure that I hid a bone here. I hid it right in the shadow of this tree." He looked around.

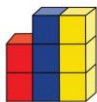
Then he heard the rat laughing. He looked up and saw the rat on the branch.

"I took your bones!" the rat yelled.

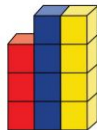
Just then the bones fell out of the tree. The dog ran under the fence and got them all. He chased the rat away.

Math Samples:

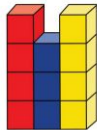
Kindergarten Winter



A



B



C

Which group of cubes matches the same number of red, blue and yellow balloons?

First Grade Fall

$$6 - 2 = 8$$

$$6 = 8$$

$$6 - 8 = 2$$

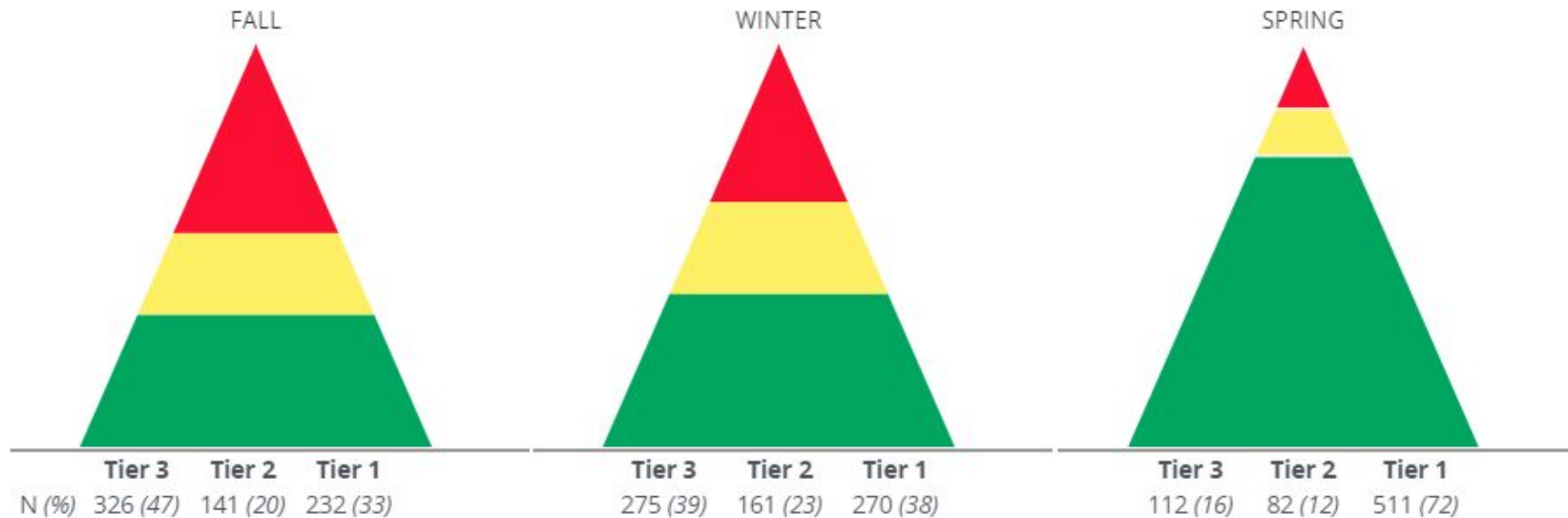
$$6 + 2 = 8$$

Which number sentence is true?

2021-2022 Tiered Transition Reports (Literacy) Kindergarten

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary

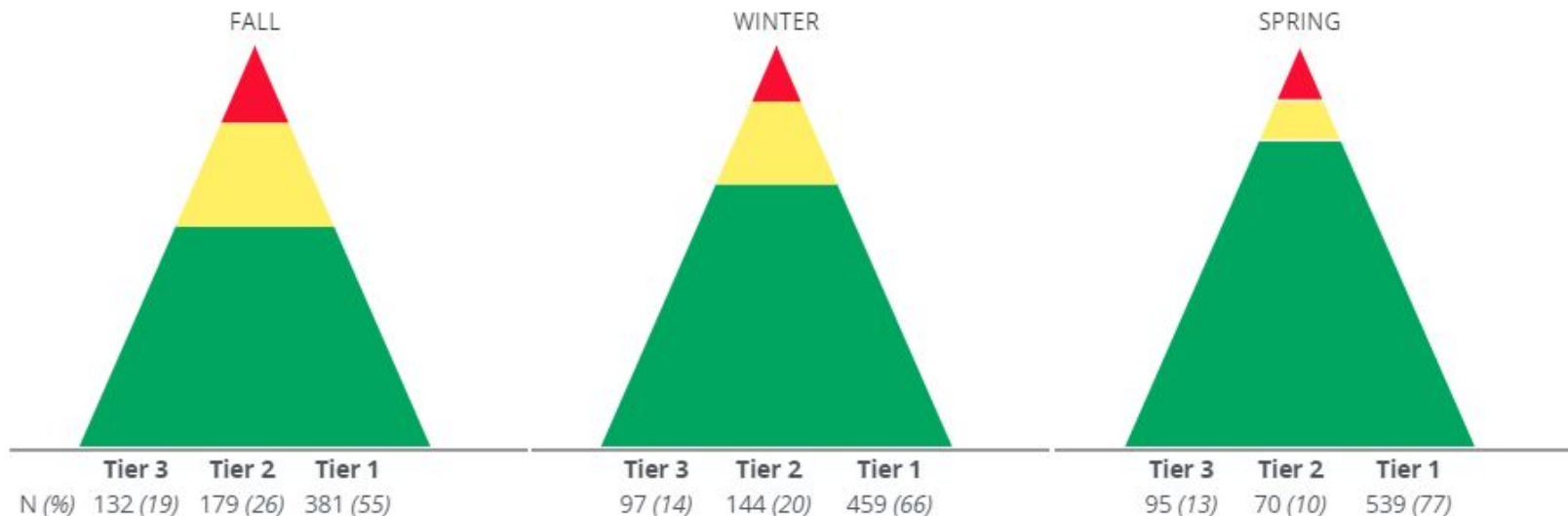


2021-2022 Tiered Transition Reports (Math)

Kindergarten

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

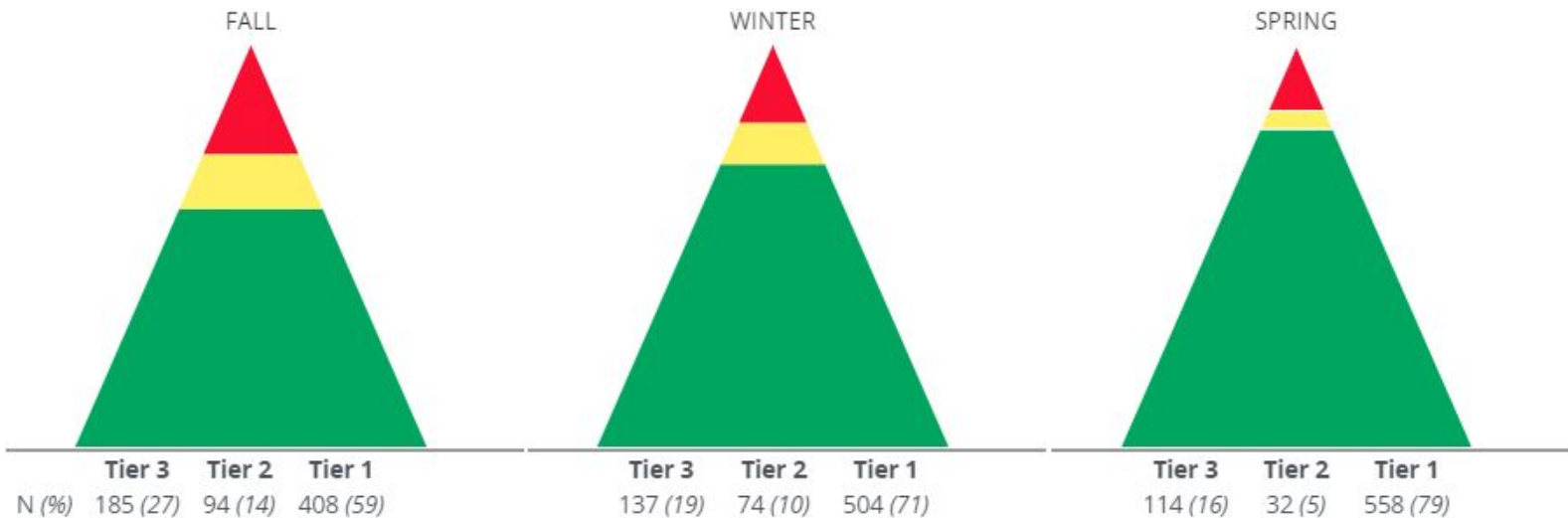
Tier Transition Summary



2021-2022 Tiered Transition Reports (Literacy) 2nd Grade

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

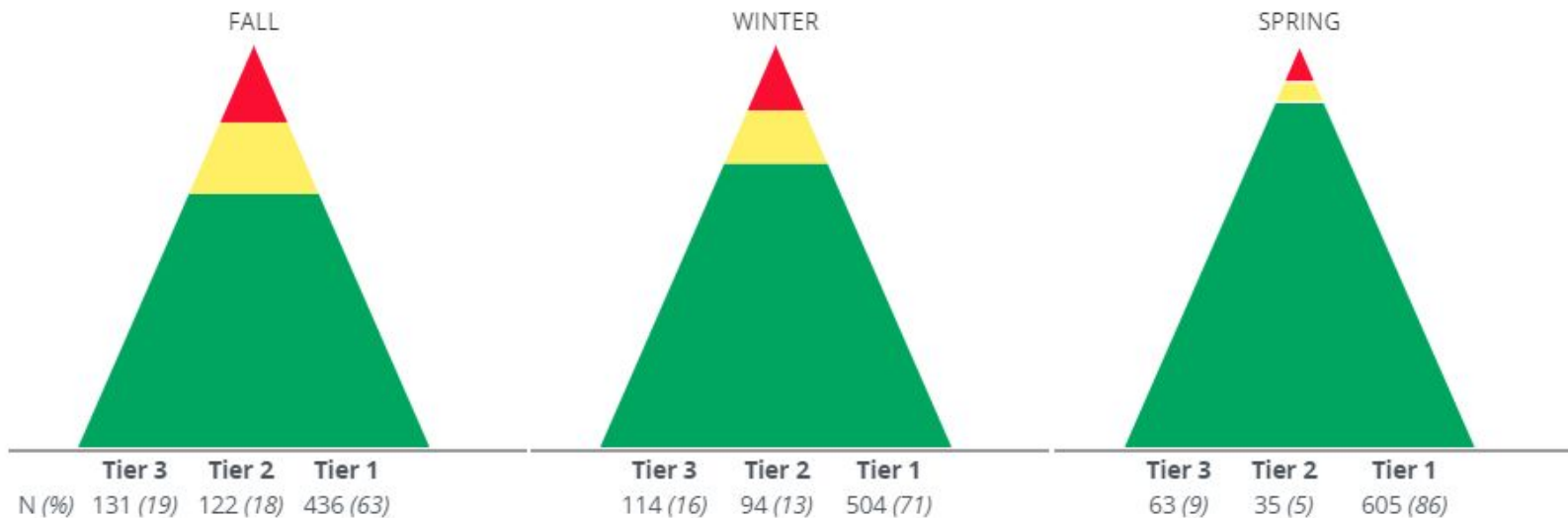
Tier Transition Summary



2021-2022 Tiered Transition Reports (Math) 2nd Grade

Tier: **1** Low Risk **2** Moderate Risk **3** High Risk

Tier Transition Summary



What Does Aimsweb Data Tell Us

- The number of students reading on grade level (**green**) is increasing throughout the year.
- The interventions we have implemented are working for most students.
- We need to continue to learn about our students who are represented by **red** and **yellow** to determine the specific roadblocks getting in the way of learning.





October 12, 2022

Smarter Balanced Grade 3

SBA Reading Grade 3 (% Meeting Standard)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	56%	55%	*	*	48%
SBLSD	70%	65%	*	*	59%

SBA Math Grade 3 (% Meeting Standard)					
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
State	58%	58%	*	*	50%
SBLSD	72%	70%	*	*	64%

What Does SBA Data Tell Us?



We have work to do in order to meet our 2026 goal of 80% of 3rd graders meeting standard on SBA Reading and Math.

- ELA growth goal per year is approximately 5%
- Math growth goal per year is approximately 4%



Additional Assessments

- Common Formative Assessments aligned to Priority Standards
- Informal classroom observations and assessments
- SBA Interim Assessments



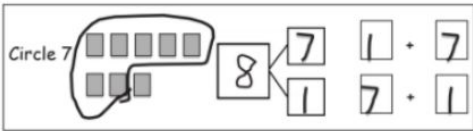
How will we get there?



Curriculum Frameworks SAMPLE

First Grade Module 1

■ Combine Lessons
■ Optional Lesson
■ Extension Lesson
■ Remedial Lesson

Standards	Topic B: Counting on from Embedded Numbers	Days: 5
Major Supporting Additional 1.OA.1 1.OA.6 1.OA.8	<p>Lesson 4 Video L4 Lesson 5 Video L5</p> <p>Lesson 6 Video L6 Lesson 7 Video L7</p> <p>Lesson 8 Video L8</p> <p>Represent put together situations with number bonds. Count on from one embedded number or part to totals of 6 and 7 and generate all addition expressions for each total.</p> <p>Represent put together situations with number bonds. Count on from one embedded number or part to totals of 8 and 9 and generate all expressions for each total.</p> <p>Represent all the number pairs of 10 as number bond diagrams from a given scenario and generate all expressions equal to 10.</p>	
	<p>By the end of Topic B, your students should be able to:</p> <ul style="list-style-type: none"> • Represent different ways to make 6 through 10 (i.e. 4+2, 5+1 etc.) • Demonstrate understanding of how many more are needed when given a number • Understand number relationships and bonds for all expressions • Represent number bonds using diagrams <p>Circle the part. Count on to show 8 with the picture and number bond. Write the expressions.</p> 	<p>Assessments Topic B Topic Quiz</p> <p>Additional Links Topic B Newsletter</p>
		<p>Parent Resources</p>

Pacing and guidance

Common Assessment

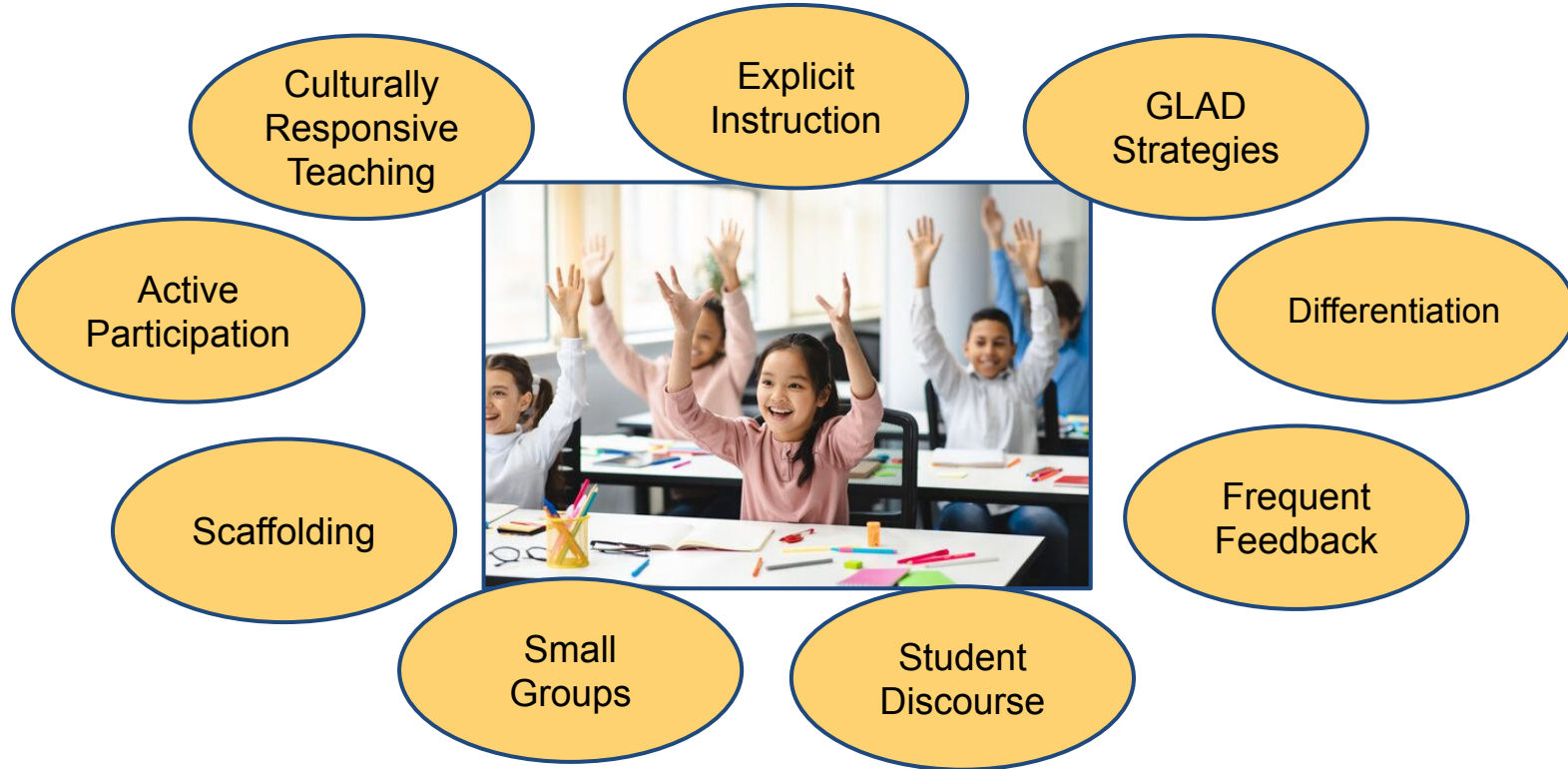
Standards Focus and priority level

Links to lesson slides and videos

Success Criteria



High Leverage Instructional Strategies



Inquiry Cycles



- Professional learning communities
 - Student growth goals and data cycles
 - [TACA](#) (Team Analysis of Common Assessment)
- Building data cycles
 - ABC's - attendance, behavior, and coursework
- Intervention Teachers
 - Every 2 weeks districtwide to analyze data, discuss student progress and fidelity of interventions
- Principal Data Summits
 - Monthly meetings focused on data/[goals](#)
 - Schools share problem of practice and receive feedback

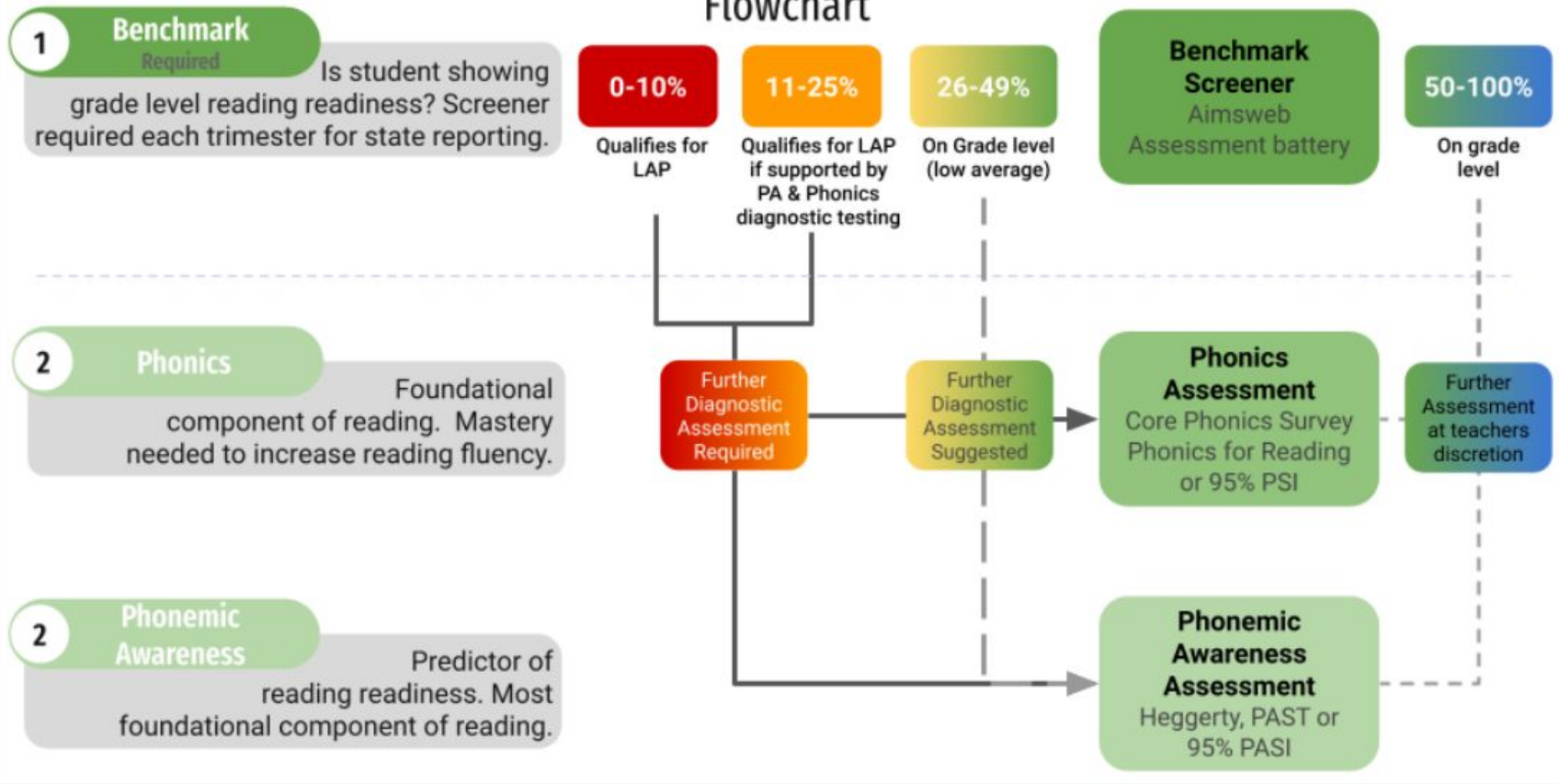


How will we respond if we don't get there?



Benchmarking Assessments

Flowchart



What I Need (WIN) Time

WIN Time: Intentional and flexible small grouping
based on data evaluated every 6-8 weeks

Guaranteed 45 minute at every grade level

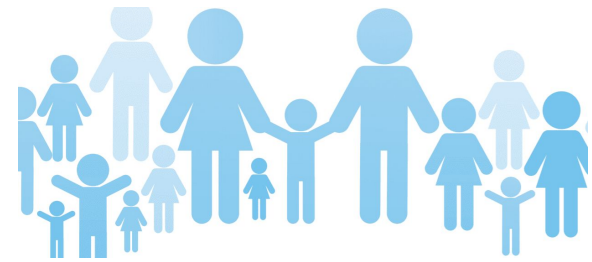
- Students grouped according to skill level across grade level
- Paraeducators assigned to deliver targeted instruction
- Systematic approach - every building has a full time staff member focused on meeting needs of learners with needs such as LAP, EL (K-3 Intervention Teacher)

Targeted Curriculum

- 95%, Heggarty, Kilpatrick
- Professional development for both classified and certificated staff on curriculum resources and instructional delivery



Tiered Supports



In some cases wraparound meetings occur to identify roadblocks or barriers getting in the way of learning:

- Physical
- Intellectual
- Emotional
- Social

What needs aren't being met: Academic, Relational, engagement, personal/safety, attendance and then determine a plan of action



Comprehensive Early Literacy Plan

SUMNER-BONNEY LAKE SCHOOL DISTRICT

A GREAT PLACE TO LEARN.



Comprehensive Early Literacy Plan for _____ Date: _____
(student name)

The Comprehensive Early Literacy plan has been developed by OSPI to support reading achievement for all students. The policy states that when a student has been identified as reading below grade level or may be at risk for scoring below "basic" on the state literacy test, teachers will meet with parents to discuss the student's progress. During this meeting, the teacher will share with parents how the school will provide literacy support, and share strategies for parents to use at home with their child.

The following interventions and/or strategies will be used to help improve your child's reading skills:
(check intervention based on individual student needs)

- | | |
|--|---|
| ☐ Small group support during WIN Time | ☐ Fluency practice and progress monitoring |
| ☐ Phonological awareness activities | ☐ Direct Instruction reading program |
| ☐ Word reading strategies | ☐ Tutoring |
| ☐ Extended day academic program | ☐ Phonics decoding/encoding activities |
| ☐ Pre-teaching/Reteaching | ☐ Other _____ |

The following strategies are for parents or guardians to use at home to assist their child in improving their reading skills:

- Continue independent, at home use of Lexia Core5 program.
- Model fluent reading by reading frequently with your child.
- Read aloud together with your child and encourage them to stay on pace with you.
- Make reading for fun a part of your child's daily routine by selecting high interest books.
- Check your child's backpack regularly and talk about topics of study and review sight words or other materials that are sent home.
- Start a family vocabulary box or jar. Have everyone write down new words they discover, add them to the box, and use the words in conversation.

Spring Reporting: Students are assessed throughout the year on multiple reading components. These assessments measure student growth and allow us to evaluate the effectiveness of interventions. Each child's 3rd trimester report card will include a checkbox to let you know if your child has met the *end of year target** for reading.

Grades K-2 *Determination based on Aimsweb nationally normed composite reading score at or above the 26th percentile

Grades 3-5 *Determination based on Smarter Balanced State Assessment in Reading Level 3 or 4.

What is Working Well?



- Allocating funding for K-3 intervention teachers
- Purchasing 95% curriculum for intervention
- Curriculum Showcase Events
- Principal Data Meetings
- Report Cards aligned to priority standards
- School Improvement Plans aligned to Strategic Plan
- Targeted professional learning for teachers and paraeducators
- Lexia English curriculum for EL students and training for teachers
- Teachers conducting benchmark assessments to inform decisions
- PBIS focus throughout the schools
- WIN Groups
- Curriculum Frameworks



What are Opportunities for Improvement?



- Proactive classroom management to keep students engaged and IN CLASS
- Engaging all of our families in school
- Stronger collaboration vertically between grade levels
- Create a stronger partnership between SPED and General Education
- All PLCs implementing a data cycle where teachers are responding to data collected as well as evaluating the impact of their own teaching strategies
- Professional development to strengthen Tier I
- Math intervention
- Creating master schedules based on student need
- Ensuring our strongest instructor is working with lowest level group



Our Promise

Our promise in the Sumner-Bonney Lake School District is to **know**, **value** and **support** every student, helping them graduate ready to pursue a promising future.



QUESTIONS

