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| **Teacher** | Marcia Mello |
| **Grade Level** | PreK K 1 2 3 4 5 6 7 8 |
| **Content Area** | Reading Writing Math |
| **Rationale** | This objective supports: Grow Excellence Goals Personal Professional Goals |
| **Population** | 25 first grade students |
| **Interval of Time** | August 2011 – May 2012 |
| **Assessments** | Classroom generated, Stars360 |
| **Baseline** | 7:25 first graders are instructionally below a DRA 3; 13:25 first graders are instructionally at a DRA 4-6; 4:27 first grade students are instructionally at a DRA 10; 2:25 first graders are instructionally at a DRA 16 |
| **Expected Growth** | Growth is based on students attending 80% of time. 2:25 students who are at a DRA2 A will exit at a DRA2 6; 5:25 students who are at a DRA2 A will exit at a DRA2 3; 17:25 students who are at a DRA2 4-14 will exit at a DRA2 16 or higher; 1:25 student who is at a DRA2 16 will exit at a DRA2 22 or higher. |
| **Learning Content & Support** | Small group, guided, differentiated reading; student articulation folders; Pathway Books; Reading A to Z; Explode the Code StarLit Phonics (RTI); Stars360 benchmarks three times per year & progress monitoring every 5 weeks; FACTS (RenWeb); and supplementals such as CenterStage Phonics, listening centers, SunSprouts and InfoTrek reading series for ZYLAR |
| **Marzano or CRISS Strategies** | * Set goals; Provide immediate feedback; Help students interact with new knowledge; Provide students with simulations and low-stakes competition; Engage with students, allowing them to talk about themselves and noticing when they aren’t engaged; Establish and maintain classroom routines, procedures, rewards and consequences; Maintain relationships with students; Communicate high expectations; identify similarities and differences; summarization skills; reinforcement for recognition; nonlinguistic representations; cooperative learning; accountable talk; cues and questions using higher order meta-cognitive skills |
| **Outcome** | All students attended 80% of the time. 7:25 exited at DRA2 8; 1:25 exited at DRA2 4; 12:25 exited at DRA2 16; 6:25 students exited at a DRA2 22; 1:25 students exited at DRA2 28. |

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| **Learning Content** |  |
| **Strategies** |  |
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| **Expected Growth** |  |
| **Learning Content & Support** |  |
| **Marzano or CRISS Strategies** |  |
| **Outcome** |  |