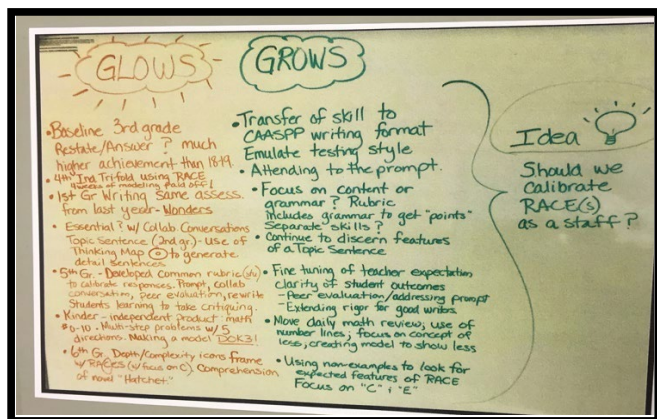


American Elementary

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 (ie. 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 rubric 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 and 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 rubric. 4. Teachers conduct Learning Rounds looking for visible evidence of student learning using higher order thinking skills.	

A rubric is provided for district and schoolwide focus with success indicators, staff practices, school supports, evidence of learning, and a timeline.



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 ²)									
	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th
Universal Diagnostic Illuminate	RUSD Phonological and Phonemic Awareness Inventory Aug 14-Sept 6	RUSD Phonological and Phonemic Awareness Inventory August 14 - Sept 6	RUSD Phonological and Phonemic Awareness Inventory August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6	Wonders Oral Reading Fluency w/Comp August 14 - Sept 6	Wonders Oral Reading Fluency w/Comp August 14 - Sept 6	Moby Max Foundational Reading August 14 - Sept 6
Universal Screening (Term Assessment)	FastBridge February 2 - May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15	FastBridge Oct. 14-18 Feb. 2-7 May 15
If more than 20% of the students are scoring below the 30th percentile then Tier 1 instruction must be addressed first.									
SOME options help identify deficits that guide intervention to meet selection)	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max	RUSD Phonological and Phonemic Awareness Inventory Wonders Phonics Survey Moby Max	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max	Wonders Phonics Survey Oral Reading Fluency w/Comp Moby Max	Wonders Oral Reading Fluency w/Comp Moby Max	Wonders Oral Reading Fluency w/Comp Moby Max	Wonders Oral Reading Fluency w/Comp Moby Max
FEW options help identify deficits that guide intervention to meet	FastBridge Moby Max	FastBridge Moby Max	FastBridge Moby Max	RUSD Phonological and Phonemic Awareness Inventory FastBridge	RUSD Phonological and Phonemic Awareness Inventory FastBridge	RUSD Phonological and Phonemic Awareness Inventory FastBridge	Wonders Oral Reading Fluency w/Comp	FastBridge Oral Reading Fluency with Comp	FastBridge Oral Reading Fluency with Comp

The image shows the assessment schedule and what will be assessed by grade level and within the testing window. This is a district wide schedule. The results of the assessments are discussed in the PLC or grade level meetings.