Let the Data Do the Talking

Collaborative Teaming for School-Wide Results

Hello!

Nellie Hart Sterling Elementary
Warrensburg, MO

Betsy Ridenhour, **Reading Specialist**
Susan Kohl, **Instructional Coach**
Dr. Christine Johnson, **Principal**

Agenda

Overview of Sterling Elementary

Scheduling RTI Time

Proficiency Scales & Common Formative Assessments

Using Technology

Challenges & Successes

1.

Our Learning Community

Sterling Elementary
Warrensburg R-VI School District

Sterling Elementary

- Intermediate Building (3rd-5th)
- 430 Students
- 50+ Faculty/Staff Members
- Military & College Impact

“We are focused on continuous learning and growth while building connections between families, schools, and the community.

Vision Statement

2. Scheduling

The Past

RTI Time Together

- All grade levels at 8:30
- Pros
- Cons

The Basics

Scheduling

- Math & ELA
- Grade level content areas
- Allow for extra helpers

2018-19 Scheduling Team

New Mindset

- GOAL Time
  - Transitioning naturally
  - Extra helpers more available to help!
- Friday Team Meetings

Administrator Guidelines

- Reading
- Writing
- Math & Calendar Math
- Recess
- Lunch
- First 15
- Lower amount of transitions

Teacher Requests

- Clogged hallways

	Goodwin, Meloy	Kwiat, Tho, Grady, Ran	McC, Tuck, Cons, Narr	Mick, Grang, Terr	Sarg, Mills	Wilde, Lar, Row, Bara
	3rd	3rd	4th	4th	5th	5th
8:30-8:35	GOAL Time	GOAL Time	Reading	SPECIALS	Math	Math
8:35-8:40	GOAL Time	GOAL Time	Reading	SPECIALS	Math	Math
8:40-8:45	GOAL Time	GOAL Time	Reading	SPECIALS	Math	Math
8:45-8:50	GOAL Time	GOAL Time	Reading	SPECIALS	Math	Math
8:50-8:55	GOAL Time	GOAL Time	Reading	SPECIALS	Math	Math
8:55-9:00	Reading	Math Calendar	Reading	SPECIALS	Math	Math
9:00-9:05	Reading	Math Calendar	Reading	SPECIALS	Math	Math
9:05-9:10	Reading	Math Calendar	Reading	SPECIALS	Math	Math
9:10-9:15	Reading	Math Calendar	Reading	SPECIALS	Math	Math
9:15-9:20	Reading	Math Calendar	Reading	SPECIALS	Math	Math
9:20-9:25	Reading	Math	Reading	SPECIALS	Math	Math
9:25-9:30	Reading	Math	Reading	SPECIALS	Math	Math
9:30-9:35	Reading	Math	SPECIALS	Reading	Math	Math
9:35-9:40	Reading	Math	SPECIALS	Reading	Math	Math
9:40-9:45	Reading	Math	SPECIALS	Reading	Math	Math
9:45-9:50	Reading	Math	SPECIALS	Reading	Science	Science
9:50-9:55	Reading	Math	SPECIALS	Reading	Science	Science
9:55-10:00	Reading	Math	SPECIALS	Reading	Science	Science
10:00-10:05	Recess	Math	SPECIALS	Reading	Science	Science
10:05-10:10	Recess	Math	SPECIALS	Reading	Science	Science
10:10-10:15	Recess	Math	SPECIALS	Reading	Science	Science
10:15-10:20	Recess	Math	SPECIALS	Reading	Science	Science
10:20-10:25	Recess	Math	SPECIALS	Reading	Science	Science
10:25-10:30	Word Work	Recess	SPECIALS	Reading	Science	Science

10:30-10:35	Word Work	Recess	Math	Math	Science	Science
10:35-10:40	Word Work	Recess	Math	Math	Reading	SPECIALS
10:40-10:45	Word Work	Recess	Math	Math	Reading	SPECIALS
10:45-10:50	Word Work	Recess	Math	Math	Reading	SPECIALS
10:50-10:55	Word Work	LUNCH	Math	Math	Reading	SPECIALS
10:55-11:00	LUNCH	LUNCH	Math	Math	Reading	SPECIALS
11:00-11:05	LUNCH	LUNCH	Math	Math	Reading	SPECIALS
11:05-11:10	LUNCH	LUNCH	Math	Math	Reading	SPECIALS
11:10-11:15	LUNCH	LUNCH	Math	Math	Reading	SPECIALS
11:15-11:20	LUNCH	LUNCH	Math	Math	Reading	SPECIALS
11:20-11:25	LUNCH	Reading	Math	Math	Reading	SPECIALS
11:25-11:30	Math	Reading	Math	Math	Reading	SPECIALS
11:30-11:35	Math	Reading	Math	Math	LUNCH	SPECIALS
11:35-11:40	Math	Reading	Math	Math	LUNCH	LUNCH
11:40-11:45	Math	Reading	Math	Math	LUNCH	LUNCH
11:45-11:50	Math	Reading	**5 minute transition**	Word Work	LUNCH	LUNCH
11:50-11:55	Math	Reading	Recess	Word Work	LUNCH	LUNCH
11:55-12:00	Math	Reading	Recess	Word Work	LUNCH	LUNCH
12:00-12:05	Math	Reading	Recess	Word Work	Word Work	LUNCH
12:05-12:10	Math	Reading	Recess	**5 minute transition**	Work Work	Reading
12:10-12:15	Math	Reading	Recess	LUNCH	Word Work	Reading

12:15-12:20	Math	Reading	LUNCH	LUNCH	Word Work	Reading
12:20-12:25	Math	Reading	LUNCH	LUNCH	Word Work	Reading
12:25-12:30	Math	Writing	LUNCH	LUNCH	Word Work	Reading
12:30-12:35	SPECIALS	Writing	LUNCH	LUNCH	SPECIALS	Reading
12:35-12:40	SPECIALS	Writing	LUNCH	LUNCH	SPECIALS	Reading
12:40-12:45	SPECIALS	Writing	LUNCH	Recess	SPECIALS	Reading
12:45-12:50	SPECIALS	Writing	Writing	Recess	SPECIALS	Reading
12:50-12:55	SPECIALS	Writing	Writing	Recess	SPECIALS	Reading
12:55-1:00	SPECIALS	Writing	Writing	Recess	SPECIALS	Reading
1:00-1:05	SPECIALS	Writing	Writing	Recess	SPECIALS	Word Work
1:05-1:10	SPECIALS	Writing	Writing	Writing	SPECIALS	Word Work
1:10-1:15	SPECIALS	Writing	Writing	Writing	SPECIALS	Word Work
1:15-1:20	SPECIALS	Word Work	Writing	Writing	SPECIALS	Word Work
1:20-1:25	SPECIALS	Word Work	Writing	Writing	SPECIALS	Word Work
1:25-1:30	SPECIALS	Word Work	Writing	Writing	SPECIALS	Word Work
1:30-1:35	Calendar Math	SPECIALS	Writing	Writing	**5 minute transi-tion**	**5 minute transi-tion**
1:35-1:40	Calendar Math	SPECIALS	Writing	Writing	GOAL TIME	GOAL TIME
1:40-1:45	Calendar Math	SPECIALS	Word Work	Writing	GOAL TIME	GOAL TIME
1:45-1:50	Calendar Math	SPECIALS	Word Work	Writing	GOAL TIME	GOAL TIME
1:50-1:55	Calendar Math	SPECIALS	Word Work	Writing	GOAL TIME	GOAL TIME
1:55-2:00	Writing	SPECIALS	Word Work	Writing	GOAL TIME	GOAL TIME
2:00-2:05	Writing	SPECIALS	GOAL TIME	GOAL TIME	Recess	Recess
2:05-2:10	Writing	SPECIALS	GOAL TIME	GOAL TIME	Recess	Recess
2:10-2:15	Writing	SPECIALS	GOAL TIME	GOAL TIME	Recess	Recess
2:15-2:20	Writing	SPECIALS	GOAL TIME	GOAL TIME	Recess	Recess
2:20-2:25	Writing	SPECIALS	GOAL TIME	GOAL TIME	Recess	Recess
2:25-2:30	Writing	SPECIALS	Science	Science	Writing	Writing
2:30-2:35	Writing	Word Work	Science	Science	Writing	Writing
2:35-2:40	Writing	Word Work	Science	Science	Writing	Writing
2:40-2:45	Writing	Word Work	Science	Science	Writing	Writing
2:45-2:50	Science	Science	Science	Science	Writing	Writing
2:50-2:55	Science	Science	Science	Science	Writing	Writing
2:55-3:00	Science	Science	Science	Science	Writing	Writing
3:00-3:05	Science	Science	Science	Science	Writing	Writing
3:05-3:10	Science	Science	Science	Science	Writing	Writing
3:10-3:15	Science	Science	Science	Science	Writing	Writing

Word Work: Includes spelling, daily oral/written language, dictation, word work, phonics, etc.
Reading & Writing: Following a workshop model beginning with a mini-lesson.
Social Studies: Standards will be integrated during the literacy block by using menor texts and authetic writing applications.

3. Proficiency Scales and Common Formative Assessments

The Past

RTI grouping based on intermittent STAR testing

- Not based on specific skills
- Misinterpreting individual needs

New Mindset

- Develop proficiency scales based on priority standards
- Administer common formative assessments after Tier I instruction and after intervention

Based on the work of Dr. Robert J. Marzano

Grade Level/ Subject Area: *4th - Math* **Date:** *September 21, 2018*

Five Step Process for Developing Proficiency Scales 1) Determine the topic of the proficiency scale. 2) Determine the language of score 3.0 (the target learning goal). 3) Determine vocabulary related to the target learning goal and record it in score 2.0. 4) Determine the prerequisite knowledge and skills and record it in score 2.0. 5) Discuss how a student might demonstrate a score 4.0 performance.	
Topic: 3 digit x 1 digit multiplication	
4.0	**In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what is expected from the 3.0 goal.** **The student will:** **Find and explain the error in a 3 digit by 1 digit multiplication problem**
TARGET 3.0	**Student will be able to:** • multiply a one digit whole number by a three digit whole number using any strategy. 4.NBT. ?
2.0	**Student will recognize/recall specific vocabulary, such as:** • **factor** • **product** • **strategies - traditional, partial product, area model, array** • **place value** Students will perform basic processes, such as: • 2.5 = 2 digit x 1 digit multiplication with regrouping • 2.0 = 2 digit x 1 digit multiplication without regrouping • 1.5 = uses repeated addition to model a multiplication problem of any value
1.0	**With help, partial success at score 2.0 and 3.0 content.** **Optional: If needed, prerequisite skills for 2.0 may be listed in 1.0.*
0	**Even with help, the student cannot perform expectations.**

Name: _____ Date: _____

Multiplication: 3 digit by 1 digit

4	Find and explain the error in a 3 digit by 1 digit multiplication problem.
3	Multiply a 3 digit whole number by a 1 digit whole number.
2.5	Multiply a 2 digit whole number by a 1 digit whole number that includes regrouping.
2.0	Multiply a 2 digit whole number by a 1 digit whole number without regrouping.
1.0	With help, student can show success of level 2 or 3.
0	Even with help, student cannot perform at a level 2 or 3.

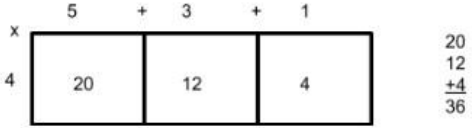
Quick Check (Pre)

For Questions 1-3, solve each multiplication problem using a strategy.

1) 12 x 3 = 2) 37 x 4 = 3) 562 x 9 =

Look at the multiplication problem below. Find the errors in how it was solved. On the lines, explain the error and how to fix it so the problem would be solved correctly.

4) 531 x 4 =



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Name: _____ Date: _____

Multiplication: 3 digit by 1 digit

4	Find and explain the error in a 3 digit by 1 digit multiplication problem.
3	Multiply a 3 digit whole number by a 1 digit whole number.
2.5	Multiply a 2 digit whole number by a 1 digit whole number that includes regrouping.
2.0	Multiply a 2 digit whole number by a 1 digit whole number without regrouping.
1.0	With help, student can show success of level 2 or 3.
0	Even with help, student cannot perform at a level 2 or 3.

Quick Check (Post)

For Questions 1-3, solve each multiplication problem using a strategy.

1) 23 x 3 = 2) 76 x 5 = 3) 372 x 8 =

Look at the multiplication problem below. Find the errors in how it was solved. On the lines, explain the error and how to fix it so the problem would be solved correctly.

4) 643 x 6 =

36
24
+18
78

_____

_____

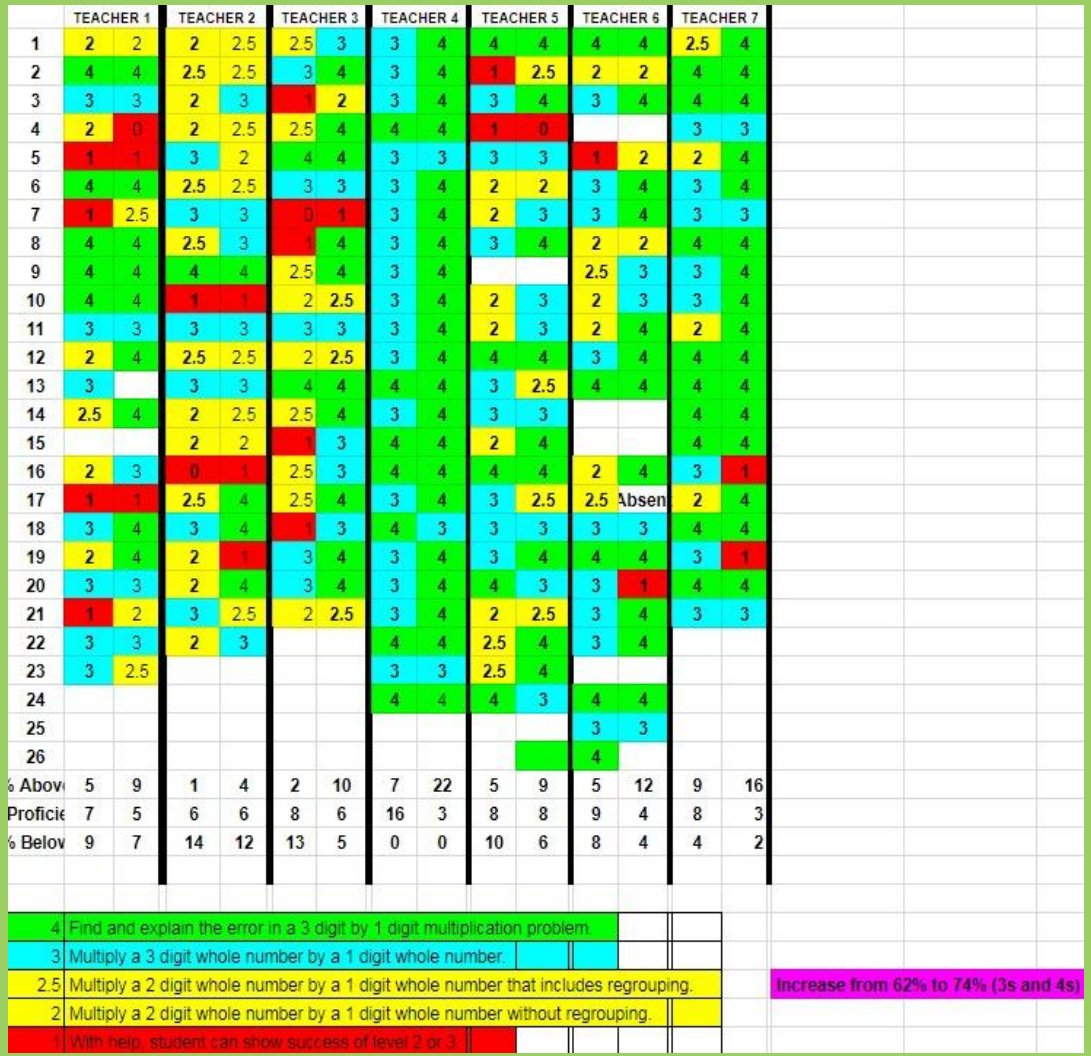
_____

_____

_____

4. Technology

Streamlining the process



	TEACHER 1		TEACHER 2		TEACHER 3		TEACHER 4		TEACHER 5		TEACHER 6		TEACHER 7	
1	2	2	2	2.5	2.5	3	3	4	4	4	4	4	2.5	4
2	4	4	2.5	2.5	3	4	3	4	1	2.5	2	2	4	4
3	3	3	2	3	1	2	3	4	3	4	3	4	4	4
4	2	0	2	2.5	2.5	4	4	4	1	0			3	3
5	1	1	3	2	4	4	3	3	3	3	1	2	2	4
6	4	4	2.5	2.5	3	3	3	4	2	2	3	4	3	4
7	1	2.5	3	3	0	1	3	4	2	3	3	4	3	3
8	4	4	2.5	3	1	4	3	4	3	4	2	2	4	4
9	4	4	4	4	2.5	4	3	4			2.5	3	3	4
10	4	4	1	1	2	2.5	3	4	2	3	2	3	3	4
11	3	3	3	3	3	3	3	4	2	3	2	4	2	4
12	2	4	2.5	2.5	2	2.5	3	4	4	4	3	4	4	4
13	3		3	3	4	4	4	4	3	2.5	4	4	4	4
14	2.5	4	2	2.5	2.5	4	3	4	3	3			4	4
15			2	2	1	3	4	4	2	4			4	4
16	2	3	0	1	2.5	3	4	4	4	4	2	4	3	1
17	1	1	2.5	4	2.5	4	3	4	3	2.5	2.5	Absen	2	4
18	3	4	3	4	1	3	4	3	3	3	3	3	4	4
19	2	4	2	1	3	4	3	4	3	4	4	4	3	1
20	3	3	2	4	3	4	3	4	4	3	3	1	4	4
21	1	2	3	2.5	2	2.5	3	4	2	2.5	3	4	3	3
22	3	3	2	3			4	4	2.5	4	3	4		
23	3	2.5					3	3	2.5	4				
24							4	4	4	3	4	4		
25											3	3		
26											4			
% Above Proficie	5	9	1	4	2	10	7	22	5	9	5	12	9	16
	7	5	6	6	8	6	16	3	8	8	9	4	8	3
% Below	9	7	14	12	13	5	0	0	10	6	8	4	4	2

4	Find and explain the error in a 3 digit by 1 digit multiplication problem.
3	Multiply a 3 digit whole number by a 1 digit whole number.
2.5	Multiply a 2 digit whole number by a 1 digit whole number that includes regrouping.
2	Multiply a 2 digit whole number by a 1 digit whole number without regrouping.
1	With help, student can show success of level 2 or 3.

Increase from 62% to 74% (3s and 4s)

	Teacher 1			Teacher 2			Teacher 3			Teacher 4		Teacher 5			Teacher 6			Teacher 7		
1	1	1	3	3	4		3	3		4	4	4	4		3.5	4		2.5	4	
2	3	4		1.5	4		3.5	4		3.5	3.5	2	2	4	NA	3		3.5	3	
3	3.5	4		1.5	4		2	1	3.5	4	4	3	4		3.5	4		3.5	3	
4	1	3		2	2	3.5	3	4		3	3.5	1.5	1	2				3	3	
5		1	3.5	3.5	3		4	3		3	4	3	3		2	2	3	3	3.5	
6	3	4		4	4		4	4		4	3				3.5	4		3	3.5	
7	2	2	2	1.5	3	3	1.5			2.5	4	2	4		2.5	4		2	2.5	3.5
8	4	4		3	3		2.5	3.5		4	3.5	3	4		2.5			2.5	4	
9	3.5	3.5		3.5	3.5		4	4		2	4				3.5	4		3	3	
10	3.5	3.5		3	4		3.5	3		3.5	3.5	3	3		2.5		3.5	4	3.5	
11	2	3.5		0	DROP		2.5	3		2.5	3	3	3		3	3		3		
12	3	4		3.5	4		3	2	4	2	4	3	3		2.5	3.5		3.5	3.5	
13	3	3		3	4		3.5	4		4	4	3	3		3.5	4		3	2	3.5
14	3	3.5		3	4		2.5	2	4	4	4	3	3.5		3	3		1.5	3.5	
15				3.5	4			2	4	2.5	4	2	3.5					4	4	
16	2.5	3.5		3.5	3		3.5	4		4	4	4	4		2.5	3		2.5	3.5	
17	1	3		1.5	3	4	2.5	3		3	4	1	3.5		NA	2		2	2.5	3.5
18	3	3.5		3.5	3		1.5	3		4	4	3	3.5		3.5	4		3	3	
19	3	3		1	1	3.5	3	3		2	3.5	3	3.5		4	4		2	2.5	3.5
20	2.5	4		3	4		3.5	3.5		3	4	3	3.5		NA	NA		3	4	
21	1	1	3	4	4		1.5	2.5	3.5	4	4	2	3		3	3.5		3.5	4	
22	2	3.5		0	1					3.5	4	2	2	3.5	3.5	4				
23	2.5	2								3	3	3	4							
24										3	3.5	2.5	3		3	3				
25															2	3				
26															3					

	Teacher 1			Teacher 2			Teacher 3			Teacher 4			Teacher 5			Teacher 6		
	Pre	Post Tier 1	Post RtI	Pre	Post Tier 1	Post RtI	Pre	Post Tier 1	Post RtI	Pre	Post Tier 1	Post RtI	Pre	Post Tier 1	Post RtI	Pre	Post Tier 1	Post RtI
1	1	2		2	2.5		1	1.5		1	2		1	1		1.5	1.5	
2	2	2		x	1.5		1	2.5		1	2		4	4		1	2	
3	2.5	2.5		3	2.5		1	1.5		1	2		2.5	4		1	2.5	
4	1	2		1	1.5		1	1.5		1.5	1.5		1	1		1.5	1.5	
5	4	4		1.5	2		2	3		1.5	3		2	move		1	2.5	
6	2.5	4		1.5	1.5		2	2.5		1.5	2.5		1	1.5		1	4	
7	2	1.5		2.5	2		1	1.5		1	1.5		1.5	1.5		1.5	1.5	
8	1.5	Moved	Move	2	2		1.5	1.5		1	1		N/A	1		1	1.5	
9	1.5	2.5		2.5	2		1	1.5		1.5	1		1	3		1.5	3	
10	3	4		2.5	3		1	1		1	1.5		1.5	1		1.5	1.5	
11	1	3		2	3		1	1.5		1	2		1	1.5		1.5	2.5	
12	2.5	3		1	2		2	2		1.5	3		1.5	2.5		1	2.5	
13	3	2.5		1.5	3		1	1		1	2		2	1.5		1.5	2	
14	1.5	2		1.5	2.5		1	2		1.5	1		1	1		1	1.5	
15	1	3		2	3		1	2		2	2.5		2	4		1.5	2	
16	1.5	2.5		2	2.5		1	1.5		1	1.5		1.5	2.5		1	1.5	
17	1.5	3	Move	1.5	2.5		3	3		1	1.5		2.5	1.5		1.5	1.5	
18	1	3		1	1		2	2		1	2.5		2	1.5		1	2	
19	1.5	4		2	2		N/A	N/A		2	3		1	1		1.5	2	
20	1.5	2.5		3	4		N/A	N/A		1	n/a		2	1		1	1.5	
21	1	2.5		2.5	2.5		1	1.5		2.5	3		1	1.5		1.5	1	
22	2	3		1.5	3		1	1.5		1.5	1.5		1	4		1	1.5	
23	2	2		2.5	2		1	1		1.5	2.5		1	1		1	1.5	
24	2.5	2.5		2.5	3		1	N/A					1.5	1		1.5		
25													new	3				

4	Create a paragraph or poem using figurative language
3	Determines and analyze how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language
2	Recognizes terminology when given an example
1	Partial knowledge of 2

5. Challenges & Successes

Challenges

Teacher Growth & Learning

Student Labels

Below Proficiency

Celebrate the Milestones

Relationships

Enrichment

High Impact

Results Driven

Pacing

Referral Data

ANY QUESTIONS?

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