



WALDEN GREEN MONTESSORI

2021-2022 MEETING SCHEDULE + DETAILS

OCTOBER 1ST @ 2:30 PM

NOVEMBER 5TH @ 2:30 PM

DECEMBER 3RD @ 2:30 PM

JANUARY 7TH @ 2:30 PM

FEBRUARY 4TH @ 2:30 PM

MARCH 4TH @ 2:30 PM

APRIL 1ST @ 2:30 PM

MAY 6TH @ 2:30 PM

JUNE 3RD @ 2:30 PM



K-3 LITERACY DATA + TRENDS

M-STEP Reading Proficiency (3rd-8th)

59.8% (2016-2017)

48.4% (2020-2021)

NWEA Reading Fall to Fall Growth Percentile of 50 or Greater (3rd-8th)

55.8% (Fall 2019)

51.8% (Fall 2021)

NWEA Reading Fall to Spring Median Growth Percentile (2020-2021)

32 (K-2nd)

41.5 (3rd-8th)

NWEA Reading Fall to Spring Proficiency Percentile (2021-2022)

73.4% (K-3 Fall)

68.6% (K-3 Spring)

K-3 LITERACY DATA STORY

Summarize the story the data above is telling.

Walden Green K-3 students are struggling to meet reading assessment goals. Median growth percentiles and proficiency percentiles for K-3 students continue to show a downward trend.

Initial Initiative Inventory and Analysis

Initiative Inventories help teams get a clear picture of existing initiatives, mandates and resource commitments to help with exploring the fit of the additional initiatives with current work. It also guides decision making to make room for new work and assists with alignment of initiatives. In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings.

- *What is the connection to district mission?*
- *What personnel are involved in the implementation?*
- *What is the expected outcome?*
- *What evidence for outcomes are there thus far?*
- *What is the financial commitment and source of funding?*
- *What fidelity measures exist?*
- *What professional development exists including coaches and performance feedback?*

Connection to district mission:

- “Foster student independence”
- “Inspire the love of learning independently”

Personnel are involved in the implementation:

- K-3 teaching staff, paraprofessionals, and one full-time interventionist

Expected Outcome:

- The median growth percentiles reflecting fall-to-spring scaled score growth on K-3 NWEA Growth reading tests will be at or higher than 50.

Financial commitment and source of funding:

- Pay for reading intervention PD as needed.
- Use "General Fund" (as needed).

What fidelity measures exist:

- Curriculum road map with scope and sequence
- Coaching sessions from NWEA to help increase their expertise in systematically utilizing MAP Growth data for differentiated instruction
- Biweekly PLCs to collaborate with colleagues, share expertise, and refine teaching skills
- Ensure K/1st students have adequate exposure and practice with laptops instead of iPads since NWEA is taken with computers
- Montessori coaching/mentoring and performance feedback

Gap Analysis

In the area you are exploring, identify gaps between your current reality and desired state.

We want to analyze why the reading data for K-3 students shows less growth and proficiency than 4th-8th grade.

M-STEP Reading Proficiency for 3rd-8th dropped from 59.8% in 2016-2017 to 48.4% in 2020-2021. Our desired state is 60%.

NWEA Reading Fall to Fall Growth Percentile of 50 or Greater for 3rd-8th dropped from 55.8% in Fall of 2019 to 51.8% in Fall of 2021. NWEA Reading Fall to Spring Median Growth Percentile in 2020-2021 was 32 for K-2nd grade students, compared to 41.5 for 3rd-8th grade students. Our desired state is at least 50.

NWEA Reading Fall to Spring Proficiency Percentile in 2021-2022 was 73.4% for K-3 in the Fall, but dropped to 68.6% for K-3 in the Spring.

District Data Story Summary

Based on the data and the inputs above, briefly describe the story.

- *What strengths have been uncovered?*
- *What learner needs are going unmet or not being met adequately/sufficiently?*
- *What district programs, supports, and services are designated to meet student, classroom, leadership and support priority growth targets needs?*
- *Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?*
- *Are there duplicative services, programs, and supports attempting to address the same problem? If so, which are more effective, and which are less so?*
- *Is there a braiding of funding across there various programs and efforts?*

Our K-3 staff have listed the following district programs and supports as strengths:

- Implementing Heggerty Phonological & Phonemic Awareness (Y5s, K/1)
- Implementing Sand Paper Letters (Y5s, K/1)
- Implementing Waseca Reading Program/Boxes (Y5s-3rd)
- Implementing Weekly Montessori Language Levels (1st, 2nd, 3rd)
- Implementing Montessori Grammar Boxes (2nd/3rd)
- Implementing Interactive Read Aloud (Y5s-3)
- Implementing "Making Meaning" (2nd/3rd)

What learner needs are going unmet or not being met adequately/sufficiently:

- Systematic and explicit phonics intervention/instruction for all K-3 students
- Teaching the connection of the letters/sounds to the meaning of the words
- Teaching decoding to get to fluency

Are learners at the greatest risk receiving prevention programs, services, and supports? If not, why?

Due to lack of staffing in the fall, our Tier II interventionist was not able to meet students for small group intervention on a consistent basis.

Analyze the Root Cause

Explain why the above Data Story is in the state it currently is.

1) Why are lower elementary students struggling with meeting growth goals and proficiency standards on NWEA assessments?

Because they lack the required comprehension skills.

2) Why do lower elementary students lack the necessary comprehension skills for NWEA reading assessments?

Because they lack the essential fluency skills.

3) Why do lower elementary students lacking fluency skills?

Because they lack the essential decoding/word recognition skills.

4) Why do lower elementary students lack essential decoding/word recognition skills?

Because K-3 students lack systematic and explicit phonics intervention/instruction. They need direct instruction for decoding, followed by accurate practice at the student's pace.

5) Why do K-3 students lack systematic and explicit phonics intervention/instruction?

Because K-3 classrooms lack consistency with a unified approach for reading intervention and lack the necessary professional development.

Create a Challenge Statement

Based on the results of the Root Cause Analysis, define the challenge in one sentence.

Example: The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.

If we ensure consistency with systematic and explicit phonics intervention/instruction for K-3 classrooms through robust professional development, then we will support support students who struggle with reading

comprehension from weak phonemic awareness and decoding skills. We will build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension in K-3 classrooms.

Define Goal

Create a one-sentence goal to solve the issue defined in your Challenge Statement. The goal should include a measure and a due date.

Example: Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2022.

Our goal is to provide K-3 students systematic and explicit phonics intervention/instruction in order to improve lower elementary NWEA reading proficiency by 5% by 2025.

STRATEGY:

Phonics for Reading, Phonological Awareness, Phonics, Fluency

Support students who struggle with reading comprehension from weak phonemic awareness and decoding skills. Build phonemic awareness, decoding, and fluency skills to strengthen reading comprehension.

Activity:

K-3 Reading Intervention/Instruction PD