

APPENDIX C
INTERVAL REVIEW REPORT

Five-Year Interval Review Final Report

CHARTER INFORMATION

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| Charter Holder Name | Rosefield Charter Elementary School, Inc. | School Name | Imagine Rosefield |
| Charter Holder Entity ID | 87399 | Site Visit Date | February 13, 2019 |
| Academic Systems Review due to: Charter Renewal | | Final Report Date | March 14, 2019 |

In accordance with A.R.S. §15-183(l)(3), all charter authorizers are required to review charters at five-year intervals.

As part of the Board’s statutory requirement to provide general supervision over the charter schools it sponsors (A.R.S. §15-182(E)(1)), Board staff conducted an on-site Academic Systems Review (“ASR”), which includes a contractual compliance review.

School Background

| School Name | Month/ Year Open | Location | ADM* | Grade Levels Served |
|-------------------|------------------|----------|---------|---------------------|
| Imagine Rosefield | August 2005 | Surprise | 693.325 | K-5 |

*ADM as of 2/12/2019

Contractual Compliance Review

Specific areas of the charter contract are reviewed to ensure the Charter Holder is in compliance. The table below identifies the contractual or legal compliance components that are in compliance.



| Compliance Item | Findings | Required Submission |
|---|--|-----------------------|
| School Calendar | The school’s calendar was reviewed. The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education, per A.R.S. §15-901. | NO FOLLOW-UP REQUIRED |
| Instructional Hours | The minimum required instructional hours are met for all grade levels, per A.R.S. §15-901. | NO FOLLOW-UP REQUIRED |
| Instructional Staff Education and Experience | Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents. | NO FOLLOW-UP REQUIRED |
| Open Meeting Law | Pursuant to A.R.S. §§38-431.01-09, notifications, minutes, and agendas from the last 12 months is reviewed for compliance with Open Meeting Law requirements. Compliance with the requirement of online posting is checked. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| Corporate Board Alignment | Board membership is reviewed for alignment between ASBCS and ACC. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| Enrollment and Attendance Policies | Enrollment policies and packets were reviewed for compliance with all federal and state laws, regulations, and policies. The school is in compliance. | NO FOLLOW-UP REQUIRED |
| Mission Statement | Mission statement on school materials aligns with mission on file with ASBCS. | NO FOLLOW-UP REQUIRED |



Academic Systems Review

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is required to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction, as described by the charter contract and school leadership, is to provide a learning environment in which students feel safe, supported, and respected as they actively learn and develop, both academically and morally. The school strives to have all students become leaders and to give their best every day. This goal is supported by engaging students in a rigorous standards-based curriculum, aligned with the Arizona State Standards. Curricular resources utilized at the school included Foundations and Reading Wonders for ELA and for Math the school uses Math in Focus supplemented with Eureka for Math. In the classroom, student friendly objectives are posted to help guide student learning. Assessment data is used for differentiation, small group instruction, and tiered interventions.

During classroom observations, Board staff saw evidence of differentiated instruction, subject curriculum, small groups, pair sharing and direct instruction. Curricular resources and text books in use by teachers and students included Math in Focus, Eureka Math, Foundations, and Reading Wonders. Evidence of the types of student assessment implemented at the school included the use of data walls comprised of unit test score results, ELA assessments, and Moby Max data. Additionally, checks for understanding through verbal questioning, thumbs up/thumbs down, and student led discussions were observed. Character education posters and daily learning objectives were posted in all the observed classrooms.

A set of criteria is used by Board staff to review the school’s implementation of its academic systems. The documents provided by the Charter Holder during the ASR site visit leadership discussion and classroom observations, are scanned and recorded as having served as sufficient or insufficient evidence of implementation of the criteria.

| Document Name | Documentation | Description |
|---|---------------|------------------------------|
| <i>I. An explicit, written curriculum for core content areas that aligns with Arizona academic standards.</i> | | |
| <i>i. Evidence of curriculum alignment with state academic standards for core content areas and grade levels within an academic year.</i> | | |
| <ul style="list-style-type: none"> • 1st and 2nd Grade Math Pacing Guide • 3rd and 4th Grade ELA Pacing Guide | Sufficient | Curriculum Map/ Pacing Guide |



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| <i>ii. Evidence of explicit content and skills to be taught for each grade level and/ or content area.</i> | | |
| <ul style="list-style-type: none"> 1st and 2nd Grade Math Pacing Guide 3rd and 4th Grade ELA Pacing Guide | Sufficient | Curriculum Map/ Pacing Guide |
| To view scanned documents, see Appendix A. Academic Systems Review Site Visit Inventory, I. Core Curriculum Inventory. | | |
| <i>II. A systematic process for reviewing and evaluating the curriculum, at specific intervals, for alignment to Arizona Academic standards and improving student academic outcomes for the population served.</i> | | |
| <i>i. Evidence of a process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum for alignment to standards.</i> | | |
| 2018-2019 School Excellence Plan (SEP) | Sufficient | Calendar |
| Math Task Force-January 16, 2019 | Sufficient | Meeting notes |
| <i>ii. Evidence that the curriculum is reviewed for efficacy for the population served.</i> | | |
| <ul style="list-style-type: none"> 2018-2019 School Excellence Plan (SEP) 2018-2019 School Excellence Plan-Academic Goals | Sufficient | Data |
| <ul style="list-style-type: none"> Math Task Force-January 16, 2019 | Sufficient | Meeting notes |
| <i>iii. Evidence of a plan of action based on findings.</i> | | |
| <ul style="list-style-type: none"> 2018-2019 School Excellence Plan (SEP) 2018-2019 School Excellence Plan-Academic Goals | Sufficient | Curriculum Feedback |
| <ul style="list-style-type: none"> Math Task Force-January 16, 2019 | Sufficient | Meeting notes |
| To view scanned documents, see Appendix B. Academic Systems Review Site Visit Inventory, II. Curriculum Evaluation Inventory. | | |
| <i>III. A teacher evaluation system monitoring the integration of state standards into instruction.</i> | | |
| <i>i. Evidence that classroom observations are conducted at specified intervals to confirm standards aligned curriculum are integrated into instruction.</i> | | |
| Group Observation Feedback | Sufficient | Walkthrough Form |

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| Imagine Rosefield Fall Teacher Observation | Sufficient | Summative Evaluation |
| Imagine Rosefield Staff Handbook 2018-2019 | Sufficient | Description of the types, frequencies, and objectives of observations (formal and informal) |
| <i>ii. Evidence of observations with feedback provided to teachers after each observation.</i> | | |
| Group Observation Feedback | Sufficient | Walkthrough Form |
| Imagine Rosefield Fall Teacher Observation | Sufficient | Summative Evaluation |
| <i>iii. Evidence that the evaluations of teacher performance include a final, summative component.</i> | | |
| Imagine Rosefield Fall Teacher Observation | Sufficient | Summative Evaluation |
| To view scanned documents, see Appendix C. Academic Systems Review Site Visit Inventory, III. Teacher Evaluation Inventory. | | |
| <i>IV. An assessment plan to track, analyze, and monitor student academic performance.</i> | | |
| <i>i. Evidence of an assessment plan identifying the types of data collected and periods of review, covering all core content areas and grade levels.</i> | | |
| <ul style="list-style-type: none"> 2018-2019 School Excellence Plan (SEP) 2018-2019 School Excellence Plan-Academic Goals | Sufficient | School Excellence Plans |
| <ul style="list-style-type: none"> 2018-2019 Testing Calendar & Data Submission Dates | Sufficient | Assessment Calendar |
| <i>ii. Evidence of a process that uses assessment data to create a plan for instruction.</i> | | |
| <ul style="list-style-type: none"> 2018-2019 School Excellence Plan (SEP) 2018-2019 School Excellence Plan-Academic Goals | Sufficient | Benchmark Reports |
| To view scanned documents, Appendix D. Academic Systems Review Site Visit Inventory, IV. Assessment Inventory. | | |
| <i>V. A professional development plan that aligns with the program of instruction and best practices.</i> | | |
| <i>i. Evidence that professional development addresses student achievement and outcomes, supporting implementation of the school's program of instruction.</i> | | |

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| <ul style="list-style-type: none"> Imagine SW Region – Professional Development Plan – 2018-2019 Grade Level Leaders Agenda-11-6-18 | Sufficient | Meeting Agendas/ Minutes |
| <i>ii. Evidence of how the implementation of professional development is monitored.</i> | | |
| Group Observation Feedback | Sufficient | Walkthrough Form |
| To view scanned documents, see Appendix E. Academic Systems Review Site Visit Inventory, V. Professional Development Inventory. | | |



Appendix A.
Academic Systems Review Site
Visit Inventory

I. Core Curriculum Inventory



Imagine Schools

First Grade

2018 - 19 Pacing Guide

Our Vision: Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for life-long success.

Our Mission: As a national family of non-profit public charter school campuses, Imagine Schools partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character. Imagine Schools' Shared Values of Justice, Integrity and Fun form the foundation of our educational mission. Imagine educators aspire to live by these values daily and teach them to our students.

[Imagine K-5 Evidence Based Recommendations](#) document

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--------------------------|--|---|---|---|
| Number Concepts | Count to 120 (1.NBT.A.1) Place Value (1.NBT.B.2) Compare Numbers <u>with Models and $>$, $<$, $=$</u> (1.NBT.B.3) | Count to 120 (1.NBT.A.1) Place Value (1.NBT.B.2) Compare Numbers <u>with Models and $>$, $<$, $=$</u> (1.NBT.B.3) Organize and interpret data up to 3 categories (1.MD.C.4) | Count to 120 (1.NBT.A.1) Place Value (1.NBT.B.2) Compare Numbers with $>$, $<$, $=$ (1.NBT.B.3) Identify coins by name and value (1.MD.B.3b) | Count to 120 (1.NBT.A.1) Place Value (1.NBT.B.2) Compare Numbers with $>$, $<$, $=$ (1.NBT.B.3) |
| Number Operations | Understand the Meaning of the Equal Sign (1.OA.D.7) Commutative Property (1.OA.B.3) | Understand the Meaning of the Equal Sign (1.OA.D.7) Associative Property (1.OA.B.3) | Understand the Meaning of the Equal Sign (1.OA.D.7) Solve word problems with 3 addends (1.OA.A.2) Commutative and Associative properties (1.OA.B.3) | Understand the Meaning of the Equal Sign (1.OA.D.7) Solve word problems with 3 addends (1.OA.A.2) Commutative and Associative properties (1.OA.B.3) |

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| | <p>Subtraction as unknown addend (1.OA.B.4)</p> <p>Relate counting to addition and subtraction (1.OA.C.5)</p> <p>Fact Fluency (<u>+/- 1 and 2</u>) (1.OA.C.6)</p> <p>Use +/- to 10 to solve word problems (1.OA.A.1) <u>*Connected with basic fact standard AND unknown addends above.</u></p> <p>Determine the unknown in an addition/subtraction equation (1.OA.D.8) <u>*Does not have to be formally introduced until 3rd quarter but can be connected to 1st quarter skills and concepts as appropriate.</u></p> | <p>Subtraction as unknown addend (1.OA.B.4)</p> <p>Fact Fluency (<u>Make Ten and +0/-0</u>) (1.OA.C.6)</p> <p>Use +/- to 10 to solve word problems (1.OA.A.1) <u>*Connected with basic fact standard AND unknown addends above.</u></p> <p>Determine the unknown in an addition/subtraction equation (1.OA.D.8) <u>*Does not have to be formally introduced until 3rd quarter but can be connected to 1st quarter skills and concepts as appropriate.</u></p> | <p>Subtraction as unknown addend (1.OA.B.4)</p> <p>Fact Fluency (<u>doubles and halves</u>) (1.OA.C.6)</p> <p>Use +/- to 10 to solve word problems (1.OA.A.1) <u>*Connected with basic fact standard AND unknown addends above.</u></p> <p>Determine the unknown in an addition/subtraction equation (1.OA.D.8)</p> <p>Add within 100 (1.NBT.C.4)</p> <p>Mentally find 10 more than a two-digit number (1.NBT.C.5)</p> <p>Subtract multiples of 10 from multiples of 10 (1.NBT.C.6)</p> | <p>Subtraction as unknown addend (1.OA.B.4)</p> <p>Fact Fluency (1.OA.C.6)</p> <p>Use +/- to 10 to solve word problems (1.OA.A.1) <u>*Connected with basic fact standard AND unknown addends above.</u></p> <p>Determine the unknown in an addition/subtraction equation (1.OA.D.8)</p> <p>Add within 100 (1.NBT.C.4)</p> <p>Mentally find 10 more than a two-digit number (1.NBT.C.5)</p> <p>Subtract multiples of 10 from multiples of 10 (1.NBT.C.6)</p> |
| <p>Measurement and Data</p> | | <p>Order and compare objects (1.MD.A.1)</p> <p>Understand length (1.MD.A.2)</p> | <p>Tell and write time in hours and half-hours (1.MD.B.3a)</p> <p>Identify coins by name and value (1.MD.B.3b)</p> | <p>Order and compare objects (1.MD.A.1)</p> <p>Understand length (1.MD.A.2)</p> <p>Tell and write time in hours and half-hours (1.MD.B.3a)</p> <p>Organize and interpret data up to 3 categories (1.MD.C.4)</p> |
| <p>Geometry</p> | | | <p>Attributes of polygons (1.G.A.1)</p> | |

Bold = Major Content (assessed on Galileo)
Underline = Suggested Scaffold

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| | | | <p>Compose two-dimensional shapes and three-dimensional shapes (1.G.A.2)</p> <p>Partition circles and squares (1.G.A.3)</p> | |
| <p>Adopted Curriculum Ready Math Engage NY/Eureka BT: Beyond Textbooks Envision</p> | <p>Ready Math- Unit 1-3, 4, 5 *supplement with</p> <p>Engage NY/Eureka: Module 1 *supplement with NBT 1, 2, and 3 in number routines</p> <p>BT: NBT.A.1, NBT.B.2, NBT.B.3a, NBT.B.3b BT also includes: G.A.1 and NBT.B.3a *supplement with OA, 1, 3, 4, 5, 7, 8 in number routines</p> <p>Envision (Number Concepts) Topics 7, 8, 9 (Number Operations) Envision Topics 1, 2, 3, 4, 5</p> | <p>Ready Math- Units 1- 7 *supplement with</p> <p>Engage NY/Eureka: Modules 2 and 3 *supplement with NBT 1 and 3, OA 6, 7, and 8</p> <p>BT: NBT.B.3b, OA.D.8, OA.B.3, MD.A.1, MD.A.2 BT also Includes:OA.C.5, *supplement with NBT.A.1 and 2, and OA.A.1, 4, 6, 7, and 8 in number routines</p> <p>Envision (Number Concepts) Topics 7, 8, 9 (Number Operations) Topics 1, 2, 3, 4, 5, (Measurement & Data) Topic 12 (Geometry) Topics 14, 15</p> | <p>Ready Math- Units 1- 7 *supplement with</p> <p>Engage NY/Eureka: Modules 4 and 5 *supplement with OA 6, 7, and 8 in number routines</p> <p>BT: G.A.3, MD.B.3a, OA.D.7, NBT.C.5, G.2 BT also Includes: MD.A.1, MD.A.2, MD.C.4 *supplement with NBT.1, 2, 3, 4, and 6 and OA.B.3, 4, 6, and 8 in number routines</p> <p>Envision (Number Concepts) Topics 7, 8, 9 (Number Operations) Topics 1, 2, 3, 4, 5, 10, 11, (Measurement & Data) Topics 12, 13 (Geometry) Topics 14, 15</p> | <p>Ready Math: Units 1-7 *supplement with</p> <p>Engage NY/Eureka: Module 6 *supplement with OA 6, 7, and 8</p> <p>BT:OA.C.6, NBT.C.4, NBT.C.6, OA.A.1, OA.A.2 *supplement with NBT.A.1, 2, 3, 5, and 8 and OA 3, 4,7 and 8 in number routines</p> <p>Envision (Number Concepts) Topics 7, 8, 9 (Number Operations) Topics 1, 2, 3, 4, 5,10, 11, (Measurement & Data) Topics 12, 13</p> |
| <p>Academic Vocabulary</p> | <p>Teen numbers (review from K) More/Less Numerals/Digits Compose/Decompose Greater Than/Less Than (Symbols) Equal (the same as) Equation (Number Sentence)</p> | <p>Greater Than/Less Than (Symbols) Relationships Associative Property Addend Order Length Length Units</p> | <p>Commutative Property Associative Property Addend Difference Solve Equal (Sum) Two-Digit Number</p> | <p>Commutative Property Associative Property Order Length Length Units Gaps or Overlaps Value</p> |

Bold = Major Content (assessed on Galileo)
Underline = Suggested Scaffold

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|--|---|---|---|--|
| | <p>True/False Commutative Property Unknown addend Addition/Subtraction Sum, Plus, Minus Solve Value Whole Number Operations Strategies Difference Tens and Ones Total</p> | <p>Gaps or Overlaps Attribute (Defining & Non-Defining) Closed and Open Two-dimensional shape Three-dimensional shape Composite Shape Equal Share and Smaller Share Whole Halves Fourths/Quarters Value</p> | <p>Equal Share and Smaller Share Whole Halves Fourths/Quarters Value Properties Operations Strategies Multiples of 10 Analog and Digital Minute (Long Hand) Hour (Shorthand) Half Hour (Half past) Coin Names</p> | <p>Properties Operations Strategies Multiples of 10 Analog and Digital Minute (Long Hand) Hour (Shorthand) Half Hour (Half past) More/Less Category Data [Points] Comparison (How many more/less) Label Types of Graphs (bar, picto, line)</p> |
| <p>Open Educational Resources</p> | <p><u>Recommended Virtual Tools</u> <u>PDF Templates</u></p> | <p><u>Recommended Virtual Tools</u> <u>PDF Templates</u></p> | <p><u>Recommended Virtual Tools</u> <u>PDF Templates</u></p> | <p><u>Recommended Virtual Tools</u> <u>PDF Templates</u></p> |

Bold = Major Content (assessed on Galileo)
Underline = Suggested Scaffold

2nd Grade Math Pacing Guide 2018-2019

Revised per Regional Pacing Guide

| Calendar | Resources | Standards |
|----------|--|--|
| Q1 | Engage NY Module (10 days), 2(incorporate), 3 (25 days) *Supplement with NBT 8, 9, & MD 7 & 8 in # Routines | <p>2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>a. 100 can be thought of as a bundle of ten tens—called a “hundred.”</p> <p>b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.3; ET02-S1C2-01; ET02-S1C2-01; ET02-S2C1-01</p> <p>2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. Connections: 2.NBT.8; ET02-S1C3-01</p> <p>2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Connections: 2.SL.2; 2.RI.3</p> <p>2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Connections: 2.OA.2; 2.NBT.1; 2.NBT.3; 2.RI.3; 2.W.2; 2.SL.3</p> <p>2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Connections: 2.RI.3; 2.SL.1; 2.SL.2; 2.SL.3; ET02-S2C1-01</p> <p>2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) Connections: 2.NBT.1; 2.RI.3; 2.RI.4; 2.W.2; 2.SL.2; 2.SL.3; ET02-S2C1-01</p> <p>2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1.) Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.2; ET02-S2C1-01</p> <p>Fact Fluency Review from Grade 1</p> <p><u>CCSS.MATH.CONTENT.2.MD.C.7</u></p> |

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| | | <p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><u>CCSS.MATH.CONTENT.2.MD.C.8</u></p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> |
| Q2 | <p>Engage NY Module 4 (35 days) Module 5 (24 days, split in half)</p> <p>Supplement with NBT 4, OA1, 2, 3, & MD 6, 7, 8 & G 2 in Number Routines</p> | <p>2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>c. 100 can be thought of as a bundle of ten tens—called a “hundred.”</p> <p>d. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.3; ET02-S1C2-01; ET02-S1C2-01; ET02-S2C1-01</p> <p>2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. Connections: 2.NBT.8; ET02-S1C3-01</p> <p>2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Connections: 2.SL.2; 2.RI.3</p> <p>2.NBT.A.4</p> <p>Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.</p> <p>2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Connections: 2.OA.2; 2.NBT.1; 2.NBT.3; 2.RI.3; 2.W.2; 2.SL.3</p> <p>2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Connections: 2.NBT.5; 2.NBT.6; 2.RI.3; 2.SL.3; 2.W.2; ET02-S1C2-01; ET02-S2C1-01</p> <p>2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Connections: 2.RI.3; 2.SL.1; 2.SL.2; 2.SL.3; ET02-S2C1-01</p> |

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| | | <p>2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) Connections: 2.NBT.1; 2.RI.3; 2.RI.4; 2.W.2; 2.SL.2; 2.SL.3; ET02-S2C1-01</p> <p>2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.</p> <p>2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1.) Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.2; ET02-S2C1-01</p> <p>2.OA.C.3</p> <p>Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.</p> <p>CCSS.MATH.CONTENT.2.MD.C.7</p> <p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><u>CCSS.MATH.CONTENT.2.MD.C.8</u></p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> <p>CCSS.MATH.CONTENT.2.G.A.2</p> <p>Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> |
| Q3 | Engage NY Complete Module 5 (12 days), Module 6 (24 days), start Module 7 (30 days) Supplement with OA 1, 2 & MD standards in number routines | <p>2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>e. 100 can be thought of as a bundle of ten tens—called a “hundred.”</p> <p>f. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> |

Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.3; ET02-S1C2-01; ET02-S1C2-01; ET02-S2C1-01

2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s. Connections: 2.NBT.8; ET02-S1C3-01

2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Connections: 2.SL.2; 2.RI.3

2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Connections: 2.OA.2; 2.NBT.1; 2.NBT.3; 2.RI.3; 2.W.2; 2.SL.3

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. Connections: 2.NBT.5; 2.RI.3; 2.W.2; 2.SL.2; ET02-S2C1-01

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Connections: 2.NBT.5; 2.NBT.6; 2.RI.3; 2.SL.3; 2.W.2; ET02-S1C2-01; ET02-S2C1-01

2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Connections: 2.RI.3; 2.SL.1; 2.SL.2; 2.SL.3; ET02-S2C1-01

2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) Connections: 2.NBT.1; 2.RI.3; 2.RI.4; 2.W.2; 2.SL.2; 2.SL.3; ET02-S2C1-01

2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1.) Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.2; ET02-S2C1-01

CCSS.MATH.CONTENT.2.OA.C.4

| | | |
|----|--|---|
| | | <p>Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p> <p>2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Connections: 2.SL.3; SC02-S1C2-03</p> <p>2.MD.A.2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. Connections: 2.MD.1; 2.MD.3; 2.MD.4; 2.RI.3; 2.RI.4; 2.W.2; 2.SL.3; SC02-S1C2-03; ET02-S2C1-02</p> <p>2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters. Connections: 2.MD.1; 2.W.2; 2.SL.3</p> <p>2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. Connections: 2.MD.1; 2.RI.3; 2.RI.4; 2.W.2; 2.SL.3; ET02-S2C1-01; SC02-S1C1-03</p> <p>2.MD.B.5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.</p> <p>CCSS.MATH.CONTENT.2.MD.C.7</p> <p>Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p><u>CCSS.MATH.CONTENT.2.MD.C.8</u></p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p> |
| Q4 | Engage NY Complete Module 7 Module 8 (20 days) Supplement with NBT 1, 7, 9 & OA 2 in number routines | <p>2.NBT.A.1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:</p> <p>g. 100 can be thought of as a bundle of ten tens—called a “hundred.”</p> <p>h. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).</p> <p>Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.3; ET02-S1C2-01; ET02-S1C2-01; ET02-S2C1-01</p> <p>2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. Connections: 2.SL.2; 2.RI.3</p> |

.2.NBT.A.4

Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Connections: 2.OA.2; 2.NBT.1; 2.NBT.3; 2.RI.3; 2.W.2; 2.SL.3

2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations. Connections: 2.NBT.5; 2.RI.3; 2.W.2; 2.SL.2; ET02-S2C1-01

2.NBT.B.7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. Connections: 2.NBT.5; 2.NBT.6; 2.RI.3; 2.SL.3; 2.W.2; ET02-S1C2-01; ET02-S2C1-01

2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. Connections: 2.RI.3; 2.SL.1; 2.SL.2; 2.SL.3; ET02-S2C1-01

2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.) Connections: 2.NBT.1; 2.RI.3; 2.RI.4; 2.W.2; 2.SL.2; 2.SL.3; ET02-S2C1-01

2.MD.B.6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

2.OA.A.1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Table 1.) Connections: 2.NBT.5; 2.RI.3; 2.RI.4; 2.SL.2; ET02-S2C1-01

CCSS.MATH.CONTENT.2.MD.C.7

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

CCSS.MATH.CONTENT.2.MD.C.8

Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Represent and interpret data.

CCSS.MATH.CONTENT.2.MD.D.9

Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

.2.MD.D.10

Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

CCSS.MATH.CONTENT.2.G.A.1

Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.1 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

CCSS.MATH.CONTENT.2.G.A.3

Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.



Grade 3 English Language Arts

Recommended Pacing Guide 2018-2019

| READING FOR LITERATURE | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|----------------------|----------------------|----------------------|----------------------|
| Key Ideas and Details: | | | | |
| RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | x | x | x | x |
| RL.3.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | x | | | |
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| RL.3.2 Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | | | | x |
| RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | x | x | x | x |
| Craft and Structure: | | | | |
| RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. | x | x | x | x |
| RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | x | x | | |
| RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | x | | |
| RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | | x | x |
| RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters. | x | x | x | x |
| Integration of Knowledge and Ideas: | | | | |
| RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | x | x | x | x |
| RL.3.8 (RL.3.8 not applicable to literature) | | | | |
| RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | x | x | x | x |
| Range of Reading and Level of Text Complexity: | | | | |
| RL.3.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. | x | | | |

| | | | | |
|---|---|---|---|---|
| RI.3.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. | | x | x | x |
| READING FOR INFORMATIONAL TEXT | | | | |
| Key Ideas and Details: | | | | |
| RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | x | x | x | x |
| RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea . | x | | | |
| RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. | | x | x | x |
| RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | x | x | x | x |
| Craft and Structure: | | | | |
| RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. | x | x | x | x |
| RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | x | x | x |
| RI.3.6 Distinguish their own point of view from that of the author of a text. | x | x | x | x |
| Integration of Knowledge and Ideas: | | | | |
| RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | | x | x | x |
| RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | x | x | x |
| RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | | x | x | x |
| Range of Reading and Level of Text Complexity: | | | | |
| RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. | x | | | |
| RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts , in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. | | x | | |
| RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3. | | | x | x |
| READING FOUNDATIONAL SKILLS | | | | |
| Phonics and Word Recognition: | | | | |
| RF.3.3 Know and apply phonics and word analysis skills in decoding one-syllable or multisyllabic words. | | | | |
| a. Identify and know the meaning of the most common prefixes and derivational suffixes. | | x | x | x |
| b. Decode words with common Latin suffixes. | | | x | x |
| c. Apply knowledge of the six syllable types to read grade-level words accurately. | x | x | x | x |
| d. Read grade-appropriate irregularly spelled words. | x | x | x | x |
| Fluency: | | | | |

| | | | | |
|--|---|---|---|---|
| RF.3.4 Read with sufficient accuracy and fluency to support comprehension. | | | | |
| a. Read grade-level text with purpose and understanding. | x | x | x | x |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings | | x | x | x |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | x | x | x | x |
| WRITING | | | | |
| Text Types and Purposes: | | | | |
| W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. | | | | |
| a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | | x | x |
| b. Provide reasons that support the opinion. | | | x | x |
| c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. | | | x | x |
| d. Provide a concluding statement or section. | | | x | x |
| W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | | x | | x |
| b. Develop the topic with facts, definitions, and details. | | x | | x |
| c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. | | x | | x |
| d. Provide a concluding statement or section. | | x | | x |
| W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | x | | | x |
| b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | x | | | x |
| c. Use temporal words and phrases to signal event order. | x | | | x |
| d. Provide a sense of closure. | x | | | x |
| Production and Distribution of Writing: | | | | |
| W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | x | x | x | x |
| W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) | x | x | x | x |
| W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | | x | x |
| Research to Build and Present Knowledge: | | | | |
| W.3.7 Conduct short research projects that build knowledge about a topic. | | x | x | x |
| W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | x | x | x | x |
| Range of Writing: | | | | |
| W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | x | x | x | x |
| WRITING FOUNDATIONAL | | | | |

| | | | | |
|--|---|---|---|---|
| Sound-letter basics and Handwriting | | | | |
| 3WF1: Demonstrate and apply handwriting skills. | | | | |
| a. Read and write cursive letters, upper and lower case | x | | | |
| a. Read and write cursive letters, upper and lower case | | x | x | x |
| b. Transcribe ideas legibly in cursive and manuscript, with appropriate spacing and indentation. | | | x | x |
| Spelling | | | | |
| 3WF3: Know and apply spelling conventions and patterns. | | | | |
| a. Spell single-syllable words with less common and complex graphemes (e.g., ough, augh, old, -ind, -ost, -ild families). | x | x | x | x |
| b. Identify language of origin for words, as noted in dictionaries. | x | x | x | x |
| c. Spell singular and plural possessives (e.g., teacher's, teachers'). | | x | x | x |
| d. Spell regular two-and three-syllable words that: | | | | |
| 1. Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent e), open, vowel team, vowel-r, and consonant le. | x | x | x | x |
| 2. Include common, transparent prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful, -tion). | x | x | x | x |
| e. Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under Word Lists in the ELA Glossary), including: | | | | |
| 1. Irregular words. | x | x | x | x |
| 2. Pattern-based words. | x | x | x | x |
| <i>SPEAKING AND LISTENING</i> | | | | |
| Comprehension and Collaboration | | | | |
| 3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. | | | | |
| a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | x | x | x | x |
| b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | x | x | x | x |
| c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | x | x | x | x |
| d. Explain their own ideas and understanding based on the discussion. | x | x | x | x |
| 3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | x | x | x | x |
| 3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | x | x | x | x |
| Presentation of Knowledge and Ideas | | | | |
| 3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | | x | x | x |
| 3SL5: Create audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | | x | x |
| 3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | x | x | x | x |

LANGUAGE

| | | | | |
|---|---|---|---|---|
| Conventions of Standard English: | | | | |
| L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | |
| a. Explain the function of nouns, pronouns , verbs, adjectives, and adverbs in general and their functions in particular sentences | x | | | |
| a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences | | x | | |
| a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences | | | x | x |
| b. Form and use regular and irregular plural nouns. | x | x | x | x |
| c. Use abstract nouns (e.g., childhood). | x | x | x | x |
| d. Form and use regular and irregular verbs. | x | x | x | x |
| e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. | x | x | x | x |
| f. Ensure subject-verb and pronoun-antecedent agreement.* | x | x | | |
| f. Ensure subject-verb and pronoun-antecedent agreement.* | | | x | x |
| g. Form and use comparative and superlative adjectives and adverbs , and choose between them depending on what is to be modified. | | x | | |
| g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | | x | x |
| h. Use coordinating and subordinating conjunctions. | | x | x | x |
| i. Produce simple, compound, and complex sentences. | x | | | |
| i. Produce simple, compound, and complex sentences. | | x | x | x |
| j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure. | x | x | x | x |
| L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | |
| a. Capitalize appropriate words in titles. | x | x | x | x |
| b. Use commas in addresses. | x | x | x | x |
| c. Use commas and quotation marks in dialogue. | x | x | x | x |
| d. Form and use possessives. | | x | x | x |
| Knowledge of Language: | | | | |
| L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | |
| a. Choose words and phrases for effect. | x | x | x | x |
| b. Recognize and observe differences between the conventions of spoken and written standard English. | x | x | x | x |
| Vocabulary Acquisition and Use: | | | | |
| L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. | | | | |
| a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). | | x | x | x |
| b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). | | x | x | x |
| c. Use sentence-level context as a clue to the meaning of a word or phrase. | x | x | x | x |
| d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | x | x | x | x |

| | | | | |
|---|---|---|---|---|
| L.3.5 Demonstrate understanding of word relationships and nuances in word meanings. | | | | |
| a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). | x | x | x | x |
| b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). | x | x | x | x |
| c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). | | x | x | x |
| L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domainspecific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | x | x | x | x |



Grade 4 English Language Arts

Recommended Pacing Guide 2018-2019

| <i>READING FOR LITERATURE</i> | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|----------------------|----------------------|----------------------|----------------------|
| Key Ideas and Details: | | | | |
| RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | x | x |
| RL.4.2 Determine a theme of a story, drama , or poem from details in the text; summarize the text. | x | | | |
| RL.4.2 Determine a theme of a story, drama , or poem from details in the text; summarize the text. | | x | | |
| RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text. | | | x | |
| RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text. | | | | x |
| RL.4.3 Describe in depth a character, setting, or event in a story or drama , drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | x | x | | |
| RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). | | | x | x |
| Craft and Structure: | | | | |
| RL.4.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry , myths , and traditional literature from different cultures, including those that allude to significant characters. | x | | | |
| RL.4.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths , and traditional literature from different cultures, including those that allude to significant characters. | | x | | |
| RL.4.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry , myths, and traditional literature from different cultures, including those that allude to significant characters. | | | x | |
| RL.4.4 Determine the meaning of words, phrases, and figurative language found in stories, poetry , myths, and traditional literature from different cultures, including those that allude to significant characters. | | | | x |
| RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) —when writing or speaking about a text. Explain the overall structure and major differences between poetry, drama, and prose. | | x | | |
| RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Explain the overall structure and major differences between poetry, drama, and prose. | | | x | |
| RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | x | x | | x |
| Integration of Knowledge and Ideas: | | | | |
| RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | x | | | |
| RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | | x | x |

| | | | | |
|--|---|---|---|---|
| RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths , and traditional literature from different cultures. | x | | | |
| RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | | x | x |
| Range of Reading and Level of Text Complexity: | | | | |
| RL.4.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | x | | | |
| RL.4.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | x | | |
| RL.4.10 By the end of the year, proficiently and independently read and comprehend literature, including stories , dramas, and poetry , in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | x | |
| RL.4.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. | | | | x |
| READING FOR INFORMATIONAL TEXT | | | | |
| Key Ideas and Details: | | | | |
| RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | x | x | x | x |
| RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. | x | x | x | x |
| RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text , including what happened and why, based on specific information in the text. | | x | | |
| RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text , including what happened and why, based on specific information in the text. | x | | | |
| RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | | | x | |
| RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific ; or technical text, including what happened and why, based on specific information in the text. | | | | x |
| Craft and Structure: | | | | |
| RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | x | x | x | x |
| RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | x | x | x |
| RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | x | x | x |
| Integration of Knowledge and Ideas: | | | | |
| RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | | x | | x |
| RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. | x | x | x | x |
| RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | | | x | x |
| Range of Reading and Level of Text Complexity: | | | | |
| RI.4.10 By the end of year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts , in a text complexity band proficiently, with scaffolding as needed at the high end of the range. | x | | | |

| | | | | |
|--|---|---|---|---|
| RI.4.10 By the end of year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity band proficiently, with scaffolding as needed at the high end of the range. | | x | | |
| RI.4.10 By the end of year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | x | |
| RI.4.10 By the end of year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity band proficiently, with scaffolding as needed at the high end of the range. | | | | x |
| READING FOUNDATIONAL SKILL | | | | |
| Phonics and Word Recognition: | | | | |
| RF.4.3 Know and apply phonics and word analysis skills in decoding multisyllabic words in context and out of context. | | | | |
| a. Use combined knowledge of all letter-sound correspondences to read unfamiliar multisyllabic words accurately. | x | x | x | x |
| b. Apply knowledge of the six syllable patterns to read grade level words accurately. | x | x | x | x |
| c. Use combined knowledge of morphology (e.g., roots and affixes) to read grade level words accurately. | | x | x | x |
| Fluency: | | | | |
| RF.4.4 Read with sufficient accuracy and fluency to support comprehension. | | | | |
| a. Read on-level text with purpose and understanding. | x | x | x | x |
| b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | | x | | x |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | x | x | x | x |
| WRITING | | | | |
| Text Types and Purposes: | | | | |
| W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | | | |
| a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | x | | x |
| b. Provide reasons that are supported by facts and details. | | x | | x |
| c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | | x | | x |
| d. Provide a concluding statement or section related to the opinion presented. | | x | | x |
| W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | | | |
| a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | | | x | x |
| b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | | | x | x |
| c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). | | | x | x |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | | | x | x |
| e. Provide a concluding statement or section related to the information or explanation presented. | | | x | x |
| W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | | | | |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | x | | | x |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | x | | | x |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | x | | | x |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | x | | | x |
| e. Provide a conclusion that follows from the narrated experiences or events. | x | | | x |

| | | | | |
|---|---|---|---|---|
| Production and Distribution of Writing: | | | | |
| W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) | x | x | x | x |
| W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.) | x | x | x | x |
| W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task. | x | x | x | x |
| Research to Build and Present Knowledge: | | | | |
| W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic. | | | x | x |
| W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | x | | | |
| W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | | x | |
| W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | | x | | x |
| W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. | x | x | x | x |
| a. Apply grade 4 Reading standards to literature. | | | x | x |
| b. Apply grade 4 Reading standards to informational texts. | | x | x | x |
| Range of Writing: | | | | |
| W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | x | x | x | x |
| WRITING FOUNDATIONAL SKILLS | | | | |
| Sound-letter basics and Handwriting | | | | |
| 4.WL.1 Demonstrate and apply handwriting skills. | | | | |
| a. Read and write cursive letters, upper and lower case. | x | x | x | x |
| b. Transcribe ideas legibly and fluently with appropriate spacing and indentation. | x | x | x | x |
| SPEAKING AND LISTENING | | | | |
| Comprehension and Collaboration | | | | |
| 4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. | | | | |
| a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | x | x | x | x |
| b. Follow agreed-upon rules for discussions and carry out assigned roles. | x | x | x | x |
| c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | | x | x | x |
| d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion. | | x | x | x |
| 4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | | x | x | x |
| 4.SL.3 Identify the reasons and evidence a speaker provides to support particular points. | | x | x | x |
| Presentation of Knowledge and Ideas | | | | |

| | | | | |
|---|---|---|---|---|
| 4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | | x | x | x |
| 4.SL.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | | | x |
| 4.SL.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations). | x | x | x | x |
| LANGUAGE | | | | |
| Conventions of Standard English: | | | | |
| L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | | | |
| a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). | | x | | x |
| b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking) verb tenses. | | x | | x |
| c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. | | x | | x |
| d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). | x | | | x |
| e. Form and use prepositional phrases. | | | x | x |
| f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* | x | x | x | x |
| g. Correctly use frequently confused words (e.g., to, too, two; there, their).* | x | x | x | x |
| h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.) | x | x | x | x |
| L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | | | |
| a. Use correct capitalization. | x | x | x | x |
| b. Use commas and quotation marks to mark direct speech and quotations from a text. | x | x | x | x |
| c. Use a comma before a coordinating conjunction in a compound sentence. | x | x | x | x |
| d. Spell grade-appropriate words correctly, consulting references as needed. | x | x | x | x |
| Knowledge of Language: | | | | |
| L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | | | |
| a. Choose words and phrases to convey ideas precisely.* | x | x | x | x |
| b. Choose punctuation for effect.* | x | x | x | x |
| c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | x | x | x | x |
| Vocabulary Acquisition and Use: | | | | |
| L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. | | | | |
| a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). | | x | x | x |
| b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | x | x | x | x |
| c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | | x | x | x |
| L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | | | |
| a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. | | x | x | x |
| b. Recognize and explain the meaning of common idioms, adages, and proverbs. | | x | x | x |

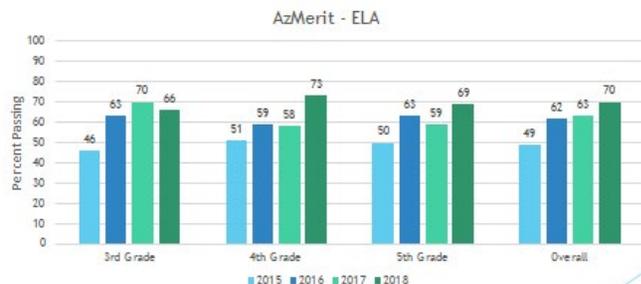
| | | | | |
|---|---|---|---|---|
| c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | x | x | x | x |
| L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | x | | | |
| L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | x | | |
| L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | | | x | x |

Appendix B.
Academic Systems Review Site
Visit Inventory

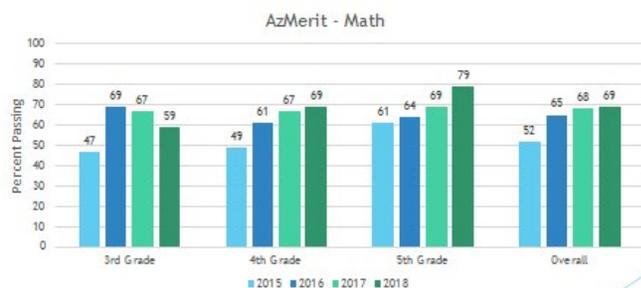
II. Curriculum Evaluation
Inventory



ELA Growth Comparison 2015 to 2018



Math Growth Comparison 2015 to 2018



Academic Growth-Teaching Fundamentals-

Again, great use of pictures and screen shots of documents to serve as qualitative data to show your journey on increasing rigor and differentiation. Would like to see more use of quantitative progress monitoring data on observation trends as you shared from October included. How are we seeing the dial move through the course of the year? What's the result of implementation of the high quality PD the campus is intentionally providing around rigor and enrichment? Appreciate the intentional efforts to allow 4 of your teachers to attend the Guided Math PD – and then structuring your next site PD to allow them to share their learning in their grade level bands

Academic Growth Reading-great use of qualitative and qualitative data showing the progression of how you are supporting and monitoring learning while centering expectation on fidelity to Wonders. It appears there are very intentional conversations happening in those grade level data chats! It is important to also include benchmark data track to meet our overall arching goal and the sub-goals of reading using our benchmark assessments in this section. Are we on track to meet our overall and supporting goals? Appreciate the addition of support for Reading interventions to allow 38 more students to receive targeted supports!

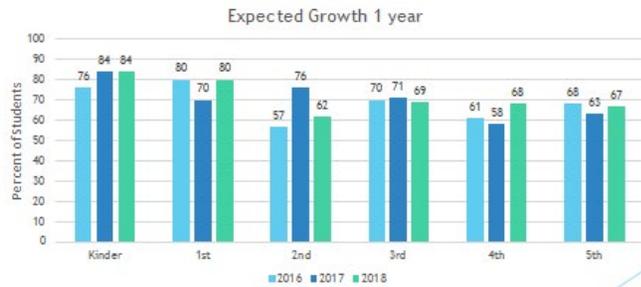
Academic Growth-Math: Qualitative progress monitoring included regarding grade level meetings is valuable! Would be good to include math intervention results that are shared as part of progress monitoring— is it working? Appreciate that you are offering extended learning for math in the after school program 2x per week. How can we monitor the success of this program and reinforce what's working during the day and in interventions, moving forward? It is important to also include benchmark data track to meet our overall arching goal and the sub-goals of reading using our benchmark assessments in this section. Are we on track to meet our overall and supporting goals?

Academic Growth Writing-good reflection on where the schools and teachers are with incorporating writing, including the assessment done with Feb. lesson plans and the emphasis with PD. Appreciate that you have identified that expectations for “process” may be an area to continue to support, moving forward. Let's talk more about how we can build from what has been established this year into the future.

Academic Growth Science-this is an interesting progress monitoring comment “We need to find our school ‘brand’ and implement STEM into our brand. We decided one of the school brands is character education. “Building character through STEM/STEM”. We could find a nice tie in with our ongoing discussion about rigor/extending learning opportunities through projects for our students. This goes back to our conversation around vision. Let's discuss the results of that first task force meeting in March. We applaud the efforts around coding and providing opportunities



ELA STAR Expected Growth 2016-2018



Math STAR Expected Growth 2016



for kids to incorporate technology – and appreciate the intentional efforts to focus on science vocabulary.



ELA STAR Learning Gains



MATH Star Learning Gains



Economic Sustainability

- Imagine Schools Staff Survey items related to Economic Sustainability
- Other quantitative data: in-house surveys, etc.
- Other qualitative data: observations and testimonials
- SEPR rating

Economic Sustainability

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based reading tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A ninety minute reading block includes the elements of guided reading with whole group, small group and organized activities for independent practice • A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs • Adherence to the Common Core State Standards shifts is evident with a true balance of literary and informational texts in classroom libraries, read-alouds and during instruction • Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction

Overarching S.M.A.R.T. Goal(s) (Specific, Measurable, Achievable, Relevant, and Timely):

- **By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.05 to 1.07, as measured by the Fall to Spring STAR Reading Assessment.**
- **By the end of the school year, 75 % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment.**

Goal(s) Met?

| | |
|-------|------|
| • YES | • NO |
| • YES | • NO |
| • YES | • NO |

(Insert Supporting Goal #1)

(Insert Supporting Goal # 2, as needed. Insert more rows as needed)

EQUIP with Implementation Action Plan: ACADEMIC GROWTH - READING

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|--|---|--|--|
| Reading Star Learning gain has been stagnant. 2016/2017: 1.05 2017/18: 1.05 | <ul style="list-style-type: none"> • Focused ELA team planning • Unit norms and assessments communicate and monitor to build school wide consistency • Focused data chats to guide Academic Workshop time • Bring back consistent Foundations instruction K-2 • Fidelity to small group instruction | <ul style="list-style-type: none"> • Planning and Data norms documents • Common planning time and common assessments • Intervention/ RTI Binder | <ul style="list-style-type: none"> • year long process | <ul style="list-style-type: none"> • teachers • team leads • Admin/Coach • RTI Coordinator | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings |



| | | | | | |
|---|--|--|--|---|--|
| | <ul style="list-style-type: none"> • Emphasis on RTI process • RTI coordinator position established • Revise and revisit SST process • Create Intervention/RTI Binder for each teachers that provides background, resources, interventions and accommodation ideas | | | | |
| <p>Top quartile students in Star increased in math to 1.03 but not in reading. 2017/18 Gain: 1.00</p> | <ul style="list-style-type: none"> • Utilize accelerated teachers during team planning • Analyze Galileo breakdown of top quartile students target high proficiency low growth students for enrichment • Meaningful planning for top quartile students • Meaningful enrichment opportunities during Academic Workshop • Increase DOK level of student tasks • Increase student generated questions and discussions | <ul style="list-style-type: none"> • Galileo data-chats and reports • Team data chats • Team planning | <ul style="list-style-type: none"> • year long process | <ul style="list-style-type: none"> • teachers • accelerated teachers • team leads • admin/Coach | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings • Track the number of students by percentage in Tier 3 |
| EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING | | | | | |
| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | | Person responsible for supporting & monitoring |



| | | | | |
|--------------------------------------|------------------------------------|--|------------------------------|---|
| What is RTI? | PLC/Workshop RTI Coordinator PD | Coach/RTI Coordinator Teachers | Delivery, observation | RTI Coordinator Coach Admin Karen Benson |
| SST Process | PLC/Workshop | Coach/RTI Coordinator Resource Teacher Teachers | Delivery, practice, feedback | Resource Teacher Coach Admin RTI Coordinator |
| Teaching Foundational Reading Skills | Online Workshop | Friday Institute promoted by ADE | Delivery, practice, feedback | Coach RTI Coordinator |

ENGAGE in Implementation: ACADEMIC GROWTH - READING

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.

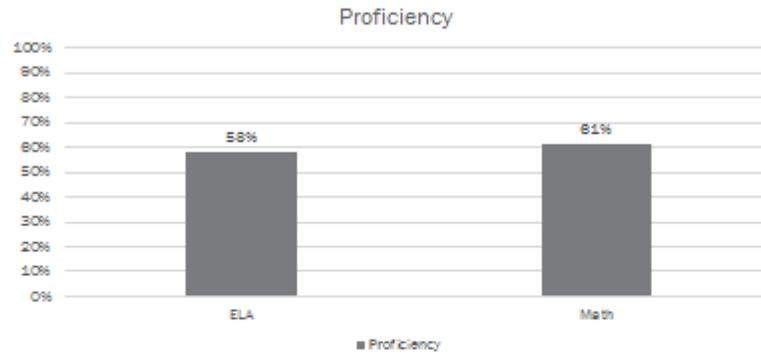
Related to Overarching Goal(s)

Progress Monitoring I

- August/September: During walkthroughs Admin confirmed the Kindergarten schedule and fidelity to Foundations lesson.
- September/October: Teaching Reading Effectively online reading course promoted to teachers, stipend offered to encourage participation: The Teaching Foundational Reading Skills MOOC-Ed will help you more effectively prepare your students in grades K–3 with the skills they need to become successful readers. This is a critical challenge for elementary school teachers: In 2015, only 36 percent of fourth-graders scored at or above the proficient level on the National Assessment of Educational Progress. Reading competency at fourth grade strongly predicts future success in school, since reading becomes increasingly central to learning in all content areas as students advance to higher grades. This MOOC-Ed is organized around the recommendations of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide, published in July 2016 by the U.S. Department of Education's What Works Clearinghouse. This Practice Guide, developed by a panel of expert researchers and practitioners, provides educators with specific, research-based recommendations for effective teaching practice.
- August/September: Decline in Dibels proficiency data when comparing beginning of last year to this year. Adjustments have been made in grade level schedules to incorporate more Foundations time. We are seeing increases in phonics deficiencies.



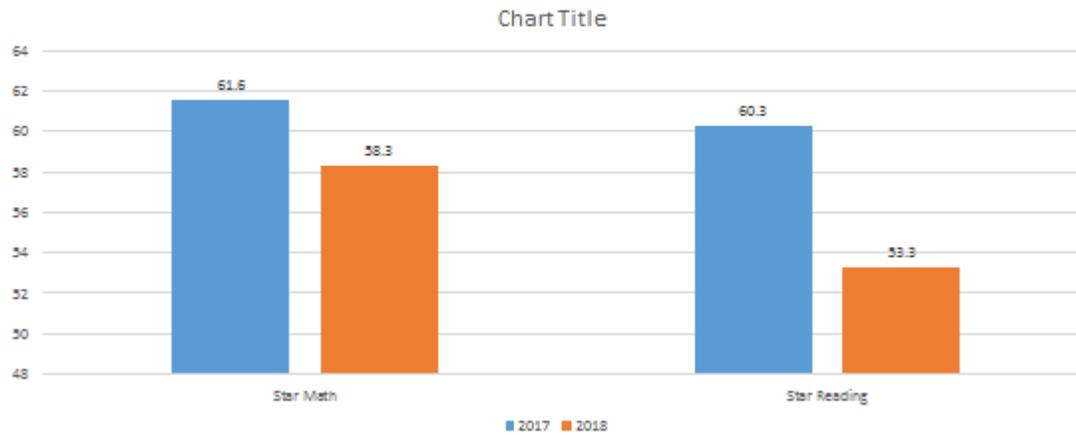
FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE REATEACH



-
- Above Data submission 1
- Teachers have mentioned students are coming in much lower academically this year. We do have more new students this year as well. Star demonstrates that students are demonstrating lower scores at the beginning of this year when compared to last year. Continued emphasis on RTI/Academic Workshop model and SST

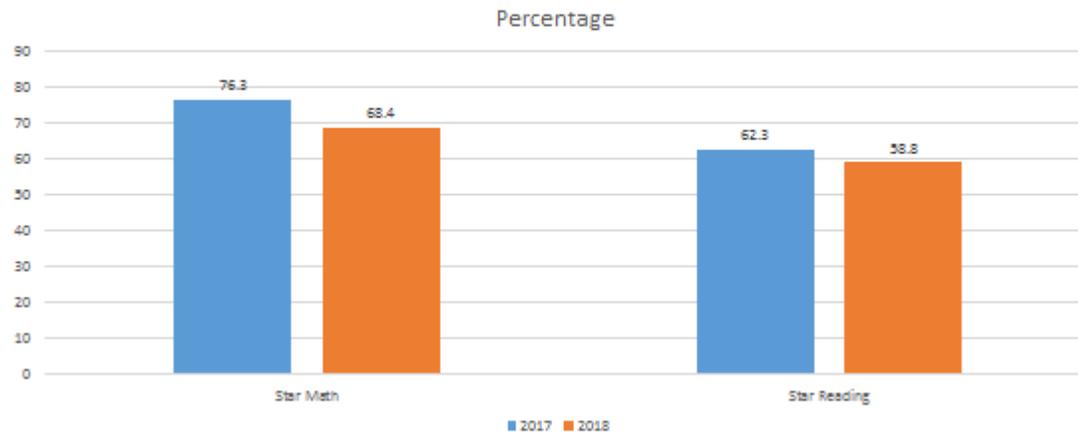


STAR Mean NCE





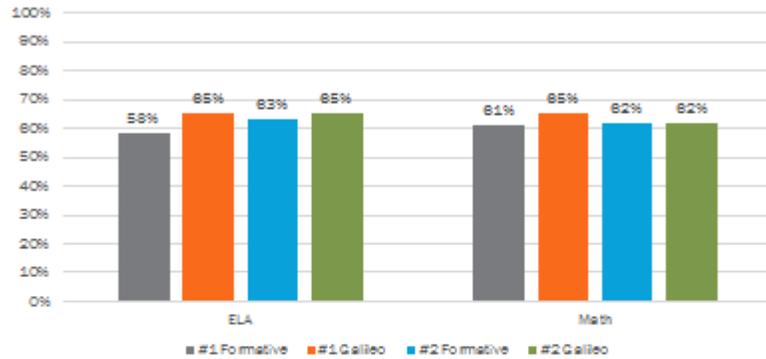
STAR Students at Benchmark



- December 2018 Galileo Data and Formative Data



FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE RETEACH AND GALILEO % CORRECT



Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - READING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.



| |
|--|
| Related to Overarching Goal(s) |
| Related to Supporting Goal #1 |
| Related to Supporting Goal #2. Insert more rows as needed. |
| ACADEMIC GROWTH - READING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process. |
| |



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

Teachers utilize the mathematics pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based math tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the math standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • Procedural skills as well as conceptual understanding are taught • A sixty to ninety minute math block includes the elements of guided math with whole group, small group and organized activities for independent practice • Students study algorithms as “general procedures” in order to gain insights to the structure of mathematics (e.g. organization, patterns, predictability) • Students are able to apply a variety of appropriate procedures flexibly as they solve problems • Students have opportunity to develop the eight mathematical practices: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, and Look for and express regularity in repeated reasoning

Overarching **S.M.A.R.T. Goal (s)** (Specific, Measurable, Achievable, Relevant, and Timely):

- **By the end of the school year, 74 % of students will be at a Proficient Level or higher, as measured by the Math State Assessment.**
- **By the end of the school year, the mean Math Learning Gain for all students will improve from 1.07 to 1.08, as measured by the Fall to Spring STAR Math Assessment.**

Goal(s) Met?

| | |
|-------|------|
| • YES | • NO |
| • YES | • NO |
| • YES | • NO |

(Insert Supporting Goal #1)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

(Insert Supporting Goal # 2, as needed. Insert more rows as needed)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|--|---|--|--|
| AZ Merit Student proficiency for ELA in 2017/2018 was met (70%). Proficiency in Math (69%) was not met. | <ul style="list-style-type: none"> • Focused Math team planning • Unit norms and assessments communicate and monitor to build school wide consistency • Focused data chats to guide Academic Workshop time • School wide competitions for math and more involvement in | <ul style="list-style-type: none"> • Planning and Data norms documents • Common planning time and common assessments | <ul style="list-style-type: none"> • Yearlong implementation | <ul style="list-style-type: none"> • Teachers • Team leads • admin • Coach | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings |



| | | | | | |
|---|---|--|---|--|--|
| | <p>Math League contest</p> <ul style="list-style-type: none"> • More emphasis on problem solving | | | | |
| <p>Only 72% of students in 2017/2018 made expected growth. This number should be much higher.</p> | <ul style="list-style-type: none"> • Utilize data chats to address specific standard/skill deficiency • Utilize Galileo for reteach assessments to ensure standards/skills mastered • Grade level leads post reteach assessments on share drive for review and accessibility • Utilize only Math in Focus or Eureka Math as approved resources • More opportunities for students to get exposed to above grade level content | <ul style="list-style-type: none"> • Planning and Data norms documents • Common planning time and common assessments • Galileo and Star Reports | <ul style="list-style-type: none"> • Year long process | <ul style="list-style-type: none"> • Teachers • Team leads • admin • Coach | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings • Review share drive |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|---------------------------------|--|--|---|--|
| Team Planning and Data meetings | PLC | Team Leads/Academic Coach/Admin Teachers | | Team leads Admin Academic Coach |



| | | | | |
|---|--|--|--|--|
| Related to Supporting Goal #2. Insert more rows as needed. | | | | |
|---|--|--|--|--|

ENGAGE in Implementation: ACADEMIC GROWTH – MATH

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.

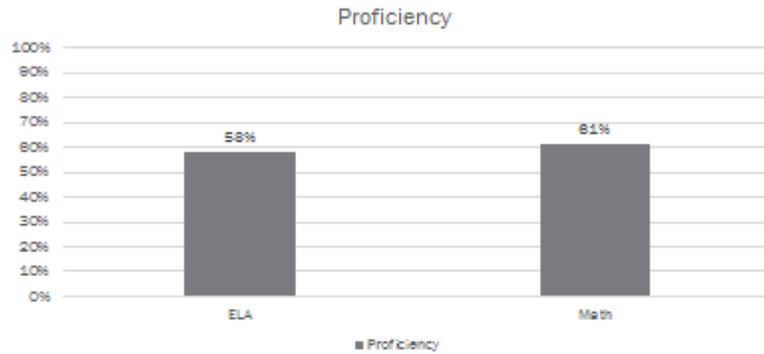
Related to Overarching Goal(s)
Progress Monitoring I
 *See Above for completed actions steps related to Unit Norms.

- Math Task Force
 - September- During this time it became very clear that we need to convene a task force to bring both alignment and coherence (NISL) to our Math program. About six years ago a task force was convened and chose Math in Focus as our schoolwide program. The goal at that point was to use the program with fidelity. Over the years, due to MIF not covering all standards sufficiently, many grade levels have begun using other resources. In 2017/2018 Admin approved Engage/Eureka as an approved resource to supplement MIF. However, in varied ways, 2nd-4th grade have begun to use Eureka more and more while K, 1, and 5 still mostly use MIF. This has begun to cause issues across the grade levels with vocabulary, strategies, etc. The task force will convene to make a decision as to whether we will stick with MIF, make a switch to Eureka, or possibly an unknown route.
 - November 28- First Math Task Force Meeting. The agenda included history of Math at IRF, need for a decision (alignment, coherence), choice of decision maker and a team working with that person, and finally assignments to members to research standards adherence, cost going forward, strengths/weaknesses, data, outside advice, and alignment to Regional pacing guides. Reconvene on 1/16/19.
 - January 16- The TF met to share out data. Each group mentioned above shared with the group their findings. The TF discussed the findings and charged the decision maker and her team with going over the evidence and seeking advice from stakeholders. The decision will be brought to the TF on 3/6/19.

Data submission 1:



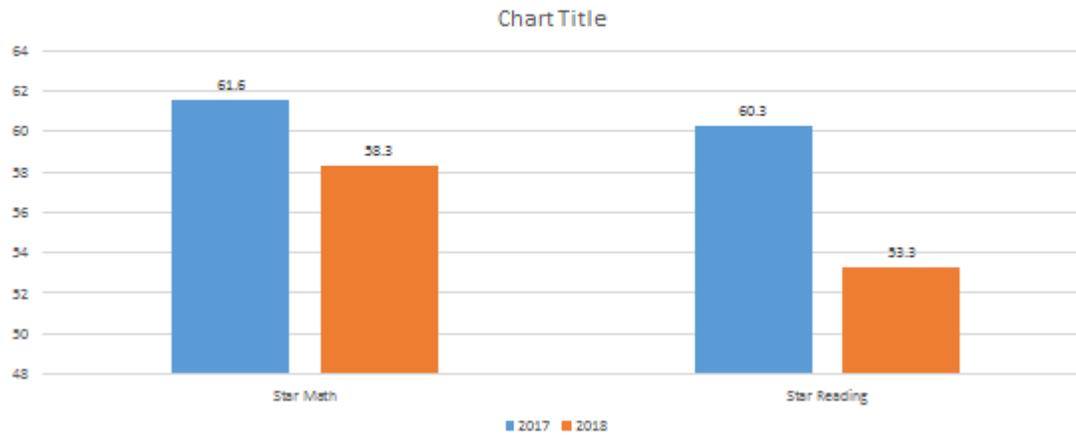
FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE REATEACH



- Teachers have mentioned students are coming in much lower academically this year. We do have more new students this year as well. Star demonstrates that students are demonstrating lower scores at the beginning of this year when compared to last year. Continued emphasis on RTI/Academic Workshop model and SST

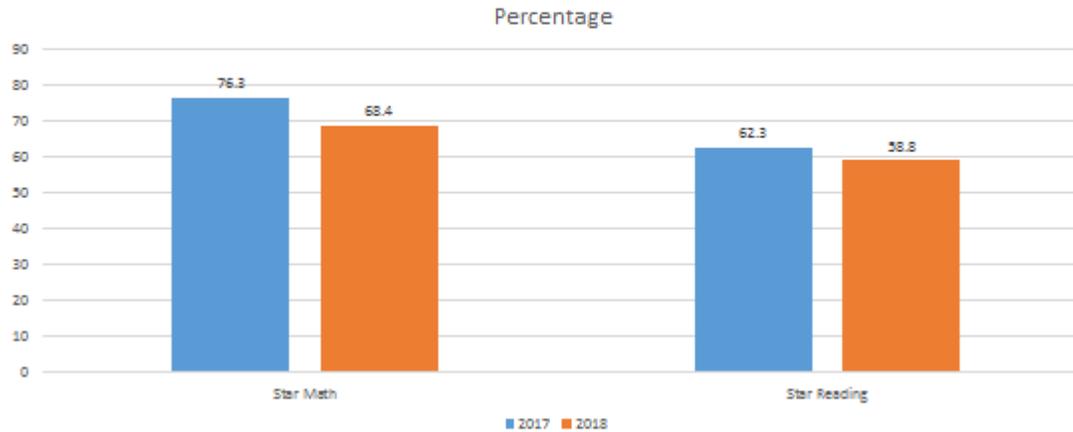


STAR Mean NCE





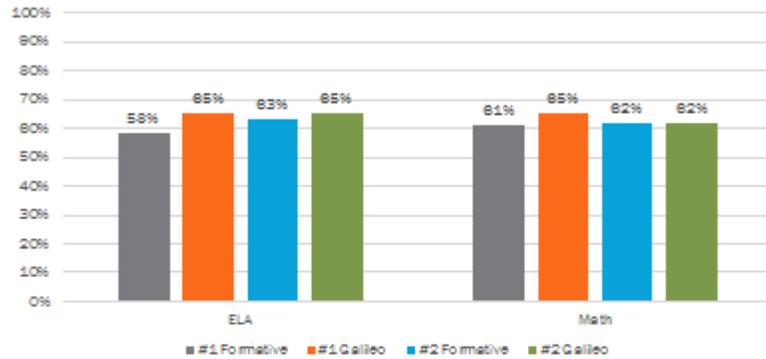
STAR Students at Benchmark



- October 2nd Grade Math Data Chat: Data chat analyzed student work. Team lead led a discussion to analyze student errors and create ideas for reteach.
- November 2018: Students participated again this year in the MathLeague contest, and received the following accolades:
31 students competed.
9 qualified for states (three from each grade)
One of our 4th grade "teams" took 2nd place in the team round.
- December 2018 Formative Data and Galileo



FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE RETEACH AND GALILEO % CORRECT



- January 2019: Due to grant funding two programs are starting in January. We established a Tier III math intervention pull out program. The Academic Coach identifies students eligible and hired an Instructional Aide to facilitate small group instruction overseen by the Academic Coach. The other program will be after school tutoring based on Tier II student identification. Teachers will facilitate small group instruction after school two times per week. This program is also overseen by the Academic Coach.

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.

Progress Monitoring I

Progress Monitoring II



| |
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| |
|--|

EVALUATE Efforts: ACADEMIC GROWTH – MATH

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - MATH Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

| |
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| |
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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – WRITING

Teachers utilize the writing pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based writing tools to ensure that lessons are standards-driven, cross-curricular, cohesive and correctly paced • Teachers unpack the writing standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A thirty minute writing block includes the elements of writer’s workshop with direct instruction, independent writing, teacher and peer conferencing and shared experiences • The importance of the writing-reading connection is stressed by requiring students to draw upon and write about evidence from literary and informational texts • Student writers use evidence from research (including the text being read) to support their opinions • Annotated samples of exemplary student writing (rubrics) accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory (expository) texts, and narratives in the various grades

| <u>Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):</u> | Goal(s) Met? | |
|---|--------------|------|
| <i>By the end of the school year, 75 % of 3rd-5th grade students will be at a Proficient Level or higher, as measured by the Writing State Assessment.</i> | • YES | • NO |
| 87% of Imagine Rosefield students, using a 4 point rubric, will achieve at least a 2.5 overall proficiency score in Writing based on the final writing benchmark that are given throughout the school year. | • YES | • NO |
| (Insert Supporting Goal # 2, as needed. Insert more rows as needed) | • YES | • NO |

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|---|---|---|---|
| Align assessments and benchmarks to more closely resemble AZMerit | <ul style="list-style-type: none"> • Teachers in grades 3-5 will utilize AZMerit rubric for assessing writing and provide student feedback • Teachers will utilize performance based writing tasks for practice and assessment • Create a folder in teacher share drive with writing task resources • Writing benchmarks will be given three | <ul style="list-style-type: none"> • teacher share drive folder • Wonders performance tasks • Smarter Balance performance tasks • AZMerit writing rubrics | <ul style="list-style-type: none"> • year long | <ul style="list-style-type: none"> • Teachers • team leads • Academic Coach • Admin | <ul style="list-style-type: none"> • benchmark assessments • Observations and walkthroughs • Attending team meetings |



| | | | | | |
|---|--|---|---|---|--|
| | times a year and turned in to Academic Coach for monitoring | | | | |
| Ensure writing is being taught consistently | <ul style="list-style-type: none"> Grade level team daily schedules represent writing integration Admin approves daily schedule Evidence of writing integration in lesson plans and instruction | <ul style="list-style-type: none"> Planbook Daily schedules | <ul style="list-style-type: none"> year long | <ul style="list-style-type: none"> teachers team leads Admin Academic Coach | <ul style="list-style-type: none"> Reviewing lesson plans Walk throughs and observations |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|--|------------------------|---|--|
| Team planning and data meetings | PLC | Team Leads Teachers | Throughout the school year | Team leads Admin Academic Coach |
| Related to Supporting Goal #2. Insert more rows as needed. | | | | |

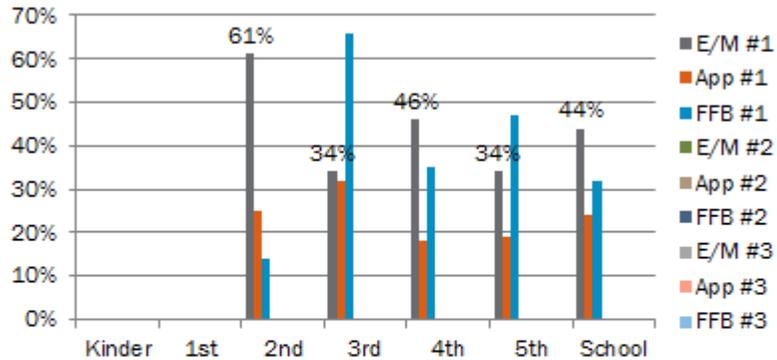
ENGAGE in Implementation: ACADEMIC GROWTH – WRITING

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Related to Overarching Goal(s)
Progress Monitoring I
October 2018 Benchmark #1 submission



SCHOOL WIDE BENCHMARK #1-3



Nov 2018 Leader Meeting
 Review Writing Plan and Data with grade level leads
 Discuss celebrations and challenges in terms of student writing
 Next benchmark teams will grade some writing benchmarks together to build consistency and coherence as well as analyzing areas for growth

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.

Progress Monitoring I



Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - WRITING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

Teachers utilize the science pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based science tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the science standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • All teachers structure purposeful activities that result in high student engagement that are grounded in higher-order thinking, problem solving, and real world connection for all students • All students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches • Students consistently generate and test hypotheses through experimental inquiry, problem solving, systems analysis, and investigation

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, 80 % of 4th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment.

Goal(s) Met?

| | |
|-------|------|
| • YES | • NO |
|-------|------|

(Insert Supporting Goal #1)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

(Insert Supporting Goal # 2, as needed. Insert more rows as needed)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|--|---|---|---|
| AIMS Science Strand 6: 46% proficiency | <ul style="list-style-type: none"> • Ensure teams daily schedules allow for science time • Admin approves schedule based on time allotted for science • Teachers are planning for science/SS instructions • Teachers reflect on last year's AIMS data and make pacing and instructional adjustments | <ul style="list-style-type: none"> • Galileo benchmark testing • AIMS data | <ul style="list-style-type: none"> • year long | <ul style="list-style-type: none"> • Team leads • teachers • admin • academic coach | <ul style="list-style-type: none"> • Attending team meetings • Monitoring and providing feedback on lesson plans • Walk through and observations |



| | | | | | |
|--|---|--|---|---|---|
| | <ul style="list-style-type: none"> Utilize Galileo benchmark data to make instructional decisions (Grade 4/5) | | | | |
| AIMS Science Strand 5: 59% proficiency | <ul style="list-style-type: none"> Ensure teams daily schedules allow for science time Admin approves schedule based on time allotted for science Teachers are planning for science/SS instructions Teachers reflect on last year's AIMS data and make pacing and instructional adjustments Utilize Galileo benchmark data to make instructional decisions (Grade 4/5) | <ul style="list-style-type: none"> Galileo benchmark testing AIMS data | <ul style="list-style-type: none"> year long | <ul style="list-style-type: none"> Team leads teachers admin academic coach | <ul style="list-style-type: none"> Attending team meetings Monitoring and providing feedback on lesson plans Walk through and observations |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|--|---------------------------------|---|--|
| Team planning and data meetings | PLC | Team Leads/Coach/Admin Teachers | Throughout the school year | Team leads Admin Coach |
| Related to Supporting Goal #2. Insert more rows as needed. | | | | |

ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.



Related to Overarching Goal(s)
Progress Monitoring I

- August: Christine Leto (5th Grade) presented a resource called “Mystery Science” to the staff during our half day PD. Many staff members were excited about the resource and Admin decided to purchase a school wide license to better equip teachers for quality science instruction.
- November- Purchased an online resource for teachers called Mystery Science.
- 5th Grade students have begun taking the Galileo Science test to better monitor mastery of standards

Progress Monitoring II

Related to Supporting Goal #1
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.
Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - SCIENCE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year’s needs assessment process.

Wednesday January 16th, 2019

Objective – To work towards achieving Alignment and Coherence in Mathematics for Grades K-5 resulting in student success.

Attendees: Bednar, Rogers, Head, Collister, Leto, Sachau, McComb, Weinschenk, Rosine, Lang, Coronado, Carpenter, Offi, Procailo, Pickelmann, Brotherton, Allen

- Review 11/28/18 Meeting
 - Decision Makers
 - Background- Why the need for a Math Task Force
 - *Concern with not everyone going in same direction
 - Alignment
 - Coherence
 - Regional Pacing guides issue
- Four possible outcomes
 - Correction *mistake to mention that there is only 4, no limit to the teams decision
- Reports (3-5 minutes each)
 - Strengths/Weakness: Pickelmann, Offi, Procailo

Offi: Eureka: Names by feedback for accountability, some items may be more minor than others, one con that personally for Eureka is too much whole group teaching, Pro side: all teachers appreciated free resources, sprints, relatively easy to follow along, growth.... Con side: lesson lengthy in the allotted time, few differentiation opportunities

Pickelmann: Math in Focus Pros: explicit teaching of vocab, differentiated, student growth from a parent perspective, lessons hands on visual, 6 year of implementation school earned an A, textbooks/workbooks easy to read

Cons: Misses standards, not as rigorous, not enough resources, not enough number sense, requires extensive ongoing teacher training

- Standards: Leto, Carpenter

Leto/Math in Focus: Every single standard is covered from K-5, some standards had no student practice associated with it 80-90% according to publisher, some standards covered at different grade levels, but not enough supporting practice/resources, supplementation is necessary, no numbers sense routine

- Pacing Guides: Carpenter

Carpenter: easier to take MIF chapter to match to the pacing guide, more difficult to do this with Eureka, have to break apart Eureka it wouldn't make much sense to match to regional pacing guides, Eureka is matched for 180 days of instruction, 2nd grade/Collister states that at this grade level is matched to the pacing guide

- Cost: Rosine, Weinschenk

Rosine: Manipulative price: approx. \$15k, approx. copies \$5k

Budget/Nicole: consumables/etc \$15k

- Data: Rogers, Collister, Robinson

Robinson: MIF she believes contributes to her current Star mid year growth of 1.12

Star Data Collister 1.16/ Galileo place value 100%, mental math 83%: fidelity

EdReports showed a low score for MIF for alignment/coherence to standards

EdReports high scores in all areas for Eureka math

School wide data trends are inconclusive, too many other factors. We have had some success but we want to continue to grow as a school a new program could assist with that

- Outside Advice: Bednar

Scores increased after going to Eureka

Tammy Wilkom: Eureka: All research based necessary elements of strong math curriculum; allow student growth, scripted program, pretty much Singapore, curriculum more aligned from common core standards

- Open Discussion (not more than 20 minutes)

Collister: states they don't buy anything for Eureka, may not be exact price

Rosine: Reviewed a Kinder assessment, and has to be done one on one, 4 pages long, 6 times a year, not an objective review, Collister states rigorous but not time consuming

With Eureka need to do Galileo reteach assessment

What do you do for students above/below?: Manipulatives, homework is lower level for problem set, Zearn provides online lesson support and scaffold, free, Khan Academy has resources that support Eureka

McComb: parent perspective was a struggle from MIF to Eureka there is a implementation period, but now her child is doing well

Coach asked 3rd grade if they noticed Collister's students more prepared, not that they could see

Leto: Where is flexibility and project based learning?

Eureka builds such a strong number sense foundation

Carpenter spoke about how Eureka teaches a wide variety of strategies

Brotherton: appreciative of hard work and professionalism, thank everyone

Head says may be some misconceptions with resources and planning meetings

Rogers supports Eureka switch and full implementation

Sachau believes importance of being enforced whatever curriculum so everyone is on same page

- Advice on seeking advice: make sure your advice is unbiased, seek out information from all sides with an open mind, be respectful of that decision making team, let the team seek you out for advice
- Next Meeting –March 6th, 2019



2018-2019
School Excellence Plan
 Academic Goals

School Wide Goals

ELA

- 70% to 75% on AzMerit
- 1.05 to 1.07 on STAR

Math

- 69% to 74% on AzMerit
- 1.07 to 1.08 on STAR

Writing

- 75% on AzMerit

School Wide Areas of Focus

1. Positive Culture
2. RTI in the classroom
3. Rigor in the classroom

*The purpose of the School Excellence Plan is to **establish** SMART goals and clear action steps that will **equip** all stakeholders to **engage** in accomplishing the school's vision and mission.*

ELA Improvement Areas/Action Steps

1. Reading STAR Learning gain has been stagnant.
 - 2016/2017: 1.05
 - 2017/2018: 1.05
2. Top Quartile students in STAR increased to 1.03 in 2017/2018 in Math, but Reading Learning Gain was 1.00

Reestablish, document, socialize and monitor Unit Norms for team planning, assessment, data chats and academic workshop along with fidelity to small group instruction.

- Consistent K-2 Foundations Instruction
- RTI Coordinator Established
 - Emphasis on RTI process
- Revise, Revisit, Reestablish SST process
- Utilize Acc. Teachers in planning
- Meaningful planning for top quartile
- Meaningful enrichment during AW
- Increase DOK of student tasks

Math Improvement Areas/Action Steps

1. AZ Merit proficiency for ELA in 2017/2018 was met (70%) but proficiency in Math was not met (69%)
2. Only 72% of students in 2017/2018 made expected growth in Math

Reestablish, document, socialize and monitor Unit Norms for team planning, assessment, data chats and academic workshop along with fidelity to small group instruction.

- More emphasis on problem solving
- School wide competitions for math and more involvement in Math League
- Utilize only MIF or Eureka as approved resources
- Data chats to address skill/standard deficiencies
- Utilize Galileo for reteach assessments
 - Post in Share Drive
- More opportunities for exposure to above grade level content

Writing Improvement Areas/Action Steps

1. Align assessments and benchmarks to more closely resemble AZ Merit
2. Ensure Writing is being taught consistently

- Teachers utilize performance based writing tasks for practice and assessment
 - Grades 3-5 utilize AZ Merit Rubric for assessment and feedback
 - Benchmarks given 3 times per year and results given to Academic Coach for monitoring
- Create folder in Share Drive with writing task resources
- Grade Level teams daily schedules to represent writing integration
- Evidence of writing integration in lesson plans and instruction

Appendix C.
Academic Systems Review Site
Visit Inventory

III. Teacher Evaluation
Inventory

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: _____

Date: 2/7

Time: 11:30

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|---|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | Teacher facilitator Students extend apply learn |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | Prepping students for Socratic Seminar expectations |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Majority of students actively engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | |

*Come back for Socratic Seminar

*Come back for Socratic Seminar

Feedback:

Congrats on earning drawing entries for research based strategies. Socratic Seminar next day was amazing & we met about that. During the prep time for the Socratic seminar consider increasing think time during questioning & peer talk or group brainstorming to get more students involved in discussion.

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: [REDACTED] Date: 2/7 Time: 11:15

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|---|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | Open ended questions w/ partner talk involving all students |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Majority of students actively engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | Fidelity to Curriculum |

Feedback: Congrats on earning drawing entries for research based strategies. Next step would be to incorporate student generated questions into the discussion and having students facilitate the discussion.

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: _____

Date: 2/7

Time: 11:00

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|---|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | Responding to students needs Small group instruction |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Majority of students actively engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | |

Feedback: Congrats on earning drawing entries for research based strategies. Consider a process for immediate feedback for those students not working with you. (Peer feedback process, answer key, etc). Also ensure center work has a balance of differentiation & rigor so students adequately prepared for assessment.

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: [REDACTED] Date: 2/7 Time: 10:55

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|---|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | Challenge Centers |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | Responds to students needs Small group instruction |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Majority of students actually engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | |

Feedback: Congrats on earning drawing entries for research based strategies. Consider a process for immediate feedback for those students not working with you. (peer feedback, answer keys, etc)
Ensure rigor of centers adequately prepares students for assessments.

Imagine Rosefield Fall Teacher Observation 2018-2019

Teacher: [REDACTED]
Subject Observed: Math

Grade Taught: [REDACTED]
Years of Experience: 5

Components of Professional Practice

| | |
|--|--|
| 1. Planning and Preparation: The teacher designs and plans instruction that develops students' abilities to meet current Arizona Academic Standards and the district's assessment plan. | 2. Classroom Environment: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet current Arizona Academic Standards. |
| <ul style="list-style-type: none"> Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment | <ul style="list-style-type: none"> Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space |
| 4. Professional Responsibilities: The teacher strives to implement mission and vision of Imagine Schools and their respective campus. | 3. Instruction: The teacher implements and manages instruction that develops students' abilities to meet current Arizona Academic Standards |
| <ul style="list-style-type: none"> Reflecting on professional practices Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Demonstrating professionalism | <ul style="list-style-type: none"> Communicating with students Using questioning and discussion techniques Engaging students in rigorous learning Using assessment in instruction Demonstrating flexibility and responsiveness to diverse student needs |

*Aiming for Effective label

| Domain 1- Planning and Preparation | | | | | |
|------------------------------------|-------------|------------|------------|------------------|---|
| | Ineffective | Developing | *Effective | Highly Effective | Comments for Domain 1 Elements |
| a. Content & Pedagogy | | | | X | <ul style="list-style-type: none"> Standard aligned learning activities and assessments Teacher compares standards and assessment before planning |
| b. Knowledge of Students | | | | X | <ul style="list-style-type: none"> Teacher actively seeks knowledge of students' background, learning abilities etc. through pre-tests, conversation, visiting students at games etc. |
| c. Setting Instructional Outcomes | | | X+ | | <ul style="list-style-type: none"> Compares standards and assessments and plans backward from there Objectives are suitable for most students in class at the appropriate grade level and difficulty. |

Imagine Rosefield Fall Teacher Observation
2018-2019

| | | | | | |
|-----------------------------------|--|--|---|---|---|
| d. Knowledge of Resources | | | | X | <ul style="list-style-type: none"> Teacher knows strengths and weaknesses of school programs (Math in Focus, Wonders) Seeks out resources beyond the school to enhance student learning and her own knowledge |
| e. Designing Coherent Instruction | | | | X | <ul style="list-style-type: none"> Teacher plans lessons that are aligned to state standards and a series of lessons that leads to significant student learning |
| f. Designing Student Assessment | | | X | | <ul style="list-style-type: none"> Exit tickets most lessons Partner check in Learning scale (1-4) |
| Overall For Domain 1 | | | | X | |

| Domain 2- The Classroom Environment | | | | | |
|--|-------------|------------|------------|------------------|--|
| | Ineffective | Developing | *Effective | Highly Effective | Comments for Domain 2 Elements |
| a. Creating Environment of Respect & Rapport | | | | X | <ul style="list-style-type: none"> ██████████ has a clear excitement for the art of teaching and for her students. This clearly affects her students in a positive way. Students are safe, physically and intellectually. There is a businesslike, but caring feel to the room because Mrs. Leto highly respects her class and it shows in her tone, words and passion. Students in turn respect her and one another. |
| b. Culture of Learning | | | | X | <ul style="list-style-type: none"> High level of teacher passion and student energy for the subject. Students talk to one another and think together. Growth mindset is prevalent. <ul style="list-style-type: none"> “Find your mistake. Share your mistake.” |
| c. Managing Classroom Procedures | | | | X | <ul style="list-style-type: none"> ██████████ gives clear, precise instructions that are goal oriented. <ul style="list-style-type: none"> “How much time do you need? I’ll see you back here in 60 seconds.” Very clear evidence that routines and procedures established and believed by all students. |

Imagine Rosefield Fall Teacher Observation
2018-2019

| | | | | | |
|-------------------------------|--|--|--|---|--|
| d. Managing Student Behaviors | | | | X | <ul style="list-style-type: none"> Standards of conduct are clear with evidence of student participation in setting and maintaining them. |
| e. Organizing Physical Space | | | | X | <ul style="list-style-type: none"> Classroom is safe physically, emotionally, and intellectually. |
| Overall For Domain 2 | | | | X | |

| Domain 3- Instruction | | | | | |
|--|-------------|------------|------------|------------------|--|
| | Ineffective | Developing | *Effective | Highly Effective | Comments for Domain 3 Elements |
| a. Communicating with Students | | | | X | <ul style="list-style-type: none"> ██████████ communicates clearly and effectively to her students in a way that helps them engage with the content. On 12/4 great "hook" to lesson <ul style="list-style-type: none"> "Try another way to prove a triangle equals 180 degrees. She took a break one minute into the activity and said, "Tell me about your strategies so far." |
| b. Using Questioning/Discussion Techniques | | | | X | <ul style="list-style-type: none"> ██████████ asks frequent questions designed to elicit thoughtful responses from students. <ul style="list-style-type: none"> "How do you know that for sure?" "How can you prove a triangle equals 180 degrees?" "What angles do you see in front of you?" "What do you notice?" "How do you know that?" "Why do you only need one angle?" "Tell me why you decided to do that?" "You have this angle, how can you figure out this angle?" Questions cause continuous interaction between teacher and students and student to student. |

Imagine Rosefield Fall Teacher Observation
2018-2019

| | | | | | |
|---|--|--|--|---|--|
| | | | | | <ul style="list-style-type: none"> Students beginning to independently formulate high-level questions. This is evidenced by high levels of student interaction with each other and the content. |
| c. Engaging Students in Rigorous Learning | | | | X | <ul style="list-style-type: none"> Students in [REDACTED] class think. They express their thoughts and express their reasons articulately. This is evidence that they have done it often. Student make meaningful contributions to the activities. <ul style="list-style-type: none"> Prove a triangle is 180 degrees. Students are required to complete authentic, complex tasks. Note taking Discussion with classmates |
| d. Using Assessment in Instruction | | | | X | <ul style="list-style-type: none"> [REDACTED] is constantly checking for understanding. <ul style="list-style-type: none"> "I'll power walk through." Pauses students then checks in on strategies Exit tickets Students self-assess |
| e. Demonstrating Flexibility/Response to Diverse Students Needs | | | | X | <ul style="list-style-type: none"> [REDACTED] seizes opportunities to enhance learning, building on spontaneous events, needs, questions, or interests. Embedded extra challenge in the guided practice. <ul style="list-style-type: none"> "Find A and C, but you also have all you need to find B and D." |
| Overall For Domain 3 | | | | X | |

| Domain 4- Professional Responsibilities | | | | | |
|---|-------------|------------|------------|------------------|--|
| | Ineffective | Developing | *Effective | Highly Effective | Comments for Domain 3 Elements |
| a. Reflecting on Professional Practices | | | | X | <ul style="list-style-type: none"> Able to identify planning and pedagogical decisions that positively affect student achievement |
| b. Maintaining Accurate Records | | | | X | <ul style="list-style-type: none"> Demonstrates proficiency in the use of technology to access and manage information |
| c. Communicating with Families | | | | X | <ul style="list-style-type: none"> Remind app daily, weekly email, APTT, conferences, face to face |

Imagine Rosefield Fall Teacher Observation
2018-2019

| | | | | | |
|--|--|--|--|---|--|
| d. Participating in a Professional Community | | | | X | <ul style="list-style-type: none"> ARC coordinator, math league coordinator, Accelerated task force, 5th Grade Promotion |
| e. Growing & Developing Professionally | | | | X | <ul style="list-style-type: none"> School level, Regional PD Taking 2 classes to get Math endorsement |
| f. Demonstrating Professionalism | | | | X | <ul style="list-style-type: none"> Encourages a culture of continuous improvement |
| Overall For Domain 4 | | | | | |

General Comments:

██████ is a true asset to the IRF community. She plans and delivers lessons that are dynamic and cause students to think, discuss, and grown. ██████ classroom culture is positive, caring, and focused on learning.

School Leader Name: Travis Head, M. Ed

Signature: _____

Date: _____

Teacher Name: _____

Signature: _____

Date: _____

Imagine Rosefield

Staff Handbook 2018-2019



12050 N. Bullard Avenue
Surprise, AZ 85379

Office- 623.344.4300 Fax- 623.344.4310
www.ImagineRosefield.org

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA.

Employees should ensure that any materials containing confidential information are filed and/or locked up before leaving their work areas each day. During the workday, employees should not leave any sensitive information lying about or unguarded. If you have any questions about this policy, consult administration.

TITLE IX

Title IX of the Education Amendments of 1972(20 U.S.C. §§1681 et seq.) prohibits sex discrimination in education and in employment.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

TITLE IX COORDINATORS:

Heidi Lindsay
Darrin Anderson
Jason Archuleta
1843 W. 16th Ave.
Apache Junction, AZ 85120
(480) 355-0502

Teacher Performance Evaluations

The administration team will conduct several walk-throughs and observations during the year. Administrators will use the Charlotte Danielson Model of Effective Teaching Domains to monitor and measure teacher performance. During walk through and informal/formal observations, administrators will monitor the classroom and provide feedback within five days of the class visit. Feedback may consist of a note, e-mail or conference.

A formal evaluation will be conducted at least once a year. The formal evaluation will consist of a pre-observation conference to discuss planning and preparation, a formal in class observation which will focus on classroom environment and instruction and a post observation conference that will include professionalism and reflection. Teacher performance ratings will consist of walkthrough/final observation data/results combined with student performance data.

Imagine Professional Staff Dress Code

It is important that members of Imagine Rosefield project a professional appearance to students, parents and the public. This policy is intended to promote a commitment of professionalism in the educational setting. This policy provides guidelines on what is considered appropriate dress for our school. These guidelines are not intended to be all-inclusive, but rather should help set the general parameters for appropriate attire, and allow staff members to use good judgment and common sense about items not specifically addressed. A professional appearance expresses to the public that we take pride in our school and the services we provide. **We must project our professionalism through the care that we take in our dress.**

Please avoid extremes in dress. Flashy, revealing clothing, casual t-shirts, jeans, flip-flops, shorts, denim clothing and other non-business like clothing is unacceptable. Tattoos on the arms and upper body may not be visible while working. Tattoos on the ankle may be harder to cover, but try your best. Males must refrain from wearing earrings while working. Administration holds final say.

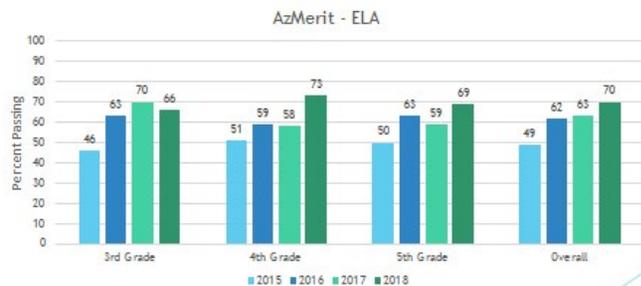
Amended December, 2018

Appendix D.
Academic Systems Review Site
Visit Inventory

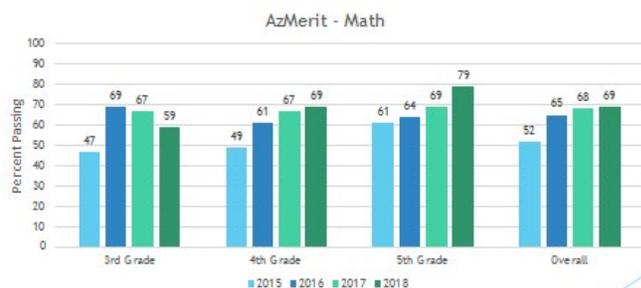
IV. Assessment Inventory



ELA Growth Comparison 2015 to 2018



Math Growth Comparison 2015 to 2018



Academic Growth-Teaching Fundamentals-

Again, great use of pictures and screen shots of documents to serve as qualitative data to show your journey on increasing rigor and differentiation. Would like to see more use of quantitative progress monitoring data on observation trends as you shared from October included. How are we seeing the dial move through the course of the year? What's the result of implementation of the high quality PD the campus is intentionally providing around rigor and enrichment? Appreciate the intentional efforts to allow 4 of your teachers to attend the Guided Math PD – and then structuring your next site PD to allow them to share their learning in their grade level bands

Academic Growth Reading-great use of qualitative and qualitative data showing the progression of how you are supporting and monitoring learning while centering expectation on fidelity to Wonders. It appears there are very intentional conversations happening in those grade level data chats! It is important to also include benchmark data track to meet our overall arching goal and the sub-goals of reading using our benchmark assessments in this section. Are we on track to meet our overall and supporting goals? Appreciate the addition of support for Reading interventions to allow 38 more students to receive targeted supports!

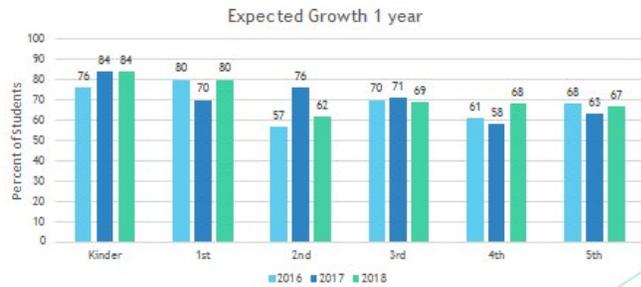
Academic Growth-Math: Qualitative progress monitoring included regarding grade level meetings is valuable! Would be good to include math intervention results that are shared as part of progress monitoring— is it working? Appreciate that you are offering extended learning for math in the after school program 2x per week. How can we monitor the success of this program and reinforce what's working during the day and in interventions, moving forward? It is important to also include benchmark data track to meet our overall arching goal and the sub-goals of reading using our benchmark assessments in this section. Are we on track to meet our overall and supporting goals?

Academic Growth Writing-good reflection on where the schools and teachers are with incorporating writing, including the assessment done with Feb. lesson plans and the emphasis with PD. Appreciate that you have identified that expectations for “process” may be an area to continue to support, moving forward. Let's talk more about how we can build from what has been established this year into the future.

Academic Growth Science-this is an interesting progress monitoring comment “We need to find our school ‘brand’ and implement STEM into our brand. We decided one of the school brands is character education. “Building character through STEM/STEM”. We could find a nice tie in with our ongoing discussion about rigor/extending learning opportunities through projects for our students. This goes back to our conversation around vision. Let's discuss the results of that first task force meeting in March. We applaud the efforts around coding and providing opportunities



ELA STAR Expected Growth 2016-2018



Math STAR Expected Growth 2016



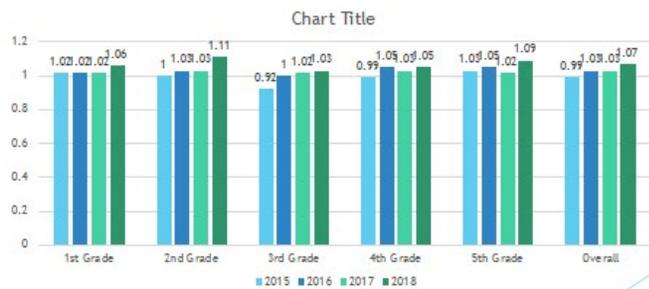
for kids to incorporate technology – and appreciate the intentional efforts to focus on science vocabulary.



ELA STAR Learning Gains



MATH Star Learning Gains



Economic Sustainability

- Imagine Schools Staff Survey items related to Economic Sustainability
- Other quantitative data: in-house surveys, etc.
- Other qualitative data: observations and testimonials
- SEPR rating

Economic Sustainability

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based reading tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A ninety minute reading block includes the elements of guided reading with whole group, small group and organized activities for independent practice • A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs • Adherence to the Common Core State Standards shifts is evident with a true balance of literary and informational texts in classroom libraries, read-alouds and during instruction • Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction

Overarching S.M.A.R.T. Goal(s) (Specific, Measurable, Achievable, Relevant, and Timely):

- **By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.05 to 1.07, as measured by the Fall to Spring STAR Reading Assessment.**
- **By the end of the school year, 75 % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment.**

Goal(s) Met?

| | |
|-------|------|
| • YES | • NO |
| • YES | • NO |
| • YES | • NO |

(Insert Supporting Goal #1)

(Insert Supporting Goal # 2, as needed. Insert more rows as needed)

EQUIP with Implementation Action Plan: ACADEMIC GROWTH - READING

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|--|---|--|--|
| Reading Star Learning gain has been stagnant. 2016/2017: 1.05 2017/18: 1.05 | <ul style="list-style-type: none"> • Focused ELA team planning • Unit norms and assessments communicate and monitor to build school wide consistency • Focused data chats to guide Academic Workshop time • Bring back consistent Foundations instruction K-2 • Fidelity to small group instruction | <ul style="list-style-type: none"> • Planning and Data norms documents • Common planning time and common assessments • Intervention/ RTI Binder | <ul style="list-style-type: none"> • year long process | <ul style="list-style-type: none"> • teachers • team leads • Admin/Coach • RTI Coordinator | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings |



| | | | | | |
|---|--|--|--|---|--|
| | <ul style="list-style-type: none"> • Emphasis on RTI process • RTI coordinator position established • Revise and revisit SST process • Create Intervention/RTI Binder for each teachers that provides background, resources, interventions and accommodation ideas | | | | |
| <p>Top quartile students in Star increased in math to 1.03 but not in reading. 2017/18 Gain: 1.00</p> | <ul style="list-style-type: none"> • Utilize accelerated teachers during team planning • Analyze Galileo breakdown of top quartile students target high proficiency low growth students for enrichment • Meaningful planning for top quartile students • Meaningful enrichment opportunities during Academic Workshop • Increase DOK level of student tasks • Increase student generated questions and discussions | <ul style="list-style-type: none"> • Galileo data-chats and reports • Team data chats • Team planning | <ul style="list-style-type: none"> • year long process | <ul style="list-style-type: none"> • teachers • accelerated teachers • team leads • admin/Coach | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings • Track the number of students by percentage in Tier 3 |
| EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING | | | | | |
| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | | Person responsible for supporting & monitoring |



| | | | | |
|--------------------------------------|------------------------------------|--|------------------------------|---|
| What is RTI? | PLC/Workshop RTI Coordinator PD | Coach/RTI Coordinator Teachers | Delivery, observation | RTI Coordinator Coach Admin Karen Benson |
| SST Process | PLC/Workshop | Coach/RTI Coordinator Resource Teacher Teachers | Delivery, practice, feedback | Resource Teacher Coach Admin RTI Coordinator |
| Teaching Foundational Reading Skills | Online Workshop | Friday Institute promoted by ADE | Delivery, practice, feedback | Coach RTI Coordinator |

ENGAGE in Implementation: ACADEMIC GROWTH - READING

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.

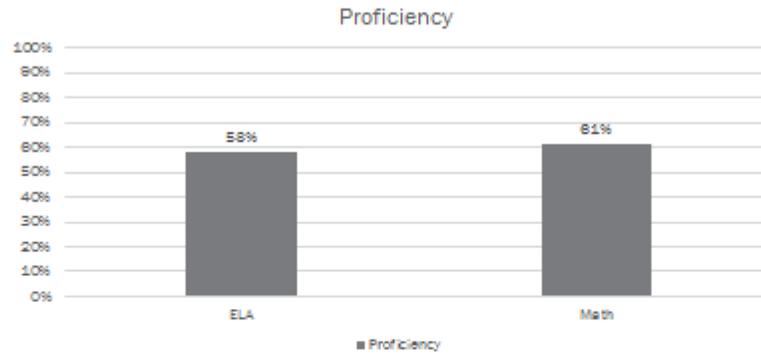
Related to Overarching Goal(s)

Progress Monitoring I

- August/September: During walkthroughs Admin confirmed the Kindergarten schedule and fidelity to Foundations lesson.
- September/October: Teaching Reading Effectively online reading course promoted to teachers, stipend offered to encourage participation: The Teaching Foundational Reading Skills MOOC-Ed will help you more effectively prepare your students in grades K–3 with the skills they need to become successful readers. This is a critical challenge for elementary school teachers: In 2015, only 36 percent of fourth-graders scored at or above the proficient level on the National Assessment of Educational Progress. Reading competency at fourth grade strongly predicts future success in school, since reading becomes increasingly central to learning in all content areas as students advance to higher grades. This MOOC-Ed is organized around the recommendations of the Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Practice Guide, published in July 2016 by the U.S. Department of Education's What Works Clearinghouse. This Practice Guide, developed by a panel of expert researchers and practitioners, provides educators with specific, research-based recommendations for effective teaching practice.
- August/September: Decline in Dibels proficiency data when comparing beginning of last year to this year. Adjustments have been made in grade level schedules to incorporate more Foundations time. We are seeing increases in phonics deficiencies.



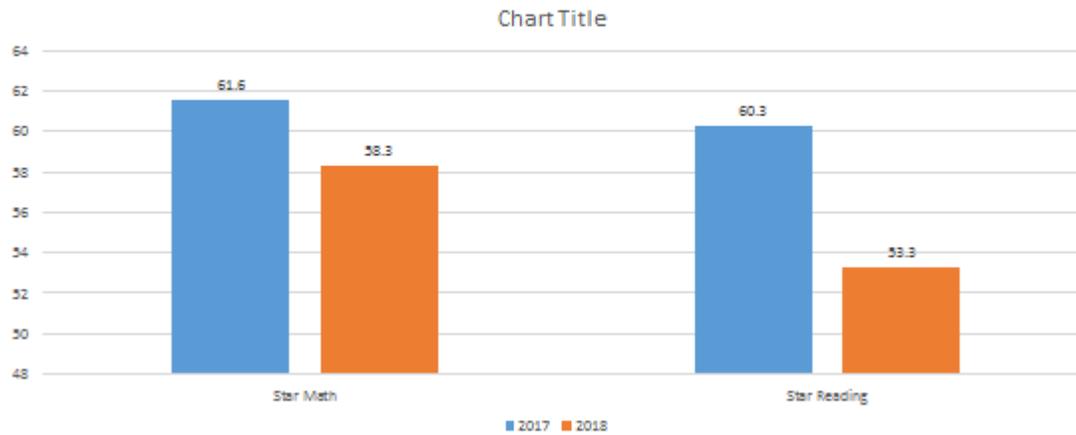
FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE REATEACH



-
- Above Data submission 1
- Teachers have mentioned students are coming in much lower academically this year. We do have more new students this year as well. Star demonstrates that students are demonstrating lower scores at the beginning of this year when compared to last year. Continued emphasis on RTI/Academic Workshop model and SST

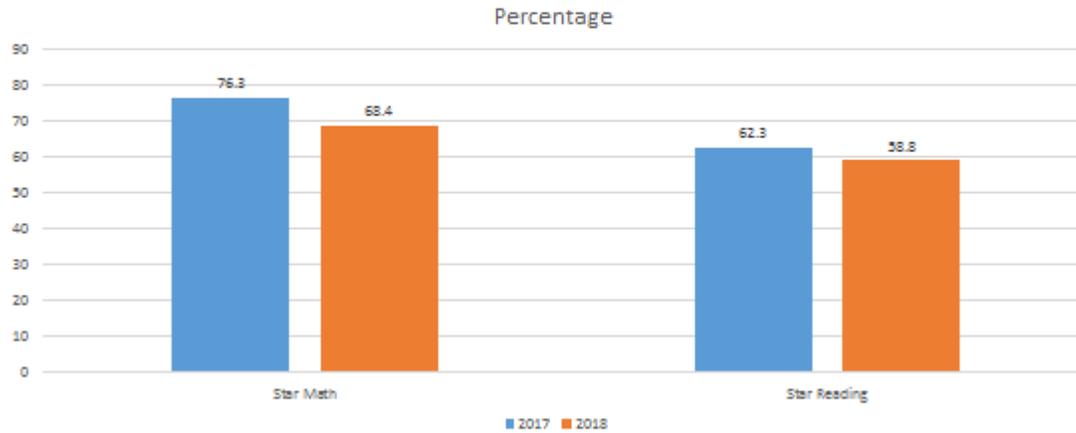


STAR Mean NCE





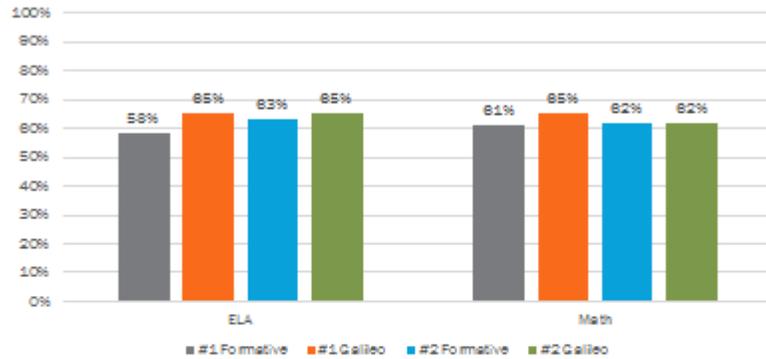
STAR Students at Benchmark



- December 2018 Galileo Data and Formative Data



FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE RETEACH AND GALILEO % CORRECT



Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - READING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.



| |
|--|
| Related to Overarching Goal(s) |
| Related to Supporting Goal #1 |
| Related to Supporting Goal #2. Insert more rows as needed. |
| ACADEMIC GROWTH - READING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process. |
| |



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

Teachers utilize the mathematics pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based math tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the math standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • Procedural skills as well as conceptual understanding are taught • A sixty to ninety minute math block includes the elements of guided math with whole group, small group and organized activities for independent practice • Students study algorithms as “general procedures” in order to gain insights to the structure of mathematics (e.g. organization, patterns, predictability) • Students are able to apply a variety of appropriate procedures flexibly as they solve problems • Students have opportunity to develop the eight mathematical practices: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, and Look for and express regularity in repeated reasoning

Overarching **S.M.A.R.T. Goal (s)** (Specific, Measurable, Achievable, Relevant, and Timely):

- **By the end of the school year, 74 % of students will be at a Proficient Level or higher, as measured by the Math State Assessment.**
- **By the end of the school year, the mean Math Learning Gain for all students will improve from 1.07 to 1.08, as measured by the Fall to Spring STAR Math Assessment.**

Goal(s) Met?

| | |
|-------|------|
| • YES | • NO |
| • YES | • NO |
| • YES | • NO |

(Insert Supporting Goal #1)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

(Insert Supporting Goal # 2, as needed. Insert more rows as needed)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|--|---|--|--|
| AZ Merit Student proficiency for ELA in 2017/2018 was met (70%). Proficiency in Math (69%) was not met. | <ul style="list-style-type: none"> • Focused Math team planning • Unit norms and assessments communicate and monitor to build school wide consistency • Focused data chats to guide Academic Workshop time • School wide competitions for math and more involvement in | <ul style="list-style-type: none"> • Planning and Data norms documents • Common planning time and common assessments | <ul style="list-style-type: none"> • Yearlong implementation | <ul style="list-style-type: none"> • Teachers • Team leads • admin • Coach | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings |



| | | | | | |
|---|---|--|---|--|--|
| | <p>Math League contest</p> <ul style="list-style-type: none"> • More emphasis on problem solving | | | | |
| <p>Only 72% of students in 2017/2018 made expected growth. This number should be much higher.</p> | <ul style="list-style-type: none"> • Utilize data chats to address specific standard/skill deficiency • Utilize Galileo for reteach assessments to ensure standards/skills mastered • Grade level leads post reteach assessments on share drive for review and accessibility • Utilize only Math in Focus or Eureka Math as approved resources • More opportunities for students to get exposed to above grade level content | <ul style="list-style-type: none"> • Planning and Data norms documents • Common planning time and common assessments • Galileo and Star Reports | <ul style="list-style-type: none"> • Year long process | <ul style="list-style-type: none"> • Teachers • Team leads • admin • Coach | <ul style="list-style-type: none"> • Grade level lead team meeting and data chat binder turn in and check • Walk throughs/observations • Admin/Coach/RTI Coordinators attending team meetings • Review share drive |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|---------------------------------|--|--|---|--|
| Team Planning and Data meetings | PLC | Team Leads/Academic Coach/Admin Teachers | | Team leads Admin Academic Coach |



| | | | | |
|---|--|--|--|--|
| Related to Supporting Goal #2. Insert more rows as needed. | | | | |
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ENGAGE in Implementation: ACADEMIC GROWTH – MATH

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.

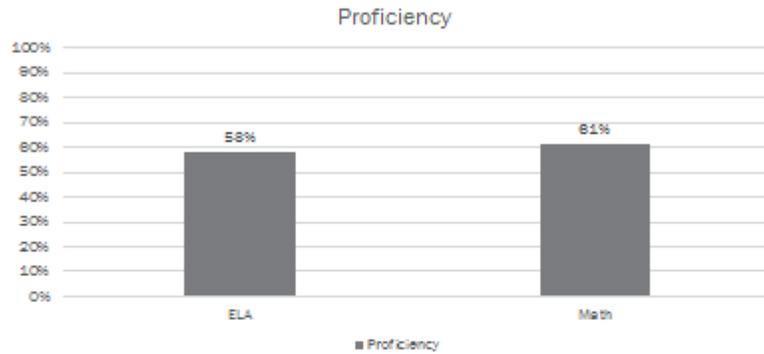
Related to Overarching Goal(s)
Progress Monitoring I
 *See Above for completed actions steps related to Unit Norms.

- Math Task Force
 - September- During this time it became very clear that we need to convene a task force to bring both alignment and coherence (NISL) to our Math program. About six years ago a task force was convened and chose Math in Focus as our schoolwide program. The goal at that point was to use the program with fidelity. Over the years, due to MIF not covering all standards sufficiently, many grade levels have begun using other resources. In 2017/2018 Admin approved Engage/Eureka as an approved resource to supplement MIF. However, in varied ways, 2nd-4th grade have begun to use Eureka more and more while K, 1, and 5 still mostly use MIF. This has begun to cause issues across the grade levels with vocabulary, strategies, etc. The task force will convene to make a decision as to whether we will stick with MIF, make a switch to Eureka, or possibly an unknown route.
 - November 28- First Math Task Force Meeting. The agenda included history of Math at IRF, need for a decision (alignment, coherence), choice of decision maker and a team working with that person, and finally assignments to members to research standards adherence, cost going forward, strengths/weaknesses, data, outside advice, and alignment to Regional pacing guides. Reconvene on 1/16/19.
 - January 16- The TF met to share out data. Each group mentioned above shared with the group their findings. The TF discussed the findings and charged the decision maker and her team with going over the evidence and seeking advice from stakeholders. The decision will be brought to the TF on 3/6/19.

Data submission 1:



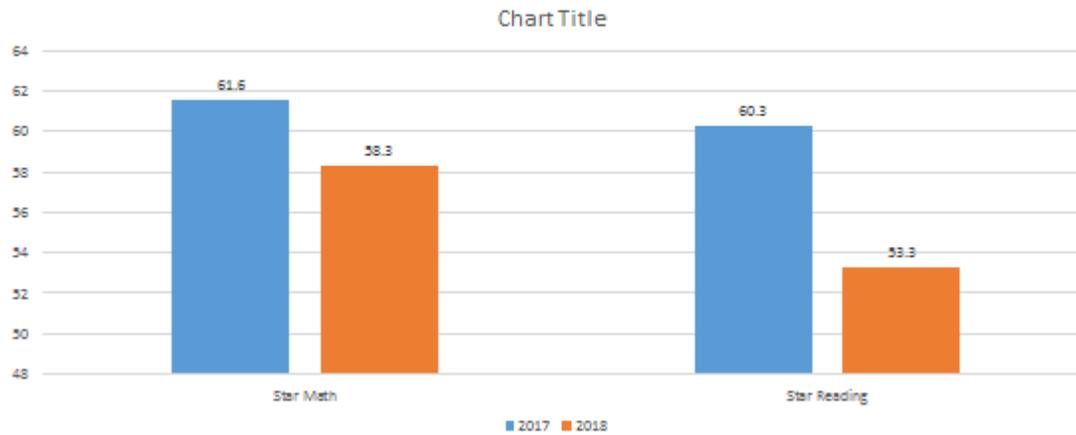
FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE REATEACH



- Teachers have mentioned students are coming in much lower academically this year. We do have more new students this year as well. Star demonstrates that students are demonstrating lower scores at the beginning of this year when compared to last year. Continued emphasis on RTI/Academic Workshop model and SST

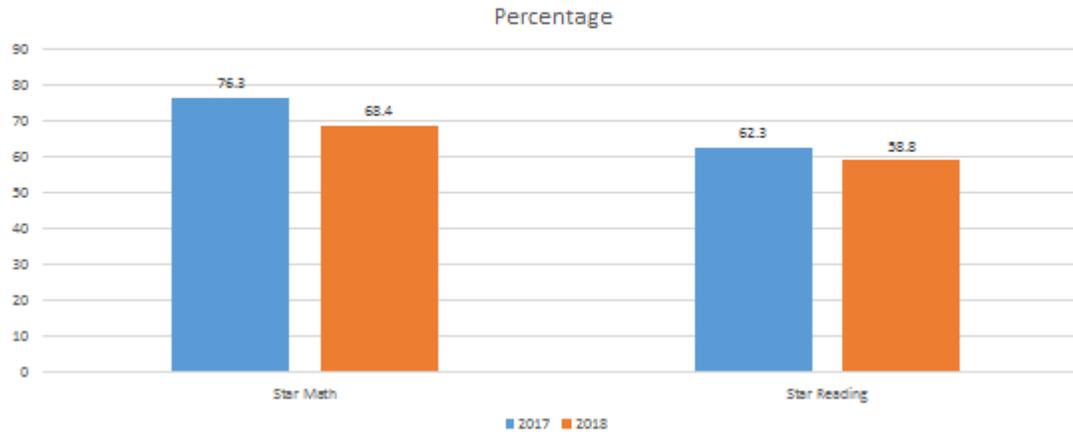


STAR Mean NCE





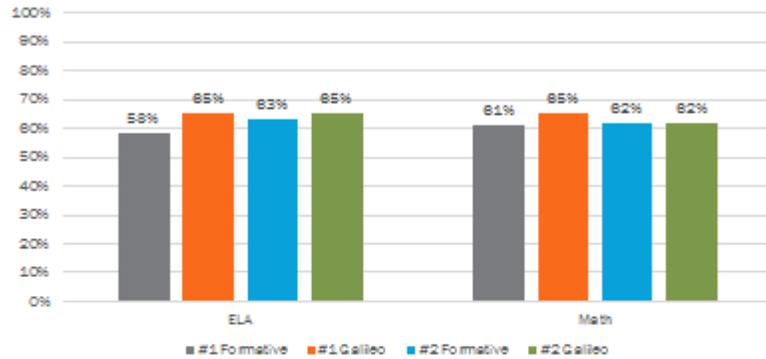
STAR Students at Benchmark



- October 2nd Grade Math Data Chat: Data chat analyzed student work. Team lead led a discussion to analyze student errors and create ideas for reteach.
- November 2018: Students participated again this year in the MathLeague contest, and received the following accolades:
31 students competed.
9 qualified for states (three from each grade)
One of our 4th grade "teams" took 2nd place in the team round.
- December 2018 Formative Data and Galileo



FORMATIVE WHOLE SCHOOL PROFICIENCY AVG BEFORE RETEACH AND GALILEO % CORRECT



- January 2019: Due to grant funding two programs are starting in January. We established a Tier III math intervention pull out program. The Academic Coach identifies students eligible and hired an Instructional Aide to facilitate small group instruction overseen by the Academic Coach. The other program will be after school tutoring based on Tier II student identification. Teachers will facilitate small group instruction after school two times per week. This program is also overseen by the Academic Coach.

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.

Progress Monitoring I

Progress Monitoring II



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EVALUATE Efforts: ACADEMIC GROWTH – MATH

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - MATH Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – WRITING

Teachers utilize the writing pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based writing tools to ensure that lessons are standards-driven, cross-curricular, cohesive and correctly paced • Teachers unpack the writing standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A thirty minute writing block includes the elements of writer’s workshop with direct instruction, independent writing, teacher and peer conferencing and shared experiences • The importance of the writing-reading connection is stressed by requiring students to draw upon and write about evidence from literary and informational texts • Student writers use evidence from research (including the text being read) to support their opinions • Annotated samples of exemplary student writing (rubrics) accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory (expository) texts, and narratives in the various grades

| <u>Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):</u> | Goal(s) Met? | |
|---|--------------|------|
| <i>By the end of the school year, 75 % of 3rd-5th grade students will be at a Proficient Level or higher, as measured by the Writing State Assessment.</i> | • YES | • NO |
| 87% of Imagine Rosefield students, using a 4 point rubric, will achieve at least a 2.5 overall proficiency score in Writing based on the final writing benchmark that are given throughout the school year. | • YES | • NO |
| (Insert Supporting Goal # 2, as needed. Insert more rows as needed) | • YES | • NO |

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|---|---|---|---|
| Align assessments and benchmarks to more closely resemble AZMerit | <ul style="list-style-type: none"> • Teachers in grades 3-5 will utilize AZMerit rubric for assessing writing and provide student feedback • Teachers will utilize performance based writing tasks for practice and assessment • Create a folder in teacher share drive with writing task resources • Writing benchmarks will be given three | <ul style="list-style-type: none"> • teacher share drive folder • Wonders performance tasks • Smarter Balance performance tasks • AZMerit writing rubrics | <ul style="list-style-type: none"> • year long | <ul style="list-style-type: none"> • Teachers • team leads • Academic Coach • Admin | <ul style="list-style-type: none"> • benchmark assessments • Observations and walkthroughs • Attending team meetings |



| | | | | | |
|---|--|---|---|---|--|
| | times a year and turned in to Academic Coach for monitoring | | | | |
| Ensure writing is being taught consistently | <ul style="list-style-type: none"> Grade level team daily schedules represent writing integration Admin approves daily schedule Evidence of writing integration in lesson plans and instruction | <ul style="list-style-type: none"> Planbook Daily schedules | <ul style="list-style-type: none"> year long | <ul style="list-style-type: none"> teachers team leads Admin Academic Coach | <ul style="list-style-type: none"> Reviewing lesson plans Walk throughs and observations |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|--|------------------------|---|--|
| Team planning and data meetings | PLC | Team Leads Teachers | Throughout the school year | Team leads Admin Academic Coach |
| Related to Supporting Goal #2. Insert more rows as needed. | | | | |

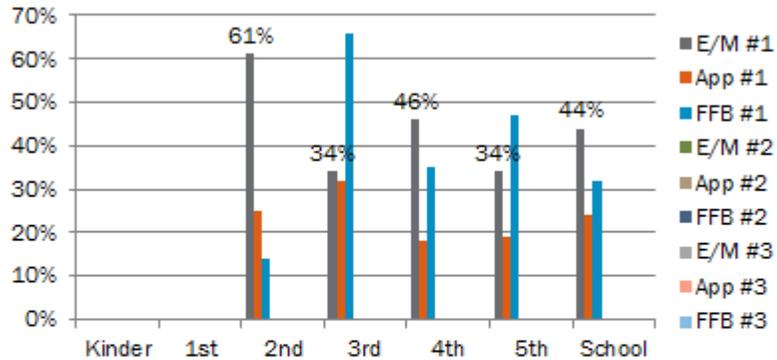
ENGAGE in Implementation: ACADEMIC GROWTH – WRITING

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Related to Overarching Goal(s)
Progress Monitoring I
October 2018 Benchmark #1 submission



SCHOOL WIDE BENCHMARK #1-3



Nov 2018 Leader Meeting
 Review Writing Plan and Data with grade level leads
 Discuss celebrations and challenges in terms of student writing
 Next benchmark teams will grade some writing benchmarks together to build consistency and coherence as well as analyzing areas for growth

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.

Progress Monitoring I



Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - WRITING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

Teachers utilize the science pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based science tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the science standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • All teachers structure purposeful activities that result in high student engagement that are grounded in higher-order thinking, problem solving, and real world connection for all students • All students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches • Students consistently generate and test hypotheses through experimental inquiry, problem solving, systems analysis, and investigation

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, 80 % of 4th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment.

Goal(s) Met?

| | |
|-------|------|
| • YES | • NO |
|-------|------|

(Insert Supporting Goal #1)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

(Insert Supporting Goal # 2, as needed. Insert more rows as needed)

| | |
|-------|------|
| • YES | • NO |
|-------|------|

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE

| Identify the area(s) for improvement from needs assessment - along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|--|---|---|---|
| AIMS Science Strand 6: 46% proficiency | <ul style="list-style-type: none"> • Ensure teams daily schedules allow for science time • Admin approves schedule based on time allotted for science • Teachers are planning for science/SS instructions • Teachers reflect on last year's AIMS data and make pacing and instructional adjustments | <ul style="list-style-type: none"> • Galileo benchmark testing • AIMS data | <ul style="list-style-type: none"> • year long | <ul style="list-style-type: none"> • Team leads • teachers • admin • academic coach | <ul style="list-style-type: none"> • Attending team meetings • Monitoring and providing feedback on lesson plans • Walk through and observations |



| | | | | | |
|--|---|--|---|---|---|
| | <ul style="list-style-type: none"> Utilize Galileo benchmark data to make instructional decisions (Grade 4/5) | | | | |
| AIMS Science Strand 5: 59% proficiency | <ul style="list-style-type: none"> Ensure teams daily schedules allow for science time Admin approves schedule based on time allotted for science Teachers are planning for science/SS instructions Teachers reflect on last year's AIMS data and make pacing and instructional adjustments Utilize Galileo benchmark data to make instructional decisions (Grade 4/5) | <ul style="list-style-type: none"> Galileo benchmark testing AIMS data | <ul style="list-style-type: none"> year long | <ul style="list-style-type: none"> Team leads teachers admin academic coach | <ul style="list-style-type: none"> Attending team meetings Monitoring and providing feedback on lesson plans Walk through and observations |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|--|---------------------------------|---|--|
| Team planning and data meetings | PLC | Team Leads/Coach/Admin Teachers | Throughout the school year | Team leads Admin Coach |
| Related to Supporting Goal #2. Insert more rows as needed. | | | | |

ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.



Related to Overarching Goal(s)
Progress Monitoring I

- August: Christine Leto (5th Grade) presented a resource called “Mystery Science” to the staff during our half day PD. Many staff members were excited about the resource and Admin decided to purchase a school wide license to better equip teachers for quality science instruction.
- November- Purchased an online resource for teachers called Mystery Science.
- 5th Grade students have begun taking the Galileo Science test to better monitor mastery of standards

Progress Monitoring II

Related to Supporting Goal #1
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.
Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - SCIENCE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year’s needs assessment process.



2018-2019
School Excellence Plan
 Academic Goals

School Wide Goals

ELA

- 70% to 75% on AzMerit
- 1.05 to 1.07 on STAR

Math

- 69% to 74% on AzMerit
- 1.07 to 1.08 on STAR

Writing

- 75% on AzMerit

School Wide Areas of Focus

1. Positive Culture
2. RTI in the classroom
3. Rigor in the classroom

*The purpose of the School Excellence Plan is to **establish** SMART goals and clear action steps that will **equip** all stakeholders to **engage** in accomplishing the school's vision and mission.*

ELA Improvement Areas/Action Steps

1. Reading STAR Learning gain has been stagnant.
 - 2016/2017: 1.05
 - 2017/2018: 1.05
2. Top Quartile students in STAR increased to 1.03 in 2017/2018 in Math, but Reading Learning Gain was 1.00

Reestablish, document, socialize and monitor Unit Norms for team planning, assessment, data chats and academic workshop along with fidelity to small group instruction.

- Consistent K-2 Foundations Instruction
- RTI Coordinator Established
 - Emphasis on RTI process
- Revise, Revisit, Reestablish SST process
- Utilize Acc. Teachers in planning
- Meaningful planning for top quartile
- Meaningful enrichment during AW
- Increase DOK of student tasks

Math Improvement Areas/Action Steps

1. AZ Merit proficiency for ELA in 2017/2018 was met (70%) but proficiency in Math was not met (69%)
2. Only 72% of students in 2017/2018 made expected growth in Math

Reestablish, document, socialize and monitor Unit Norms for team planning, assessment, data chats and academic workshop along with fidelity to small group instruction.

- More emphasis on problem solving
- School wide competitions for math and more involvement in Math League
- Utilize only MIF or Eureka as approved resources
- Data chats to address skill/standard deficiencies
- Utilize Galileo for reteach assessments
 - Post in Share Drive
- More opportunities for exposure to above grade level content

Writing Improvement Areas/Action Steps

1. Align assessments and benchmarks to more closely resemble AZ Merit
2. Ensure Writing is being taught consistently

- Teachers utilize performance based writing tasks for practice and assessment
 - Grades 3-5 utilize AZ Merit Rubric for assessment and feedback
 - Benchmarks given 3 times per year and results given to Academic Coach for monitoring
- Create folder in Share Drive with writing task resources
- Grade Level teams daily schedules to represent writing integration
- Evidence of writing integration in lesson plans and instruction

Imagine Rosefield
2018-2019
Testing Calendar & Data Submission Dates

| August | |
|--|------------|
| DIBELS (K-3 rd) | 8/1-8/31 |
| STAR Reading & Math (K-5 th) | 8/13-8/24 |
| September | |
| Galileo Reading & Math (1 st -5 th) | 9/17-10/5 |
| Data Submission #1 (K-5 th) | 9/21 |
| October | |
| Galileo Reading & Math (1 st -5 th) | 9/17-10/5 |
| Reteach Data Submission #1 (K-5 th) | 10/5 |
| Writing Benchmark Data #1 (2 nd -5 th) | 10/19 |
| November | |
| Data Submission #2 (K-5 th) | 11/8 |
| December | |
| Galileo Reading & Math (Kinder-5 th) | 12/3-12/20 |
| Reteach Data Submission #2 (K-5 th) | 12/6 |
| January | |
| DIBELS (K-3 rd) | 1/7-1/31 |
| Star Mid Year Benchmark (K-5 th) | 1/7-1/18 |
| Data Submission #3 (K-5 th) | 1/11 |
| Reteach Data Submission #3 (K-5 th) | 1/25 |
| February | |
| Galileo Reading & Math (1 st -5 th) | 2/19-3/8 |
| AZELLA | 2/4-3/22 |
| Data Submission #4 (K-5 th) | 2/22 |
| Writing Benchmark Data #2 (2 nd -5 th) | 2/7 |
| March | |
| AIMS Science (4 th) | 3/25-4/19 |
| Galileo Reading and Math (1 st -5 th) | 2/19-3/8 |
| Writing Benchmark Data #1 (K-1 st) and Reteach Data Submission #4 (K-5 th) | 3/8 |

Imagine Rosefield
2018-2019
Testing Calendar & Data Submission Dates

| April | |
|--|----------|
| AzMERIT (3 rd -5 th) | 4/1-4/25 |
| Data Submission #5 (K-5 th) | 4/12 |
| Writing Benchmark Data #2 (K-1 st) And Reteach Data Submission #5 (K-5 th) | 4/26 |
| May | |
| DIBELS (K-3 rd) | 5/1-5/23 |
| STAR Reading & Math (K-5 th) | 5/6-5/17 |
| Writing Benchmark Data #3 (2 nd -5 th) | 5/10 |
| Data Submission #6 (K-5 th) **If a project in place of Wonders tests submit rubric that demonstrates evidence of Unit 6 standards | 5/17 |
| Writing Benchmark Data #3 (K-1 st) | 5/20 |

Appendix E.
Academic Systems Review Site
Visit Inventory

V. Professional Development
Inventory

Imagine SW Region – Professional Development Plan – 2018-19

Promoting Optimal Teaching and Learning Experiences in Every Classroom



Grounded in the Imagine Acceleration Model

Systematic process to develop a culture of excellence to increase student achievement and build collective capacity to further develop a network of high performing schools.



DRAFT
July 25,
2018

Based on the 4 E Cycle: Plan – Do – Check – Act

*Core practices that provide a guide for educators to create a **cohesive**, successful system geared for all students to master the standards, regardless of their starting point.*

Connected to NISL: Ongoing Instructional Leadership Professional Development Promoting **Coherent** and **Aligned** Systems

| Topic | Summer | Semester 1 | Semester 2 | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|---|-----------|-------------------|-----------|--------|----------|-----------|--|----------|-----------|-----------|--|-----------|-------------------|---------|----------|-------------------|---------|-------|----------|---------|--------|-------------|---------|-------------|
| Regional PD Intended for All Leaders, Coaches, and Teachers <i>* Exception – 10 team members per school at Forum</i> | New Teacher Induction July 25 <ul style="list-style-type: none"> - Classroom Management - Purposeful Planning - Effective Instruction and Engagement * SW Forum July 26 <ul style="list-style-type: none"> - Empower Team Collaboration - Inspire 21st Century Lrng.: Inquiry-Based Teaching | Regional Professional Development All Sites Together Sept. 28 <ul style="list-style-type: none"> - Content specific PD: Promoting Evidence-Based Practices - PD Choice Menu: Rigor How We Learn Inspire 21st Century Learning: Inquiry-Based Teaching | Regional Professional Development Site-Based (with Regional Options) February 1 <ul style="list-style-type: none"> - Site Specific PD to Support Focus Areas Identified in the SEP - OPTIONAL PD Choice Menu: TBD | Regional Professional Development Site-Based May 3 SEP Reflection and Goal Setting for 2019-20 | | | | | | | | | | | | | | | | | | | | | | | | |
| Instructional Pacing Guide Development/Support/Implementation | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Instructional Pacing Guide Development/Support/Implementation <i>(Continued from 17-18)</i> | Summer Reminders: Pacing Guides will be Introduced to ALL NEW to Imagine teachers at NTI. Imagine Coaches will Introduce Pacing Guides and Evidence-Based Recommendations to <u>all</u> teachers during pre-week. | Optional PD: <ul style="list-style-type: none"> - Continue Aligning Site-Based Resources to Pacing Guides - BRIEF review and selection of benchmark questions <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">K-5 Math</td> <td style="width: 25%;">August</td> <td style="width: 25%;">6-12 Math</td> <td style="width: 25%;">August</td> </tr> <tr> <td>K-5 ELA</td> <td>August</td> <td>6-12 ELA</td> <td>August</td> </tr> </table> <p>* Intended for Imagine Teachers Identified by Leaders & Coaches</p> | K-5 Math | August | 6-12 Math | August | K-5 ELA | August | 6-12 ELA | August | Optional PD: <ul style="list-style-type: none"> - Promoting Evidence-based Practices and Revising/Creating Pacing Guides for 2019-20 <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">K-5 Math</td> <td style="width: 25%;">April/May</td> <td style="width: 25%;">6-12 Math</td> <td style="width: 25%;">April/May</td> </tr> <tr> <td>K-5 ELA</td> <td>May</td> <td>6-12 ELA</td> <td>May</td> </tr> <tr> <td>K-5 Sci</td> <td>April</td> <td>6-12 Sci</td> <td>April</td> </tr> <tr> <td>K-5 SS</td> <td>March/April</td> <td>6-12 SS</td> <td>March/April</td> </tr> </table> <p>* Intended for Imagine Teachers Identified by Leaders and Coaches</p> | | K-5 Math | April/May | 6-12 Math | April/May | K-5 ELA | May | 6-12 ELA | May | K-5 Sci | April | 6-12 Sci | April | K-5 SS | March/April | 6-12 SS | March/April |
| K-5 Math | August | 6-12 Math | August | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 ELA | August | 6-12 ELA | August | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 Math | April/May | 6-12 Math | April/May | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 ELA | May | 6-12 ELA | May | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 Sci | April | 6-12 Sci | April | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 SS | March/April | 6-12 SS | March/April | | | | | | | | | | | | | | | | | | | | | | | | | |
| Promoting Evidence-based Practices -- ELA | | Optional ELA PD (1): <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">K-5 ELA – Reading</td> <td style="width: 20%;">September</td> <td style="width: 50%;">AM</td> </tr> <tr> <td>K-5 ELA – Writing</td> <td>September</td> <td>PM</td> </tr> <tr> <td>6-8 ELA</td> <td>September</td> <td>AM</td> </tr> <tr> <td>9-12 ELA</td> <td>September</td> <td>PM</td> </tr> </table> | K-5 ELA – Reading | September | AM | K-5 ELA – Writing | September | PM | 6-8 ELA | September | AM | 9-12 ELA | September | PM | Optional ELA PD (2): <table style="width: 100%; border: none;"> <tr> <td style="width: 30%;">K-5 ELA – Reading</td> <td style="width: 20%;">January</td> <td style="width: 50%;">AM</td> </tr> <tr> <td>K-5 ELA – Writing</td> <td>January</td> <td>PM</td> </tr> <tr> <td>6-12 ELA</td> <td>January</td> <td>(?)</td> </tr> </table> | | K-5 ELA – Reading | January | AM | K-5 ELA – Writing | January | PM | 6-12 ELA | January | (?) | | | |
| K-5 ELA – Reading | September | AM | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 ELA – Writing | September | PM | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-8 ELA | September | AM | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9-12 ELA | September | PM | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 ELA – Reading | January | AM | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K-5 ELA – Writing | January | PM | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6-12 ELA | January | (?) | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|--|---|---|--|---|
| Promoting Evidence-based Practices – Math | | Optional Math PD (1): K-5 Math November 7 AM or PM 6-8 Math November AM 9-12 Math November PM | | Optional Math PD (2): K-5 Math January 9 AM or PM 6-12 Math January (?) |
| Developing CFAs aligned to Pacing Guides | | Optional PD (full day): K-12 ELA October K-12 Math October | | |
| Support for Resource Implementation Engage ELA Eureka Math Foundations | Optional PD: Eureka Math – Part 1 July 18 & 19 Foundations July 27 | Optional PD: Eureka Math – Part 2 Engage ELA | | |
| Classroom Management Support | | Optional PD August OR September * Intended for Imagine Teachers Recommended by Leaders and Coaches | | |
| | | | | |
| Leaders’ Meetings (Support to Topics Identified in PD Plan) | | August 23 ELA Evidence Based Practices K-5 6-12 | October 4 Math Evidence Based Practices K-5 6-12 | |

Additional PD:

NISL
Leaders’ Meetings
AP Leadership Cadre

Coach Summer Institute and Monthly Meetings
Leadership Institute “Growing Our Own”
Assessment menu

On-site Cycle of Support



Change is the end result of all true learning.
-Leo Buscaglia

Tuesday, November 6th, 2018

Objective – To discuss issues, make decisions and address concerns related to the campus.

- Celebrations
 - “A” School
 - APTT
 - Let us be purposeful in remembering what is good!
- SEP Check in (Mr. B ran through this list to remind teachers of our SEP focus areas)
 - Foundations
 - K-2 Spelling
 - Kinder- foundations
 - 1st-based on Wonders, but separate foundations
 - 2nd- Foundations
 - RTI
 - Problem Solving
 - Student Data Tracking
 - Writing Emphasis this year
 - Showed school wide data
 - Teachers shared that many students do not answer the question directly due to not knowing how to write the specific genres
 - Specific planning/practice required to help students grow
 - Perf. Based writing tasks
 - AZ Merit Rubric (3-5)
 - Evidence in lesson plans
 - Next Steps
 - Student self-assessment share out- Newcomb
- Projects assigned for HW
 -
- Approved Resources
- Data Chat protocol and purpose review
 - Reteach Assessments
- Teacher self-assessment check in
- 11/8 Mike, Travis, Christy off campus
- 11/14 Half Day PD

- 11/28 Math Task Force
- Q&A
- Good of the Order
- Next Meeting- 12/4/2018

Grading Weights and Homework Policy

| Category | Weights |
|------------------------------------|--|
| Math, ELA, Science, Social Studies | <ul style="list-style-type: none"> • 50% Unit/Chapter Assessments • 20% Quizzes • 30% Classwork |
| Conduct | <ul style="list-style-type: none"> • 90% Behavior • 10% Homework |

At Imagine Rosefield, our homework policy is research based to ensure homework is time well spent, and helps to build academic success. **Homework is utilized as a tool to help teach responsibility and provide extra practice for important skills that are covered in class.** Imagine Rosefield teachers' partner with parents to ensure homework is not excessive to support students' maintaining a balanced life. Students should be able to complete homework assignments independently with minimal help from family/parents. Responsibilities of the parents and students are as follows:

| Student Responsibilities | Parent Responsibilities |
|---|---|
| Stay attentive in class, bring home all assigned homework, and monitor project deadlines when applicable. | Encourage homework completion, and have a distraction free spot for your child to work. |
| Complete homework and ask questions the next day if there was anything you didn't understand. | Contact teacher if your child is taking longer than the nightly average for homework. |

Below are guidelines by grade level that indicate the length of time students should spend each night on homework. Homework assignments are dependent upon the teacher's assessment of the students' readiness to complete homework assignments independently. This being the case, there may be some nights when students will not be assigned homework. Please keep in mind that failure to complete homework may lower the student conduct grade, and could result in consequences as detailed in our discipline policy. Work that is assigned in class as independent practice of the day's lesson is considered "Classwork." If students do not finish they may have to finish at home. This classwork will not be entered in the gradebook as "homework" but rather as "classwork" in an academic area. However, the time guidelines below will still be adhered to. **Please communicate any issues with this policy to the classroom teacher, or if your child is struggling with homework.**

Nightly Homework Guidelines:

| Grade Level | Average Time** |
|-------------|----------------|
| K-3 | 0-1/2 hour |
| 4-5 | 0-1 hour |

****Project clause:** When teachers assign at home projects the above guidelines still apply. Projects assigned should focus on extra practice for skills covered in class. If a student is assigned a project over a specific span of time, but waits until just before the due date to complete the project, the above guidelines will not apply.

- Celebrations
 - “A” School
 - APTT
 - Let us be purposeful in remembering what is good!
- SEP Check in (Run through these quickly to ensure focus on SEP goals/coherence/alignment)
 - Foundations
 - K-2 Spelling
 - RTI
 - Problem Solving
 - Student Data Tracking
 - Writing Emphasis this year
 - Perf. Based writing tasks
 - AZ Merit Rubric (3-5)
 - Evidence in lesson plans
 - Next Steps
 - Student self-assessment share out- Newcomb (She shared this in a pre-ob meeting)
- Projects assigned for HW (review HW policy)
- Approved Resources (Math- MIF and Eureka only if approved; all other resources need Admin approval)
- Data Chat protocol and purpose review (These should lead to AW plan)
 - Reteach Assessments (Are these consistent? Are they rigorous?)
- Teacher self-assessment check in
- 11/8 Mike, Travis, Christy off campus
- 11/14 Half Day PD
- 11/28 Math Task Force
- Q&A
- Good of the Order
- Next Meeting- 12/4/2018

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: [REDACTED] Date: 2/7 Time: 10:55

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|---|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | Challenge Centers |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | Responds to students needs Small group instruction |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Majority of students actually engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | |

Feedback: Congrats on earning drawing entries for research based strategies. Consider a process for immediate feedback for those students not working with you. (peer feedback, answer keys, etc)
Ensure rigor of centers adequately prepares students for assessments.

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: _____

Date: 2/7

Time: 10:50

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|--|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | Responding to student needs small group instruction |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Most students actively engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | |

Feedback: Congrats on earning drawing entries for research based strategies. Consider a process for immediate feedback for those students working on centers. (structured peer feedback, answer keys, etc) Also ensure center work has balance of differentiation & rigor so students adequately prepared for assessments.

Group Observation

Classroom Walk Throughs/Observations

Research Based Strategies/ Quarter 3 2019

Teacher: _____

Date: 2/7

Time: 10:30

| Strategy: | Look For's: | Strategy Attempted: |
|---------------------------|---|---|
| Providing Feedback | Specific (what is correct, what needs to be worked on) Timely/immediate Rubrics, examples/models high quality work Peer Feedback Opportunity for student to reflect/self-assess | |
| Rigor | Tasks DOK Level 2+ Students actively "working" rather than watching teacher work Students apply, analyze and extend thinking Teacher as "facilitator" | |
| Differentiation | Responding to students' needs Adjusts to students readiness/scaffolding Balance of WG, SG and independent tasks Variety of active learning opportunities | Responds to students needs Small group instruction |
| Questioning | Open ended, DOK Level 2+ Wait time All students engaged in discussion/answering Academic Discourse Teacher facilitator/student questioning | |
| Engagement | Teachers adjusts when students not engaged with a state change/brain break Evidence of a balance of student talk and teacher talk Evidence of active learning | Majority of students actively engaged |
| Math Best Practices | Evidence of student problem solving All students engaged in math talk and actively engaged | Evidence of problem solving |
| Effective ELA Instruction | Fidelity to curriculum (Wonders/Fundations) Activities/resources match rigors of assessment Students actively reading text | |

Feedback:

Congrats on earning drawing entries for research based strategies. Great job on the high student engagement. Consider a structured process for peer feedback, this will provide the with some immediate feedback prior to your review.