Mid-Year Student Learning Goals Update
2017-18
District Student Engagement and Learning Goals for 2017-18:

- Implementation of the practice of continuous quality improvement (CQI) in Cohort I and II classrooms.
- Realize proficiency/growth in English Language Arts (ELA) with students reaching proficiency or over one year of growth on state and/or local assessments.
- Realize proficiency/growth in math with students reaching proficiency of over one year of growth on state and/or local assessments.
RHS/Lumen
Mid-Year Goals Update

SLO Information
RHS/Lumen Goals

Reading Goal: During the 2017-18 school year, each high school student will score higher on the cold reading test questions or the average class improvement will be at least 10% increase.

Writing Goal: During the 2017-2018 school year, each high school student will score at the proficient level (4) on the appropriate ACT/Aspire writing rubric for each content area or the average class improvement is 1.0 for all students that completed the pre and post writing assessment. (Aspire/ACT writing rubric is based on a 6 point scale.)

Math Goal: During the 2017-18 school year, 100% of the students will answer math writing prompts meeting all three criteria for a well developed math response. The three criteria that we will measure are:
- Student answered the question completely and accurately.
- Student used appropriate math vocabulary correctly in their answer.
- Student followed proper English conventions.
Social Studies

Students answered 10 multiple choice questions (modeled after the ACT). We collected data on all RHS sophomores and juniors. The data we collected confirmed that cold reading and reading comprehension is an area of need among the sophomore/junior class. The main purpose of the goal is to increase students' reading comprehension in all discipline areas. The underlying rationale is that cold reading is a deficient skill among our student population. CommonLit is being used as the assessment tool.

Goal

During the 2017-18 school year, each high school student will score higher on the cold reading test questions or the average class improvement will be at least 10% increase.

Mid Year

Sophomores

Teaching 5 cold reading strategies at a time has significantly increased the level of cold reading skills in our classes. Over the course first semester, student scores have increased by more than a point (from 4.84 to 5.92). 22% increase - The class is on track to meet/exceed the goal.

Juniors

The cold reading averages went up from 5.06 in the Fall to a 5.52 in January. The class is on track to meet the goal and I am working to give them more practice in cold reading. 9% increase - The class is on track to meet/exceed the goal.
RHS/Lumen Goals for 2017 - 2018

English
Each grade will choose a reading selection from CommonLit.
The instructional content is directly aligned to the SLO through the choices made in determining which selections each class will use from the commonlit website or ACT.
Each grade level teacher chose appropriate essays to accompany their current class content. Each assessment is appropriate because it addresses both comprehension and higher level thinking skills. The questions aim to assess each student's understanding as well as their ability to interpret the information they read. The assessments model the type of questions students will encounter on the ACT test as juniors.

Goal
During the 2017-18 school year, each high school student will score higher on the cold reading test questions or the average class improvement will be at least 10% increase.

Mid Year
Freshmen
The initial score for the fall assessment was a 6.18, winter assessment was a group average of 6.24. Increase of 1%

Sophomores
The initial score for the fall assessment was a 8.48, winter assessment was a group average of 6.95. Decrease of 18%

Juniors
The initial score for the fall assessment was a 4.61, winter assessment was a group average of 7.09. Increase of 54%

Seniors
The initial score for the fall assessment was a 6.40, winter assessment was a group average of 6.24. Decrease of 2.5%

Hard to make any real determinations based on the scores.

This a new tool we are using so there will be some inconsistencies we need to address.
Math

The math department is focusing on - ELA Standard 2d: "Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as the expertise of likely readers." Math Practice #3: "Construct viable arguments and critique the reasoning of others."

Goal

During the 2017-18 school year, 100% of the students will answer math writing prompts meeting all three criteria for a well developed math response. The three criteria that we will measure are:

- Student answered the question completely and accurately.
- Student used appropriate math vocabulary correctly in their answer.
- Student followed proper English conventions.

Mid Year

Student answered the question completely and accurately.

Fall - 45%  Winter - 48%
Student used appropriate math vocabulary correctly in their answer.

Fall - 51%  Winter - 82%
Student followed proper English conventions in their sentences.

Fall - 39%  Winter - 89%
Student meeting all three criteria.

Fall - 13%  Winter - 37%

During CQI training it was stressed how 100% is the goal.
RHS/Lumen Goals for 2017 - 2018

Band
Students will be expected to utilize the terminology from the Wisconsin State Music Association rubrics. Vocabulary words to be studied this year are: Balance, Blend, Harmony, Melody, Dynamics, Phrase, Style, Intonation, Tone, Accuracy, Pulse, Precision, Breath Support, Adjustment, and Pitch in their writing assessments.

Goal
During the 2017-18 school year, each band member will score at the proficient level (a 2 or better) on a 4-point writing rubric or the average class improvement is 1.0 for all students that completed the pre and post writing assessment.

Mid Year
One strategy that has really worked is having the students put the letters "PEEC" down the left hand side of their paper so that students can reference it as they are writing and cross off each letter as they complete that portion of their non-fiction writing.

Freshmen
42 students Fall - 2.07  42 students Winter - 3.4

Sophomores
21 students Fall - 2.05  21 students Winter - 3.5

Juniors
21 students Fall - 1.7   21 students Winter - 3.7

Seniors
30 students Fall - 2.37   30 students Winter - 3.75

Students are on track to meet/exceed the goal.
RHS/Lumen Goals for 2017 - 2018

Physical Education
Goal
During the 2017-18 school year, each physical education student will score at the proficient level (4) or higher on the writing prompts using the Aspire/ACT writing rubric for each content area or the grade average will increase at least .5 for all grades that completed the pre and post writing assessment at the beginning and end of the semester.

Mid Year
All identified students with a score of 4 or higher at the beginning of the year will remain at a 4 or higher by the end of the year. As a department our emphasis in the final written communication will be to combine reading and writing as the summative final submission. Students will read a physical education/fitness related article followed by a written summary and review.

Freshmen
50 students - Fall - 2.92   54 students - Winter - 3.07

Sophomores
64 students - Fall - 3.05  60 students - Winter - 3.17

Juniors
27 students - Fall - 2.95   30 students - Winter - 3.17

Seniors
21 students - Fall - 2.79   20 students - Winter - 2.81
RHS/Lumen Goals for 2017 - 2018

Art

Goal
During the 2017-2018 school year, each high school student will score at the proficient level (4) on the appropriate ACT/Aspire writing rubric for each content area or the average class improvement is 1.0 for all students that completed the pre and post writing assessment. (Aspire/ACT writing rubric is based on a 6 point scale.)

Mid Year
The current data from the scored writing samples suggests that students are growing in their writing skills. While not all students have earned a score of a 4, student on average, grew by 1.0. The data suggests that ALL GRADES MUST IMPROVE THEIR ORGANIZATION skills.

Freshmen
12 students - Fall - 2.32
12 students - Winter - 3.5

Sophomores
10 students - Fall - 2.53
10 students - Winter - 4.1

Juniors
3 students - Fall - 2.78
3 students - Winter - 4.5

Seniors
9 students - Fall - 3.03
9 students - Winter - 4.75

Students are on track to meet/exceed the goal.
RHS/Lumen ACT Practice Exam - Class of 2019

The last two years RHS/Lumen Students (9th/10th) have taken the practice ACT test in November. The class took the exam as sophomores and juniors.

<table>
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<tr>
<th>Subject</th>
<th>10th Grade</th>
<th>11th Grade</th>
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<tbody>
<tr>
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<tr>
<td>English</td>
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<td>Reading</td>
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<td>22.2</td>
</tr>
<tr>
<td>Math</td>
<td>19.2</td>
<td>20.7</td>
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</tbody>
</table>

All scores are on track to meet or exceed previous ACT scores.

[ACT scoring information](#)
We have continued working with Kathy Schmitt from CESA 6 and RASD Reading Specialist Jill Pulmann-Becker as it relates to our SLO. Recently we met with all teachers to discuss the following. See following slide for agenda.
RHS/Lumen Literacy Work

This is what you will need to bring/be prepared for (see below) for our February 14th meeting with Kathy, Jill, and I. We will meet in the Community Room.

- Small SLO data cycles - What are you doing, please bring examples.
- Discussion
  - Review data collected. Compare small SLO data with Midterm SLO data.
  - What do you notice about your data, both sets?
  - How is the data driving your instruction?
- Discussion (Jill/Kathy)
  - What do you/should you do to set the stage when students are doing any type of reading in class.
    - What do you/should you do when students are reading?
  - How do you set the stage when students are doing any type of writing in class?
    - What do you/should you do to set the stage
      - Audience
      - Purpose
  - Next steps
RHS/Lumen 60 Day Plan Focuses

We are using an EDCamp style to focus on:

- **Data Teams**: Response To Intervention (RtI), look at formative assessment data, data analysis, next steps for instructional planning
- **Instructional Practice & Feedback**: Continuous Improvement using the RHS rubric for informal and formal observation visits.
- **Department/Grade Level Initiatives**: Professional Learning Committee Book Studies English Department (3) - Finnish ED Leadership - Four Ideas to Improve Schools, Teach Like A Pirate, Math Department - The Innovator's Mindset, Empowering Learning, Unleash Talent and Lead a Culture of Creativity.
- **Curriculum Initiatives**: common scoring, development of common assessments The February 12 District Inservice, revisit priority standards and proficiency scales, pacing guides, collaborative conversations regarding course curriculum
RHS/Lumen 60 Day Plan Focuses

- Instructional Practice & Feedback: [RHS Teaching Rubric]

Fall/winter - Self Assessment

![Bar chart showing performance metrics for Fall and Winter]

- Clarity of Purpose
- Teaching in the Power Zone
- Feedback
- Frequent, Small-Group, Purposeful Talk
- Empowering students

Legend:
- Light blue: Fall
- Dark blue: Winter
What are the small cycles of work? “Small data makes the big changes” - Finnish ED Leadership - Four Ideas to Improve Schools

What are RHS teachers doing in the small cycles in the small cycles of work.
RMS/Catalyst Mid-Year Goals Update

SLO
RMS/Catalyst Goals

The SLO writing prompts were determined to be the SLO focus based on past district standardized test scores at the 6-8 grade levels. The previous data showed gaps in writing achievement and writing across content areas. The district has decided to build the SLO focus (6-8) around writing. Common grade level 4 point scale rubrics, aligned to ELA Common Core Standards, will be used to assess student writing.

During the 2017-18 school year, each Ripon Middle School/Catalyst Charter student will score at the proficient level (3) on the grade level writing rubric, or the average class improvement will be 1.0 point for all students that complete the pre and post writing assessment. All students with a score of 3 or higher at the beginning of the year will remain at a 3 or higher by the end of the year.
6th Grade Literacy

RMS/Catalyst mid-year writing data using a 4 point rubric show that 6th Grade students are making growth and on track for meeting the end-of-the-year literacy goal. RMS students grew .21 points on average moving from 1.9 to a 2.10. Catalyst students grew .65 moved from 1.78 to 2.43. Our ultimate goal is a score of “3”, which is defined as proficient. Those students who are currently at a 2.0/2.5 are on track for meeting our proficiency goal. Our staff have defined strategies and modifications to put into place for those students who are currently functioning below proficiency level. (See slide 24)
7th Grade Literacy

Our mid-year data is showing that we are making growth in our writing and on track for meeting our end-of-the-year literacy goal. RMS students grew .21 points on average moving from 1.77 to a 1.98. Catalyst students grew .21 moved from 2.16 to 2.37. Our ultimate goal is a score of “3”, which is defined as proficient. Those students who are currently at a 2.0/2.5 are on track for meeting our proficiency goal. Our staff have defined strategies and modifications to put into place for those students who are currently functioning below proficiency level. (See slide 24)
8th Grade Literacy

Our mid-year data is showing that we are making growth in our writing and on track for meeting our end-of-the-year goal. RMS students grew .45 points on average moving from 1.71 to a 2.17. Catalyst students grew .71 moved from 1.89 to 2.60. Our ultimate goal is a score of “3”, which is defined as proficient. Those students who are currently at a 2.0/2.5 are on track for meeting our proficiency goal. Our staff have defined strategies and modifications to put into place for those students who are currently functioning below proficiency level. (See slide 25)
Strategies/Modifications to Improve Growth:

6th Grade
RMS:
Small group and individualized writing instruction and support during Advisory time. Writing support during class time through direct whole class writing instruction and individualized support through one and one and peer conferences. Professional development regarding writing instructional practices during staff meetings and coaching meetings and collaboration.

Catalyst:
A few of our students that have been struggling with language arts skills have been working on the understanding of vocabulary in a small group setting. These students have all shown improvements since beginning this practice. In all subject areas, we have been tying narrative writing skills/assignments in to encourage growth and practice with narrative writing skills.
7th Grade
RMS:
All 7th-grade teachers are incorporating informative writing into their classes. Advisory classes are using informational writing as one of our rotations. In that rotation, they are getting small group, intensive instruction in that area.

Catalyst:
Conference with each student individually to go over their SLO and rubric. Students will set a goal for their spring SLO, to help motivate them to improve. Work with small groups (during Advisory) to focus on grammar, punctuation, and spelling. As a class, develop an "essay outline" (make a poster that shows the skeleton of an essay).
8th Grade
RMS:
All 8th-grade teachers are incorporating argumentative writing into their classes. Advisory classes are using the short reads program, which incorporates writing argumentative paragraphs. They are getting small group, intensive instruction in that area.

Catalyst
After assessing student essays and providing both written and verbal feedback, the focus for our spring argumentative paper will be small group work with both teachers for those who scored below a 3. Our plan is to break down the notetaking, paragraph structure and editing process with these students.
Star Math Scores

New math curriculum College Preparatory Math (CPM) has been implemented. Students are having great math talks during lessons through problem solving, reasoning and communication. The fall and winter star data is charted in classrooms.
RMS/Catalyst Curriculum, Instruction and Assessment Work

- The February 12 District Inservice will provide educators across the district time to work on Phase II: Common Assessment documents.
- iReady Pilot with 10 classroom teachers for reading/math
- STAR monthly assessments in math and reading
- SLO in writing (Kathy Schmitt from CESA has assisted)
RMS/Catalyst CQI Goal

- Our middle school staff has implemented CQI practices overall within their classrooms. Cohort I was trained in the fall of 2016 which consisted of four staff members. Cohort II had 12 staff members trained in the fall of 2017. We have a total of 16/26 teachers trained in CQI. Staff have incorporated the required elements listed from our goal statement. Students are taking ownership in with data and charting their progress.

- Our staff is in the process of having students set goals and create data binders. Teachers have created data walls to chart student growth and I can statements are posted and referred to throughout the lesson.
RMS/Catalyst 60 Day Plan Focuses

Weekly Focus Areas:

Data Teams: Response To Intervention (RtI), look at formative assessment data, data analysis, next steps for instructional planning.

Instructional Practice & Feedback: Continuous Improvement, 3+1 Keys for Learning using the rubric for informal and formal observation visits.

Department/Grade Level Initiatives: Professional Learning Committee Book Studies Lost at School, tailored time for each department with focus on one of 3+1 Keys for Learning.

Curriculum Initiatives: common scoring, development of common assessments, revisit priority standards and proficiency scales, pacing guides, collaborative conversations regarding course curriculum.
Murray Park/Quest
Mid-Year Goals Update

SLO & RtI Information
**MP/Quest Goals**

- **Math**: MPQ students will move as a school from 37% proficiency to 75% proficiency in math as measured by the STAR math assessment during the 2017-18 school year. 80% of MPQ students or more will meet their Scaled Score goal as measured by the STAR in Math. Students at grade level in math will make one year of growth. Students below grade level will make more than a year's growth as measured by the STAR assessment.

- **Literacy**: During the 2017-18 school year, 100% of students will improve in comprehension and/or fluency as measured by the DRA and STAR assessment. Each student will move up at least one grade level in instructional reading from fall 2017 to spring 2018. Furthermore, students who are below grade level will increase their instructional reading level by 1.5 years or grade level expectations or the class as a whole will meet or exceed the total average expected growth goal target.
Continuous Quality Improvement: CQI - Expectations

- All teachers will understand the basics of CQI to use as a framework for gathering and using data to drive learning.
- Cohort 1: Train with Menomonee Falls, August 21st and apply the teacher expectations as listed below for all. 2-3 follow up support meetings over the course of the year.
- Cohort 2: Second level of coaching support from Menomonee Falls, application in the classroom as listed below and beyond, instructional support for Cohort 1 and one another in Cohort 2. Implementation of Level 1 by Cohort 2
  - Explore/informally share practices
  - Provide support/time to work with implementing (small groups)
  - Bring team back together (Talk, share, collaborate) at least 2-3 times
    - Create math data walls
    - Share basics listed below for step one in a “Teach teachers as students” approach

- Implementation of Level 1 by Cohort 2
  - Explore/informally share practices
  - Provide support/time to work with implementing (small groups)
  - Bring team back together (Talk, share, collaborate) at least 2-3 times
  - Create math data walls
  - Share basics listed below for step one in a “Teach teachers as students” approach

- **Expectations for all regular ed staff to start next school year (Level 1):**
  - Create and post class mission statement
  - Posting yearly goal for math
  - Posting I can statements per unit
  - Posting math STAR charts
  - Plus delta
**MPQ Goal Planning Process**

**District Goals**
- Realize proficiency/growth in English Language Arts (ELA) with students reaching proficiency or over one year of growth on state and/or local assessments.
- Realize proficiency/growth in math with students reaching proficiency of over one year of growth on state and/or local assessments.

**Building Goals**
- Students at grade level in **reading** will make one year of growth. Students below grade level will make a year and half or more of growth as measured by the DRA assessment.
- Students at grade level in **math** will make one year of growth. Students below grade level will make more than a year’s growth as measured by the STAR or iReady assessment.

**Grade/Class/SLO Goals**
- 80% of the students or more will meet the EOY benchmark on the DRA. Students will make at least one year’s growth. Students that are below grade level will make more than one year’s growth as measured by the DRA.
- 80% of the students or more will meet their Scaled Score goal as measured by the STAR or iReady in Math. Students below grade level will make more than a year’s growth as measured by the STAR or iReady assessment.

**Student Goals Short & Year Long**
Example: 80% of the students will move up one level on the reading progressions in the current unit. 100% will increase their reading volume by 30 minutes per week outside of class.
MP/Quest Curriculum, Instruction and Assessment Work

- The February 12 District Inservice will provide educators across the district time to work on Phase II: Common Assessment documents.
- iReady Pilot with eight classroom teachers for reading/math
- STAR monthly assessments in math
- STAR and DRA assessments three times a year (minimum) for reading
- Daily WIN (What I Need) time focused around personalized math needs
- CQI practices to collect and use data to support students’ needs
- Ongoing weekly late start collaboration
Our mid-year STAR data shows we have met our goal of proficiency in math for 75% of MP/Q students. Based on the current STAR assessments, grade levels are at the following percentage of proficiency: 3rd - 76%, 4th - 86%, 5th - 78%, and full school - 80%. Students are averaging 1.1 years of growth in the first 4-5 months of school. We are utilizing our WIN time as well iReady results to continue to personalize instruction for individual and small groups of students.
In looking at our reading midyear data, we are on track for meeting our end-of-year goal. Based on the STAR assessments, students are averaging .6 years growth in 4-5 months of school. We also utilize data from DRA as well as iReady, and other anecdotal notes to personalize instruction for individual and small groups of students.
Our MPQ staff is making great headway with incorporating CQI practices overall within their classrooms. All staff have incorporated the required elements listed from our goal statement and are putting data in the hands of our kids on a regular basis.

100% of our MPQ staff have been trained in CQI as of the beginning of the school year. Currently 11 MPQ staff members have been trained as Cohort 1 members and 15 have been trained as Cohort 2 members.
MP/Quest 60 Day Plan Focuses

- Adult Learner Framework
- MPQ 60 Day Plan

Weekly Focus Areas:

**Data Teams:** Educlimber, RTI, look at formative assessment data, data analysis, next steps for instructional planning

**Instructional Practice & Feedback:** CQI, continued focus on modeling good instructional practices, 3 + 1 Keys for Learning

**Department/Grade Level Initiatives:** PLC Book Studies, tailored time for each department with focus on one of 3 + 1 Keys for Learning

**Curriculum Initiatives:** common scoring, development of common assessments, revisit priority standards and proficiency scales, pacing guides, collaborative conversations regarding course curriculum
BP/J Mid-Year Goal Update

SLO
BP/Journey Goals

➢ Literacy

100% of students will improve in comprehension and/or fluency as measured by the DRA assessment. Each student will move up at least one grade level in instructional reading from fall 2017 to spring 2018. Furthermore, students who are below grade level will increase their instructional reading level by 1.5 years or grade level expectations or the class as a whole will meet or exceed the total average expected growth goal target.

➢ Math

100% of students will improve in number sense as measured by the AVMR math screener. Each student will move up at least one construct from fall 2017 to spring 2018.

➢ CQI

All teachers will understand the basics of CQI to use as a framework for gathering and using data to drive learning. All classrooms will create and post a mission statement. All teaching staff will post and refer to I Can statements throughout the lesson. Staff will use PDSA format for RtI and PLC work.
The February 12 District Inservice provided educators the time to work on Phase I: Social/Emotional Learning (SEL) Student Learning Targets and Priority Standards.
iReady Pilot with select classrooms for reading/math to potentially replace PALS and AVMR
Developmental Reading Assessment (DRA) three times a year (minimum) for reading
Daily WIN (What I Need) time focused around personalized student needs (reading, math, behavior)
Rapid WIN Cycles with pre- and post- assessments
CQI practices to collect and use data to support students’ needs
Ongoing weekly late start collaboration
Universal Behavior Screener (BP)
Bridges Math (JCS)
Math Expressions 2018 (MX18) (BP)
Vertical Calibration of DRA Assessment Scoring
Monthly Resource Time for teams to work on desired literacy topics with coach available as a resource
Root Cause Analysis form created with Kathy Schmitt and Literacy Teachers
➢ iReady Pilot in six classrooms has provided opportunities to discuss the types of formal assessments that would work for our students. In analyzing the results from the six classrooms, we found that many students are taking the tests too quickly giving us inaccurate information. We will continue to work with this program to compare mid-year and end-year goals and discuss the data it provides to us.
➢ 36 requests for SST this year leading to only 5 referrals to special education. The remaining 31 we are supporting through our RtI framework and universal instruction
➢ Teachers are using pre and post assessments from online resources such as RAZ Kids or PALS to organize and track progress of WIN groups
➢ Some staff have begun to provide math interventions during WIN time.
All of our first and second graders have made tremendous growth on the DRA so far this year. It is expected that first graders begin the school year with the ability to read a level 4 text. Expected mid-year level is 12. 50% of our first graders are at or above mid-year expectations. Second graders are expected to read a level 18 text at the beginning of the year. Expected mid-year level is 24. 68% of our second graders are at or above mid-year expectations.

We will continue working toward our end of year goals during universal instruction, WIN, and through intervention. We will also continue our discussions on what reading behaviors can be expected at each level.
All of our first and second graders have made tremendous growth on the DRA so far this year. It is expected that first graders begin the school year with the ability to read a level 4 text. Expected mid-year level is 12. 67% of our first graders are at or above mid-year expectations. Second graders are expected to read a level 18 text at the beginning of the year. Expected mid-year level is 24. 67% of our second graders are at or above mid-year expectations.

We will continue working toward our end of year goals during universal instruction, WIN, and through intervention. We will also continue our discussions on what reading behaviors can be expected at each level.

JCS Literacy Progress
BP/Journey CQI Goal

- 100% of classrooms have created and posted mission statements.
- 100% of classrooms have “I Can” statements posted.
- 100% of staff were trained this summer through the Menomonee Falls School District.
- 100% of staff have monthly goal setting conferences with administrator.
- Staff provide monthly plus/delta feedback to the principal.

Next steps:
- Staff are beginning to work on goal setting with students.
- Some staff have begun to create data walls.
- Staff will continue to work on referring to I Can statements throughout lessons.
- Staff will continue to meet with administrator monthly to discuss progress on goal
BP/Journey 60 Day Plan Focuses

- Both Schools - Adult Learner Framework (via Goal Setting Conferences)
- Barlow Park 60 Day Plans
  - How can we promote civility within a community? (PLC work on creating culture)
  - Literacy Resource Time with Tammy Fox
  - PDSA of Civility Projects by PLCs
    - Civility and trust within the school
    - Civility and trust within the building
    - Civility and trust within the classroom
    - Civility and trust within our parent network
  - Social Emotional Learning, Play-Based Learning, and Montessori
- Journey Charter 60 Day Plans
  - Innovation and Kids Deserve It, by Adam Welcome (book study)
  - Literacy Resource Time with Tammy Fox
  - Innovator’s Mindset, by George Couros (podcasts study)
Math Goal:
By the end of the 2016-17 school year, 100% of the students will be strong, independent, flexible math problem solvers as measured by achieving their individual growth target on STAR Math.

Unit Learning Targets
Q1: Can divide numbers with up to 4-digit by 1-digit number.
Q2: Can use multiplication and division to solve problems.
Q3: Can divide with remainders.
Q4: Can use patterns to multiply and divide with zeros.
Q5: Can use and interpret remainders in division.
Q6: Can represent multiplication and division word problems.

Our Class Data
In order to achieve our goals...
- Master math facts and strategies
- Use strategies and reasoning for learning
- Provide manipulatives as needed
- Develop math vocabulary
- Use technology to support learning

Strategy Bank

STAR Math

Strategy Bank

Graphs showing data over time.