|  |  |
| --- | --- |
| **Appendix M3** | **Silver Hill Horace Mann Charter School****March Data Days Room 202** |
|  |
| BD | NEED TO BRING:* Data Binder
* Lap Top
* Student F&P Folders with Tests inside
* **Bring the F&P Levels by Student Chart given to you at Nov/Dec Data Days, completed**
* **Lesson Plan for Guided Reading**
* You will receive your CAAG and F&P Bar Graph at your Data Day
 |
| * Explicit modeling
* Anchor charts
* Guided practice
* Independent level reading with "just-right" texts
* Small-group instruction (Guided Reading at Instructional level)
* Conferring
* Summarize learning
* Share straegiets
 | 1. **Self reflection – Self TAT**
2. **The RTI Pyramid– (ELA)**
3. **Input the current data for your class**
4. **Find the % for each Tier**
5. **Complete *F&P Levels By Student 2016-2017***

 **4. Are you on track for each of your students to reach their goal?****YES\_\_\_\_\_\_\_\_ NO\_\_\_\_\_\_\_\_** **What number and % are on track? #\_\_\_\_\_\_\_\_ %\_\_\_\_\_\_\_\_****List the students who have not met their growth on attached template. Check all categories that apply:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Name** | **SPED** | **ELL** | **Low Income** | **Health** | **Chronic Absenteeism/Tardy****(# Absent/Tardy)** | **Other (including SEL)** |
| **Example : ABC** | **X** |  | **X** | **X** | **9/0** | **See Health Care Plan** |

**Article: The Student Brain and Trauma- Read before SEL (Social-Emotional Learning) PLC****5. (10 minutes) Article – 9 Ways to Differentiate Your Whole Group Instruction**

|  |  |
| --- | --- |
| **1 thing you already do** |  |
| **1 thing you are going to try** |  |

**Thinker Builder.com Link to website (8 ways to differentiate a student task)****6. Set up a schedule for peer observation****7. Create and analyze new guided reading/intervention/enrichment groups and have goal setting using continuum** **\*\*\*All Tier 2 and Tier 3 students should be seen in Guided Reading groups 3-4 times per week****If time! Share - Analyze one tricky F&P test for validity and reliability using grid****C. MCAS 2.0 Update: New Accountability Leveling and Small groups****D. MATH:**1. **MAP Data – Student Profile**
2. **MCAS 2.0 Practice Test Date**
3. **STMath**
4. **Create and analyze new math groups - goal setting using continuum**
5. **Report Cards and Rubrics**
	* **Reading Checklist for grading**
	* **List of descriptors for rubrics**

**NOTES:** |
|  |