

# American Elementary

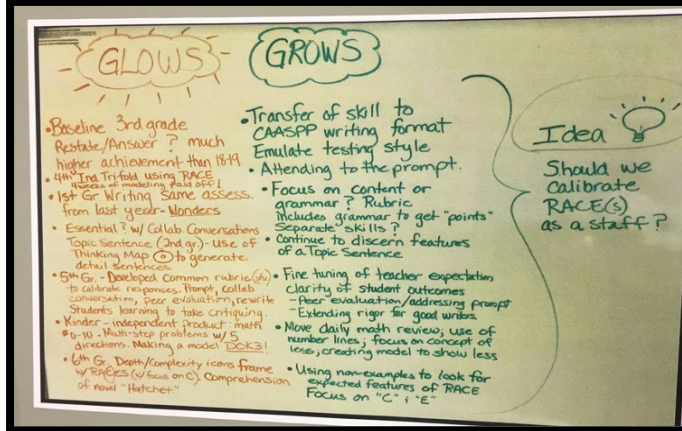
School Name: American Elementary Date: 10/18/2019

School Focus: District Focus - Student Outcomes School Focus: Students will use higher order thinking skills to access the core curriculum.

Outcomes: If our school focus is encouraging higher order thinking skills to access the core curriculum, then given a growth mindset frame of reference students will increase their DOK level as indicated by evidence of learning.

Success Indicators (SI)	Staff Practices (SP)	School Supports (SS)	Evidence of Learning (EOL)	Timeline
1. Students will engage in collaborative conversations using academic vocabulary at DOK 2-3. 2. Students will use problem solving skills to answer higher order thinking questions. 3. Students will use logic to justify their reasoning when answering higher order thinking questions. 4. Students will be able to transfer their learning to new contexts.	1. Teachers will incorporate collaborative conversations using academic vocabulary. 2. Teachers will model higher order thinking skills (e.g. Think Aloud) using academic vocabulary. 3. Regularly commit planning time to focus on DOK/HOTS, differentiation, & Response to Instruction & Intervention (RTI). 4. Teachers will provide opportunities for students to reason and justify responses. 5. Teachers will create rubrics and student exemplars.	1. Provide grade level teams with planning time to analyze/evaluate effects of implementation plan on student outcomes and determine next steps. 2. Continue professional development to increase teachers' efficacy and high yield instructional practices that supports student achievement. 3. Identify RTI process & provide resources.	1. Use regular cycles of inquiry to evaluate student learning. 2. Use assessments linking DOK levels to determine students' performance in the classroom. 3. Students express reflections and use error analysis through the use of rubrics. 4. Teachers conduct Learning Rounds looking for visible evidence of student learning using higher order thinking skills.	

Rubric used for District and schoolwide focus with success Indicators, Staff Practices, School Supports, Evidence of Learning, and Timeline.



PLC - Grows and Glows include pluses and deltas by the grade level after review of evidence/data.

**Universal Screening and Diagnostics 2019-20**  
 Response to Instruction and Intervention (RTI?)

READING	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
<b>Universal Diagnostic</b> Illuminate	RUSD Phonological and Phonemic Awareness Inventory Aug 14 - Sept 8	RUSD Phonological and Phonemic Awareness Inventory Aug 14 - Sept 8	RUSD Phonological and Phonemic Awareness Inventory Aug 14 - Sept 8	Moby Max Foundational Reading Aug 14 - Sept 8	Moby Max Foundational Reading Aug 14 - Sept 8	Moby Max Foundational Reading Aug 14 - Sept 8	Moby Max Foundational Reading Aug 14 - Sept 8	Moby Max Foundational Reading Aug 14 - Sept 8	Moby Max Foundational Reading Aug 14 - Sept 8
<b>Universal Screening</b> (Screen Instruction)	FastBridge atreading February 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15	FastBridge atreading Oct. 14-19 Feb. 2-7 May 9-15
If less than 20% of the students are scoring at the 20th percentile or below teachers must administer further testing. Intervention is assigned according to the deficit found in further testing. Progress monitoring must match the intervention.									
<b>SOME</b> (Screening tests identify deficits that guide intervention to reach criterion)	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max Moby Max	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max Moby Max	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max Moby Max	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max Moby Max	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max Moby Max	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max Moby Max	Wonders Oral Reading Fluency w/Comp Moby Max Moby Max	Wonders Oral Reading Fluency w/Comp Moby Max Moby Max	Wonders Oral Reading Fluency w/Comp Moby Max Moby Max
<b>FEW</b> (Screening tests identify deficits that guide intervention to reach criterion)	FastBridge atreading Moby Max Moby Max	FastBridge atreading Moby Max Moby Max	FastBridge atreading Moby Max Moby Max	RUSD Phonological and Phonemic Awareness Inventory FastBridge FastBridge	RUSD Phonological and Phonemic Awareness Inventory FastBridge FastBridge	RUSD Phonological and Phonemic Awareness Inventory FastBridge FastBridge	Wonders Phonics Survey FastBridge FastBridge	FastBridge atreading Oral Reading Fluency with Comp FastBridge	FastBridge atreading Oral Reading Fluency with Comp FastBridge

The image shows the assessment schedule and what will be assessed by grade level and testing window. This is a Districtwide schedule. Results of assessments are discussed in the PLC or grade level meeting.