STATE OF THE SCHOOL REVIEW

Everett Public Schools

Mill Creek Elementary

2015 – 2016 SOSR

EVERETT PUBLIC SCHOOLS

Compiled by the Center for Educational Effectiveness

Mill Creek Elementary

2015-2016 SOSR

Presented by:

Brenda Fuglevand, Principal
Di-Ann Mandy, Reading Specialist
Linnea Lawson, Physical Education
Carol Kummerle, Librarian
Michael Johnson, 4th Grade Teacher
Julie Pfohl, 4th Grade Teacher
(64 dedicated staff members behind the scene)

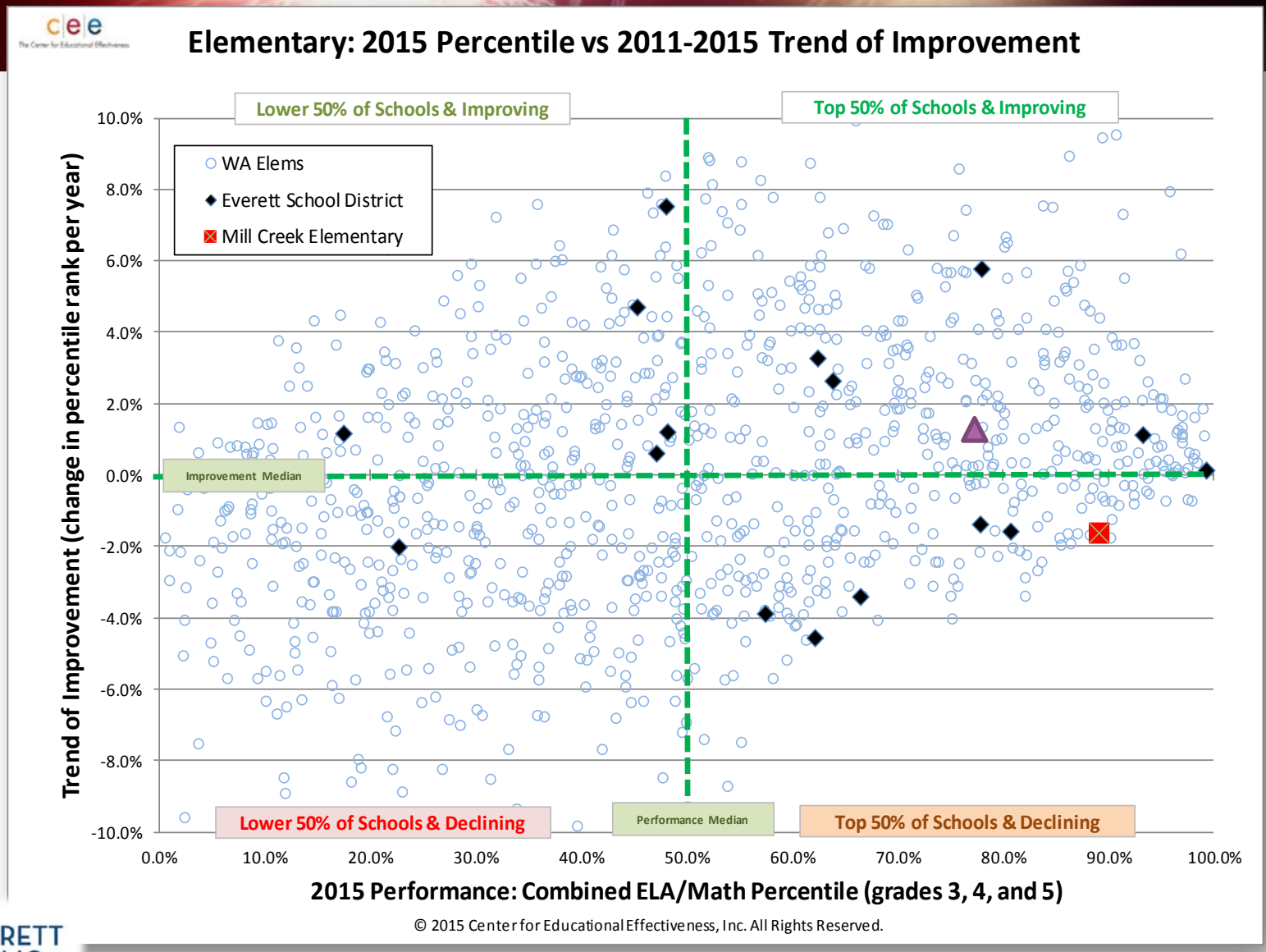
Demographic Trends

Mill Creek Elem	2009	2010	2011	2012	2013	2014	2015	Change per Year (students)
Enrollment	693	679	708	680	665	669	684	-3
For the school year ending June of:	**2009**	**2010**	**2011**	**2012**	**2013**	**2014**	**2015**	
Ethnic Percentages	**Mill Creek Elem**	**Mill Creek Elem**	**Mill Creek Elem**	**Mill Creek Elem**	**Mill Creek Elem**	**Mill Creek Elem**	**Mill Creek Elem**	**Change per Year (in percentage points)**
American Indian	0.7%	0.4%	0.7%	0.7%	0.6%	1.1%	1.0%	0.07
Asian	19.0%	18.3%	18.2%	19.9%	20.6%	19.7%	18.9%	0.17
Native Hawaiian / Other Pacific Islander	0.6%	0.9%	0.7%	0.4%	0.3%	0.3%	0.7%	-0.04
Total of Asian / Native Hawaiian / Other Pacific Islander	19.6%	19.2%	18.9%	20.3%	20.9%	20.0%	19.6%	0.13
Black	1.3%	1.0%	2.1%	2.4%	2.1%	2.8%	2.8%	0.29
Hispanic	5.5%	9.4%	9.3%	7.5%	7.4%	8.2%	8.6%	0.18
White	65.5%	64.1%	59.5%	58.8%	59.1%	58.3%	59.4%	-1.08
Two or More Races		0.0%	9.5%	10.3%	9.9%	9.6%	8.6%	1.23
Free-Reduced Meal Eligible	13.0%	13.5%	15.1%	15.0%	15.7%	16.3%	14.4%	0.38
Special Education	10.8%	9.9%	12.7%	11.3%	12.3%	11.3%	11.4%	0.15
Transitional Bilingual	4.8%	4.3%	5.9%	6.1%	7.7%	10.3%	10.2%	1.07
Migrant	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.00

EVERETT PUBLIC SCHOOLS

Compiled by the Center for Educational Effectiveness

5-year Improvement Trend vs. 2015 Performance



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Elementary Counts

(Number of students assessed at each grade)

ELA

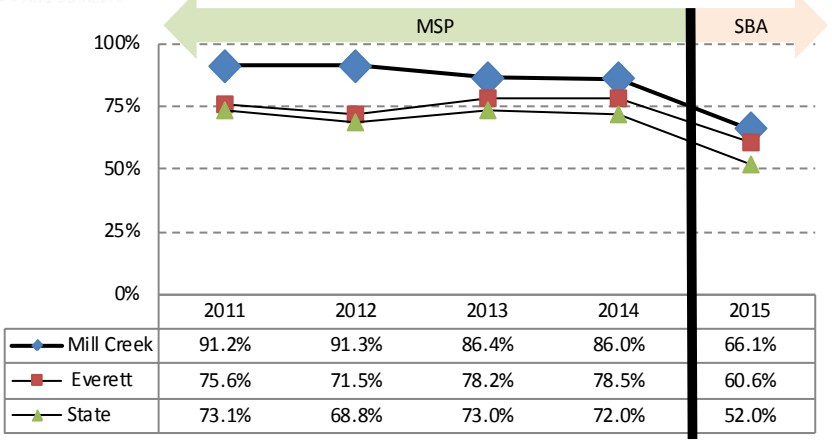
ELA	All	Female	Male	Afr. Amer./ Black	Amer. Indian	Asian	Hispanic	Nat. Hawaiian /P.I.	Two or More	White	SWD	ELL	Low-Income	Migrant
3	115	56	59	4	0	17	9	1	10	74	12	4	17	0
4	102	43	59	3	1	20	7	0	10	61	10	6	15	0
5	118	53	65	2	2	26	9	2	10	67	17	6	17	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Math

Math	All	Female	Male	Afr. Amer./ Black	Amer. Indian	Asian	Hispanic	Nat. Hawaiian /P.I.	Two or More	White	SWD	ELL	Low-Income	Migrant
3	115	56	59	4	0	17	9	1	10	74	12	4	17	0
4	102	43	59	3	1	20	7	0	10	61	10	6	15	0
5	119	53	66	2	2	26	10	2	10	67	17	7	17	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	0	0	0	0	0	0	0	0	0

3rd Grade ELA

Grade 3 ELA: Overall

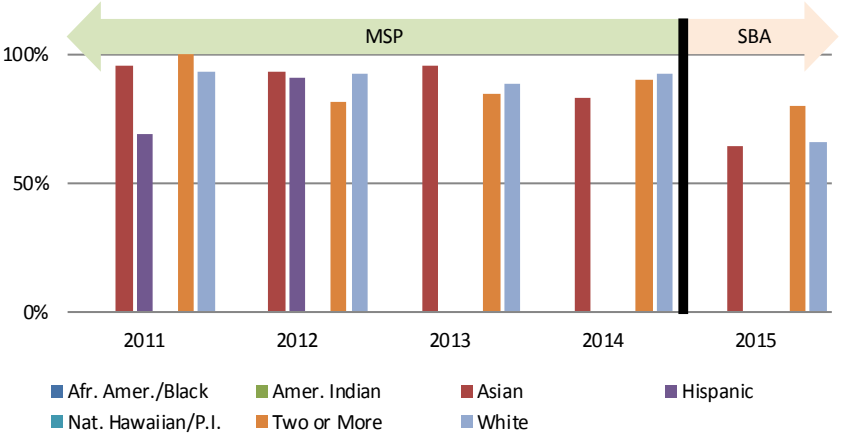


	2011	2012	2013	2014	2015
Mill Creek	91.2%	91.3%	86.4%	86.0%	66.1%
Everett	75.6%	71.5%	78.2%	78.5%	60.6%
State	73.1%	68.8%	73.0%	72.0%	52.0%

Grade 3 ELA: Percent of Students by Level

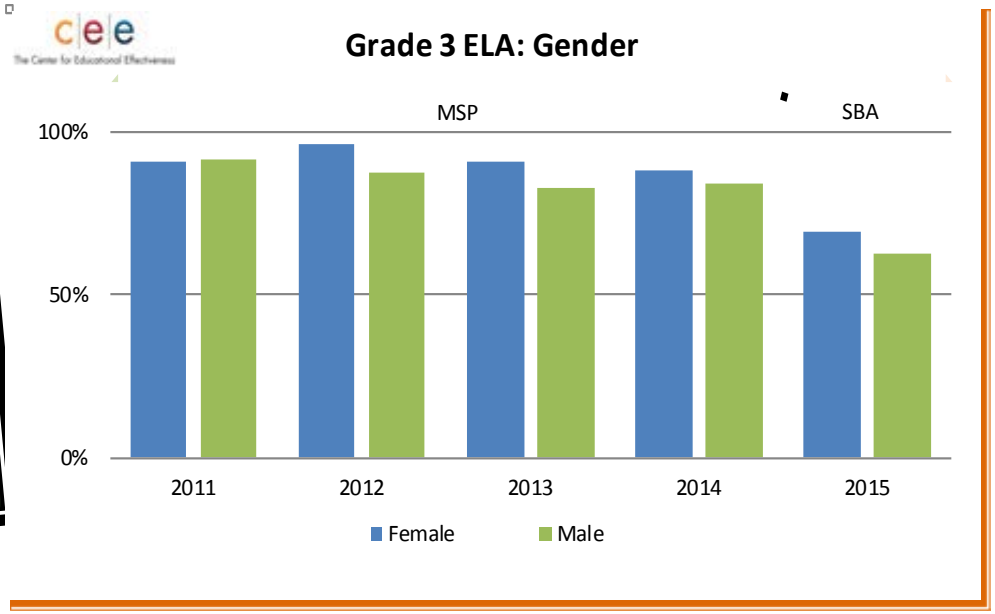
	2011	2012	2013	2014	2015
L4	67.5%	53.2%	61.9%	68.8%	47.8%
L3	23.7%	38.1%	24.6%	17.2%	18.3%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level-2	8.8%	4.8%	6.8%	8.6%	19.1%
Level-1	0.0%	3.2%	5.9%	5.4%	12.2%
Not Tested	0.0%	0.8%	0.8%	0.0%	2.6%

Grade 3 ELA: Ethnicity



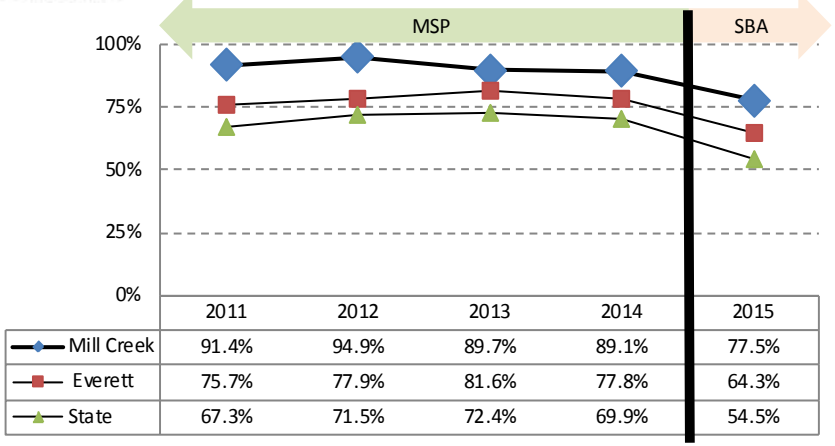
Grade 3 ELA: Program

3rd Grade ELA



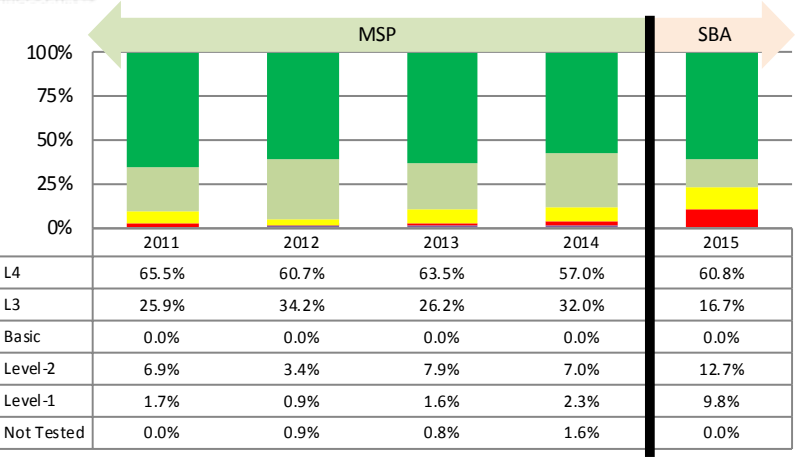
4th Grade ELA

Grade 4 ELA: Overall



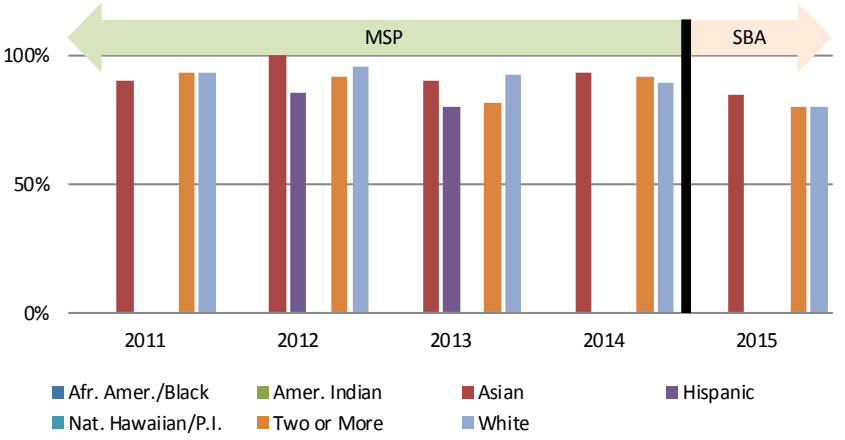
	2011	2012	2013	2014	2015
Mill Creek	91.4%	94.9%	89.7%	89.1%	77.5%
Everett	75.7%	77.9%	81.6%	77.8%	64.3%
State	67.3%	71.5%	72.4%	69.9%	54.5%

Grade 4 ELA: Percent of Students by Level

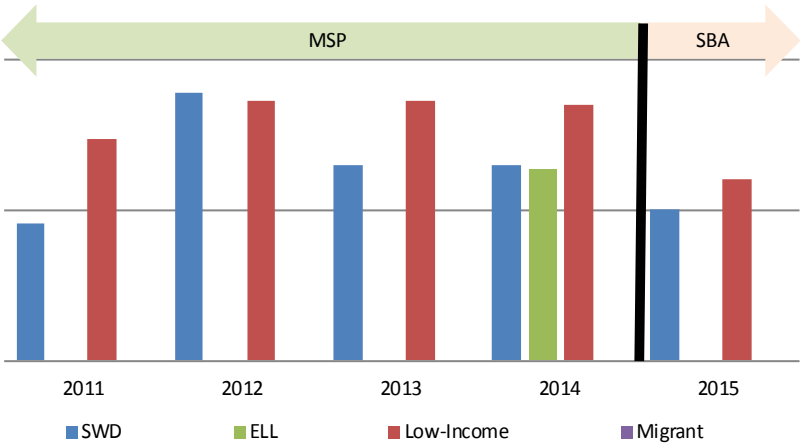


	2011	2012	2013	2014	2015
L4	65.5%	60.7%	63.5%	57.0%	60.8%
L3	25.9%	34.2%	26.2%	32.0%	16.7%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level-2	6.9%	3.4%	7.9%	7.0%	12.7%
Level-1	1.7%	0.9%	1.6%	2.3%	9.8%
Not Tested	0.0%	0.9%	0.8%	1.6%	0.0%

Grade 4 ELA: Ethnicity



Grade 4 ELA: Program



4th Grade ELA

fall 4th grade

Patricia First is first Sint.
because First DaD go
kint the pig

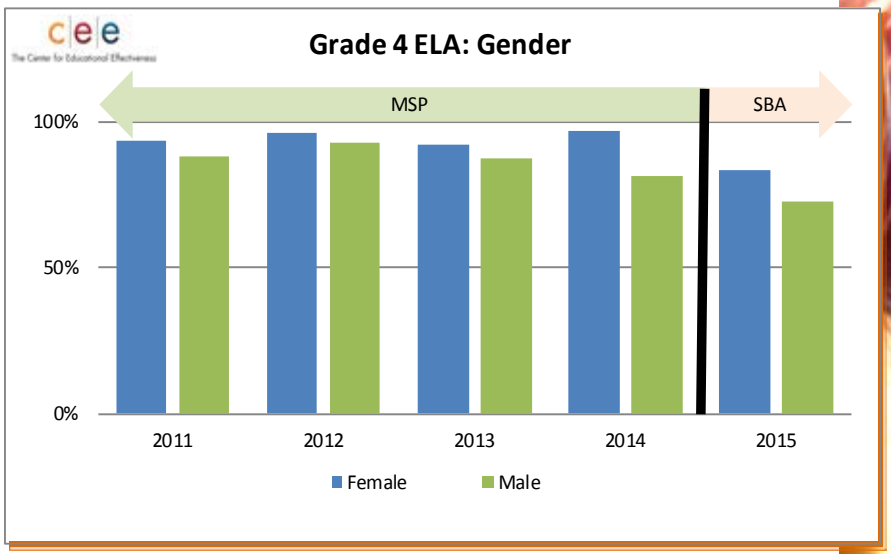
winter 4th grade

Patricia
Have you ever see the golden gate bridge. Let me tell you about a Stoy called pops Bridge.

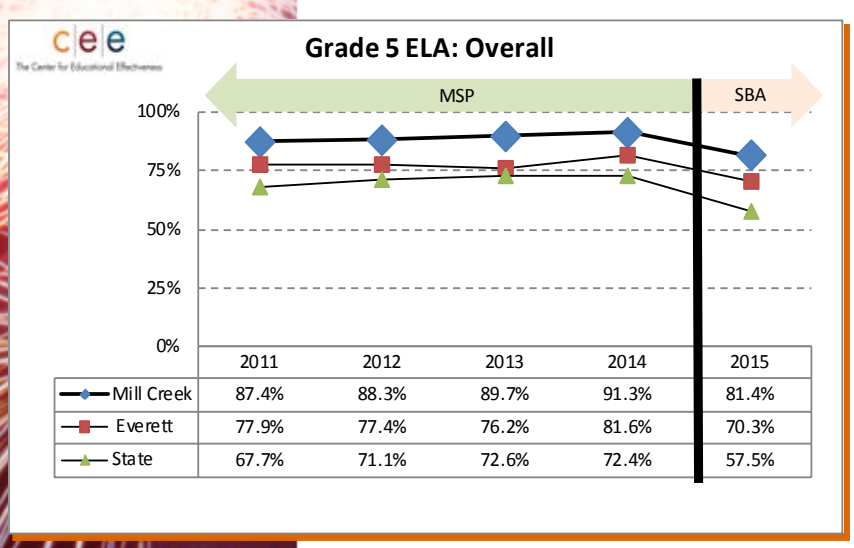
In the start Robert is man because on pg 6 Charlie and Robert is work on a jigsaw puzz that mom bought Robert want to save one for pop.

fall 5th grade

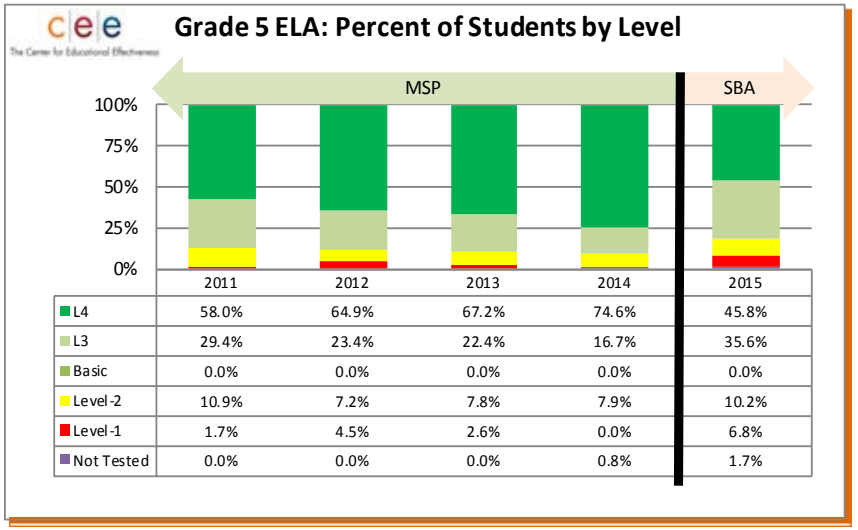
Answer: I think that in Scene 2 of the play, "The Monster in the Cave" that Odysseus want to visit the island of the Cyclopes because Odysseus want to go exploring in their land of the Cyclopes, and to see if they will give them gifts. My evidence is that it said in the play that Odysseus want to go exploring, and he went to the cave of the Cyclopes, and it have treasures in the cave.



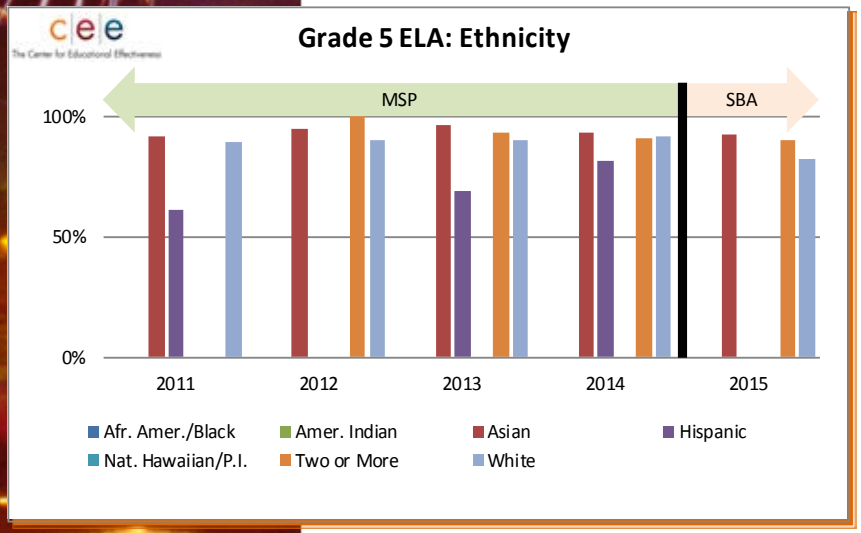
5th Grade ELA

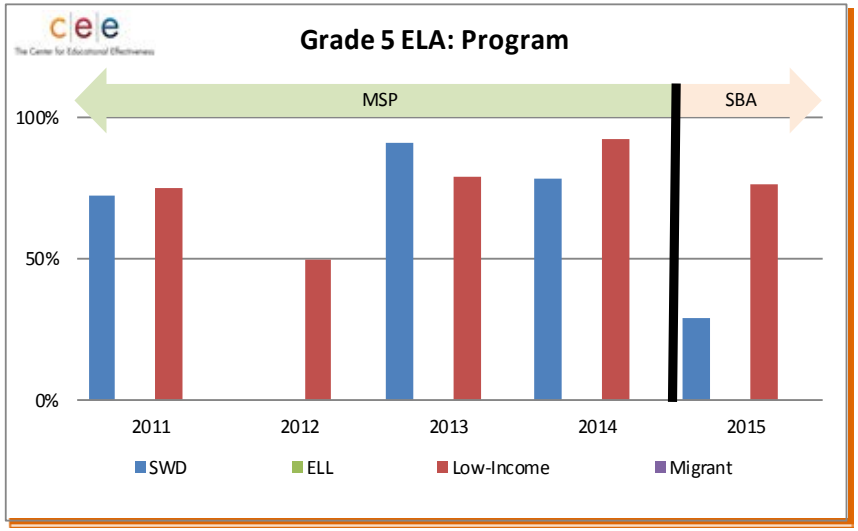


	2011	2012	2013	2014	2015
Mill Creek	87.4%	88.3%	89.7%	91.3%	81.4%
Everett	77.9%	77.4%	76.2%	81.6%	70.3%
State	67.7%	71.1%	72.6%	72.4%	57.5%



	2011	2012	2013	2014	2015
L4	58.0%	64.9%	67.2%	74.6%	45.8%
L3	29.4%	23.4%	22.4%	16.7%	35.6%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level -2	10.9%	7.2%	7.8%	7.9%	10.2%
Level -1	1.7%	4.5%	2.6%	0.0%	6.8%
Not Tested	0.0%	0.0%	0.0%	0.8%	1.7%



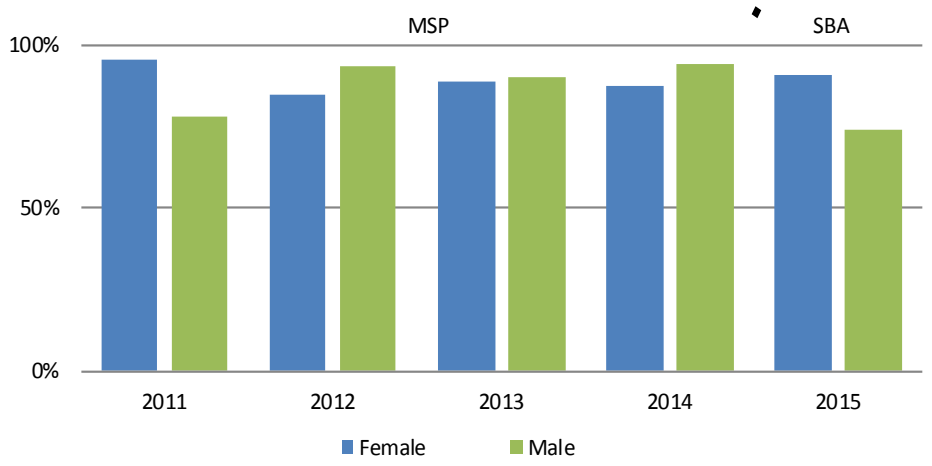


5th Grade ELA

Mill Creek Elementary Reading Intervention Matrix						
	Kindergarten	**First Grade**	**Second Grade**	**Third Grade**	**Fourth Grade**	**Fifth Grade**
Tier III Special Populations 5%	1. ELL Services 2. Extended Day 3. ILE Intervention 4. Resource Room 5. Speech	1. ELL Services 2. ILE Intervention 3. LLI Intervention 4. Resource Room 5. Speech	1. Early Readers 2. ELL Services 3. LLI Intervention 4. Moby Max 5. Resource Room	1. ELL Services 2. ILE Intervention 3. LLI Intervention 4. Moby Max 5. Resource Room	1. ELL Services 2. ILE Intervention 3. LLI Intervention 4. Resource Room	1. ELL Services 2. Resource Room
Tier II Some Students 15%	1. AR 2. Book Bags 3. Guided Reading 4. Hands-On Activities 5. Letter Cards 6. Letter Recognition 7. Letter Sorts 8. Letter Sound Books 9. One-on-One Support 10. Para Support 11. Parent Volunteers 12. Skill Groups 13. Sound Recognition 14. Success Time 15. Zoo Phonics	1. Book Bags 2. Double Dose 3. Guided Reading 4. Hands-On Activities 5. Home Support 6. Intervention Cart 7. Parent Volunteers 8. Phonics 9. Read Naturally 10. ReadWorks.com 11. Targeted Homework 12. Walk to Read 13. Word Work	1. Audio Reading 2. Extended Day 3. Family Support 4. Guided Reading 5. One-on-One Support 6. Para Support 7. Parent Volunteers 8. Partner Read 9. Read Naturally 10. Read Well 11. Tutors	1. At Home Expectations 2. Explode the Code 3. GLAD Strategies 4. Guided Reading 5. Home Strategies 6. One-on-One Support 7. Para Support 8. Parent Communication 9. Parent Volunteers 10. Pick their Books 11. Razz Kids 12. Read Side by Side 13. Shared Reading 14. Sign Posts 15. Tech Support Materials	1. Adult Mentors 2. Book Bags 3. Goal Setting 4. Guided Reading 5. Home Strategies 6. Para Support 7. Parent Communication 8. Parent Volunteers 9. Peer Buddies 10. Razz Kids 11. Read Naturally 12. Tech Support Materials 13. Write to Respond	1. At Home Expectations 2. Contracts 3. Guided Reading 4. One-on-One Support 5. Para Support 6. Parent Volunteers 7.
Tier I All Students 80%	1. Academic Centers 2. Guided Reading 3. Handwriting 4. Independent Reading 5. Independent Writing 6. Listen to Reading 7. Modeled Writing 8. Partner Reading 9. Phonics 10. Read Aloud 11. Shared Reading/CIA 12. Shared Writing 13. Sight Words 14. Turn and Talk 15. Wright Skills 16. Writing Conferences	1. AR 2. Comprehension Strategies 3. D. Matteson Words 4. Guided Reading 5. Listen to Reading 6. Phonics 7. Read to Self 8. Read to Someone 9. Scholastic News 10. Shared Reading/CIA 11. Sight Words 12. Word Work	1. Accountable Talk 2. AR 3. GLAD 4. Guided Reading 5. Phonics 6. Read to Self 7. Read to Someone 8. Scholastic News 9. Shared Reading/CIA 10. Sight Words 11. Time Magazine 12. Turn and Talk 13. Vocabulary Instruction 14. Word Work	1. AR 2. CCSS 3. Goal Setting 4. Guided Reading 5. High Frequency Words 6. Leveled Library 7. Read to Self 8. Read to Someone 9. Retell 10. Shared Reading /CIA 11. Sign Posts 12. Time for Kids 13. Turn and Talk 14. Vocabulary Instruct 15. Word Parts	1. AR 2. Close Reading 3. Content Area Reading 4. Goal Setting 5. GLAD 6. Guided Reading 7. Independent Reading	1. AR 2. CCSS 3. Close Reading 4. Content Area Reading 5. Content Integration

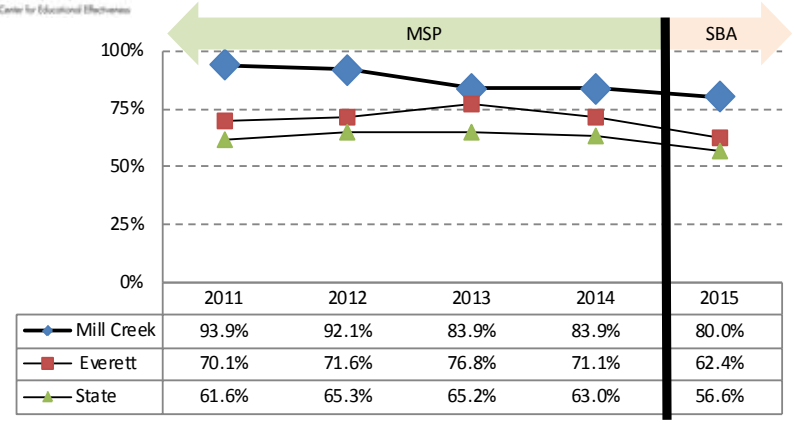
DRAFT

Grade 5 ELA: Gender



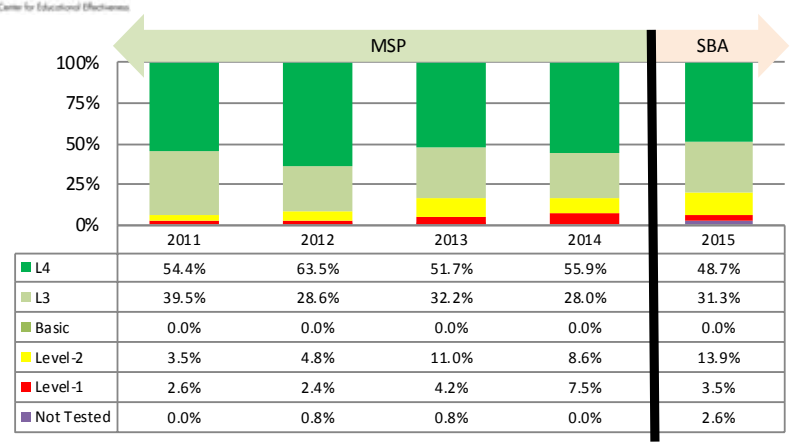
3rd Grade Math

Grade 3 Math: Overall



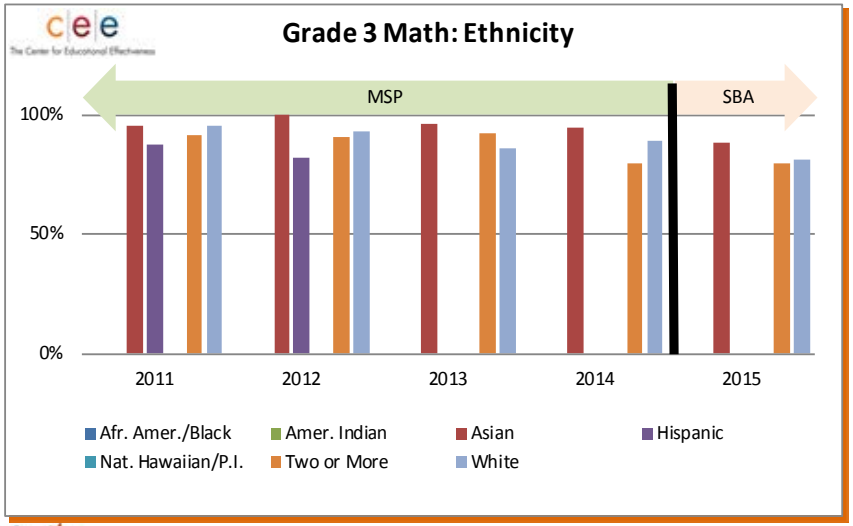
	2011	2012	2013	2014	2015
Mill Creek	93.9%	92.1%	83.9%	83.9%	80.0%
Everett	70.1%	71.6%	76.8%	71.1%	62.4%
State	61.6%	65.3%	65.2%	63.0%	56.6%

Grade 3 Math: Percent of Students by Level

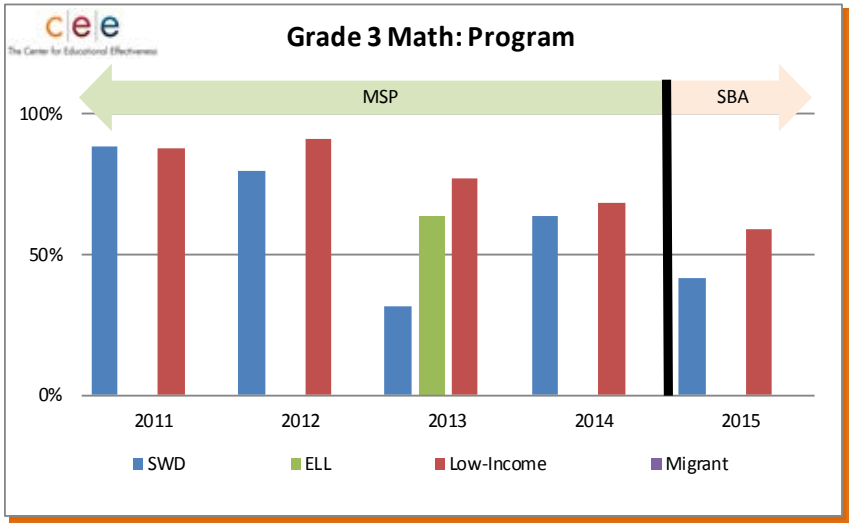


	2011	2012	2013	2014	2015
L4	54.4%	63.5%	51.7%	55.9%	48.7%
L3	39.5%	28.6%	32.2%	28.0%	31.3%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level-2	3.5%	4.8%	11.0%	8.6%	13.9%
Level-1	2.6%	2.4%	4.2%	7.5%	3.5%
Not Tested	0.0%	0.8%	0.8%	0.0%	2.6%

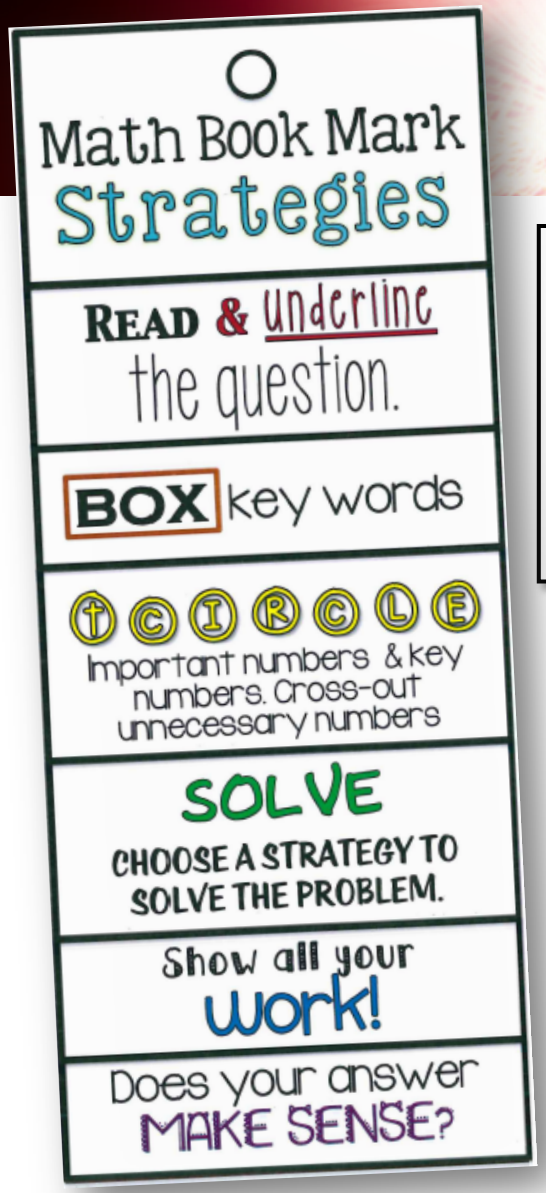
Grade 3 Math: Ethnicity

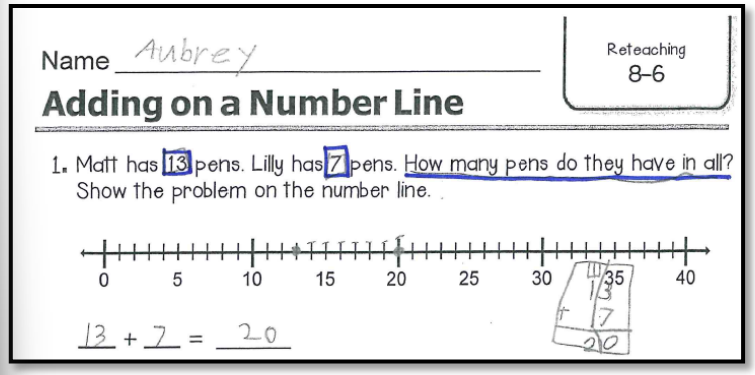


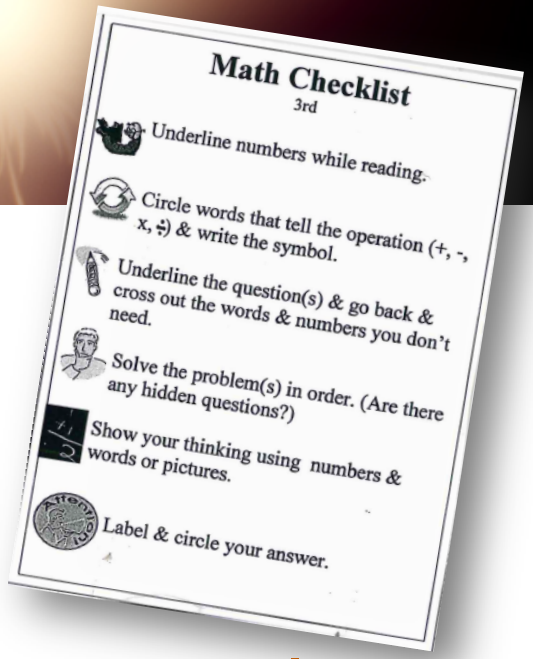
Grade 3 Math: Program

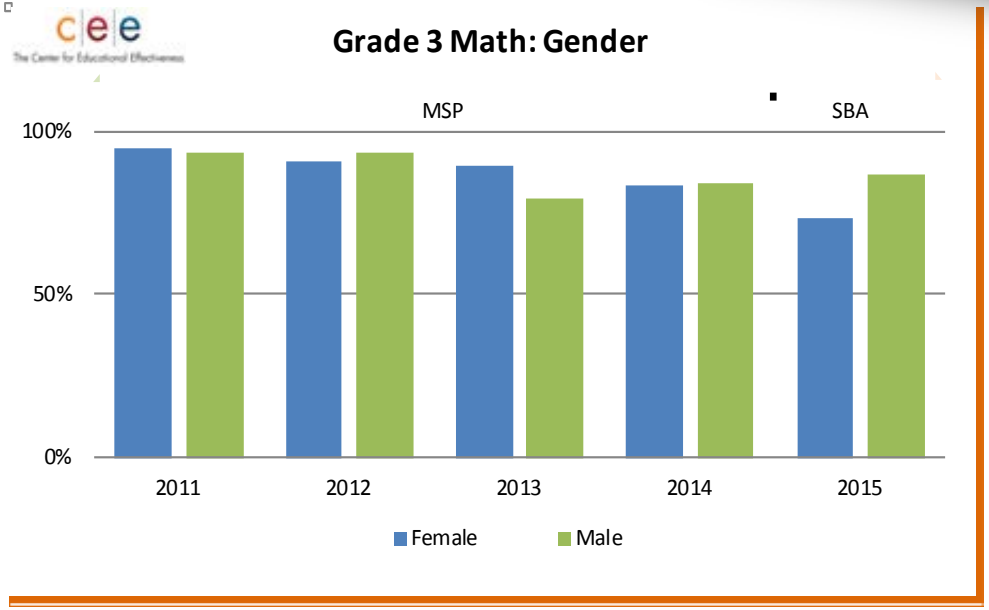


3rd Grade Math



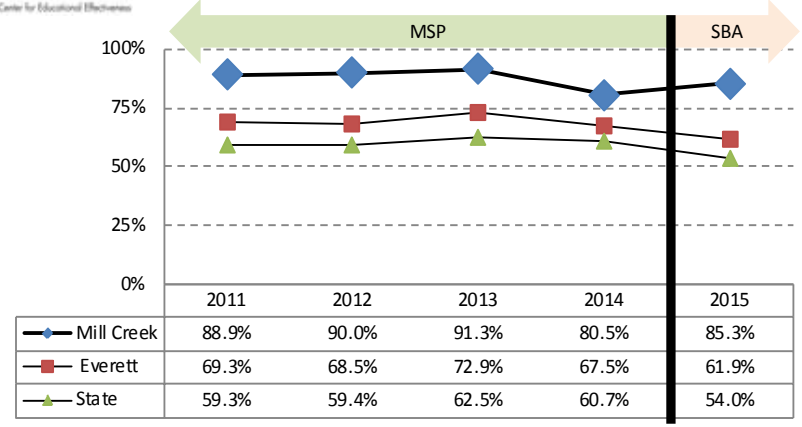






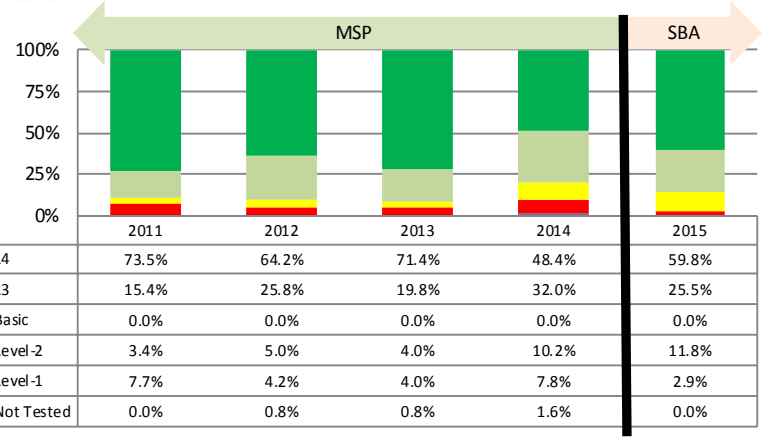
4th Grade Math

Grade 4 Math: Overall



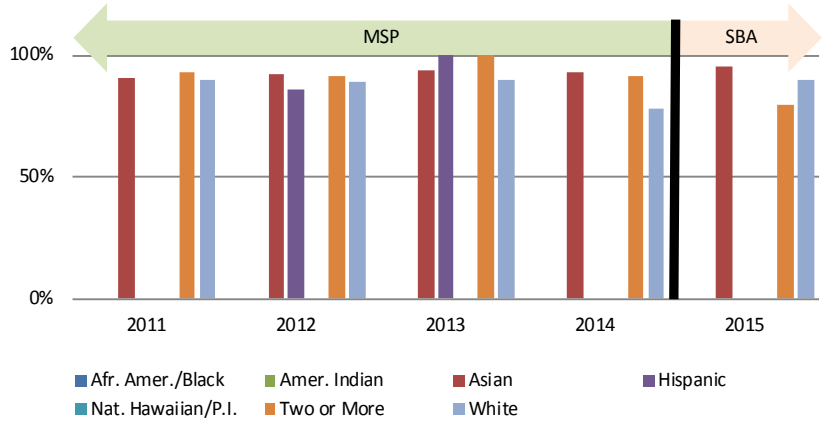
	2011	2012	2013	2014	2015
Mill Creek	88.9%	90.0%	91.3%	80.5%	85.3%
Everett	69.3%	68.5%	72.9%	67.5%	61.9%
State	59.3%	59.4%	62.5%	60.7%	54.0%

Grade 4 Math: Percent of Students by Level

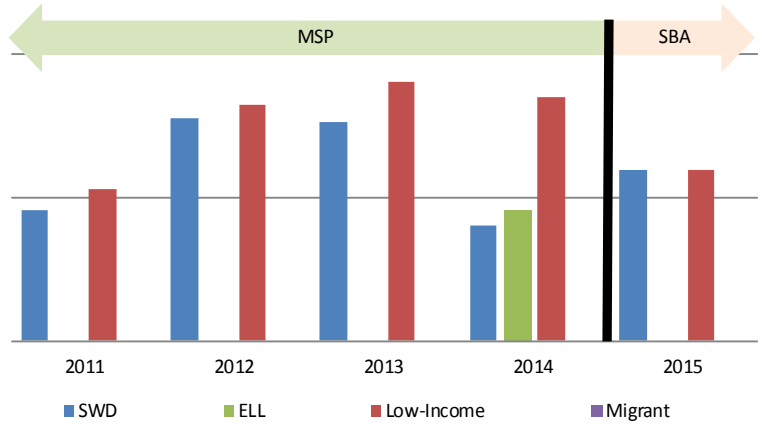


	2011	2012	2013	2014	2015
L4	73.5%	64.2%	71.4%	48.4%	59.8%
L3	15.4%	25.8%	19.8%	32.0%	25.5%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level -2	3.4%	5.0%	4.0%	10.2%	11.8%
Level -1	7.7%	4.2%	4.0%	7.8%	2.9%
Not Tested	0.0%	0.8%	0.8%	1.6%	0.0%

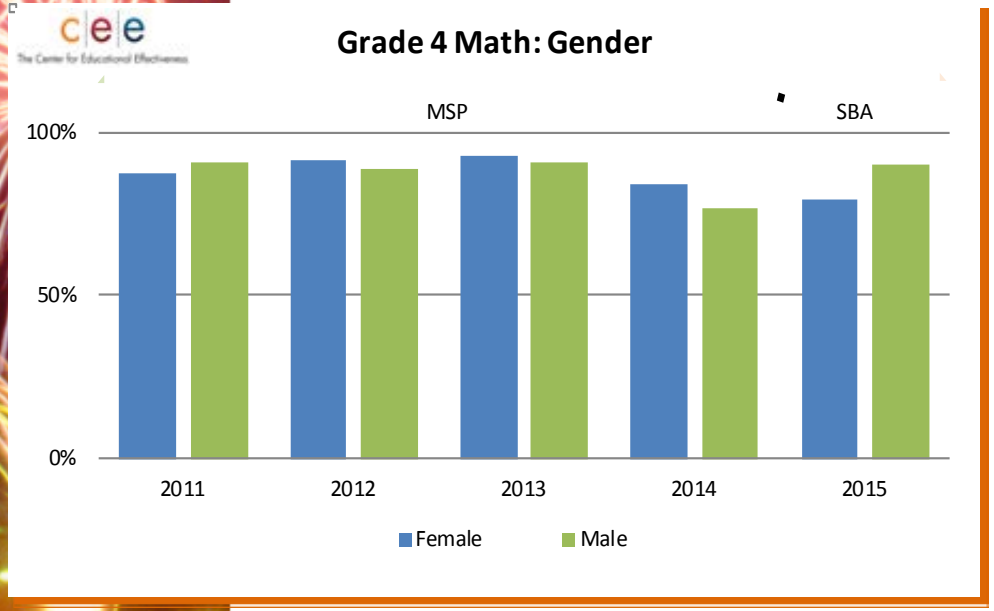
Grade 4 Math: Ethnicity

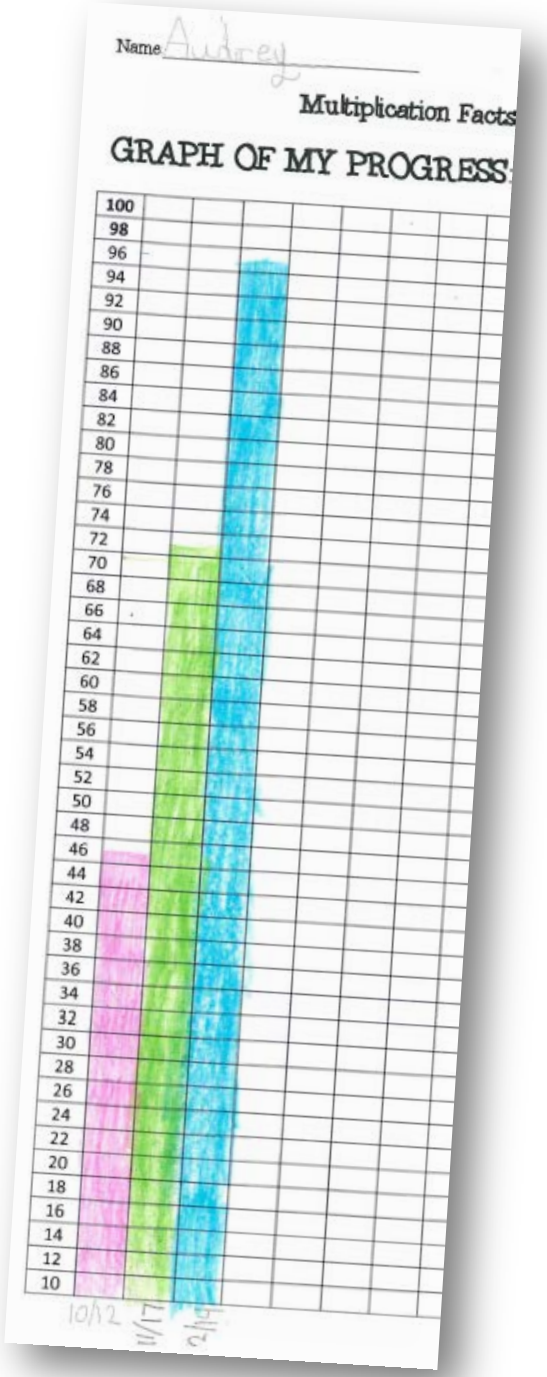


Grade 4 Math: Program



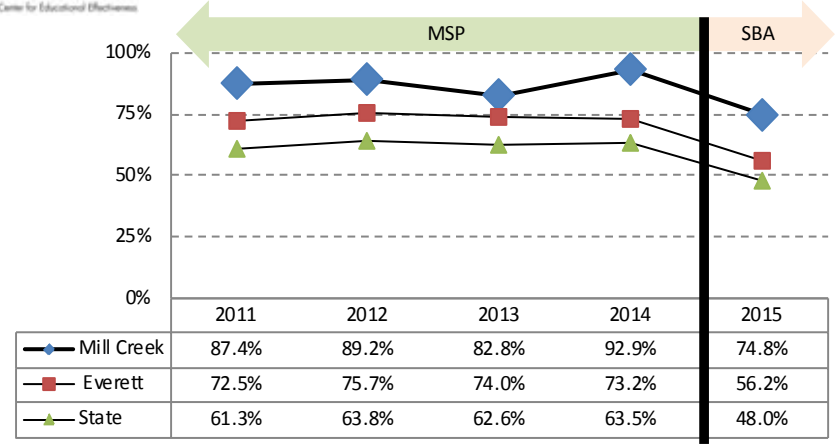
4th Grade Math





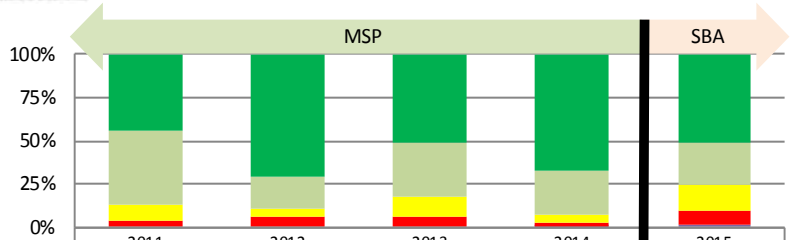
5th Grade Math

Grade 5 Math: Overall



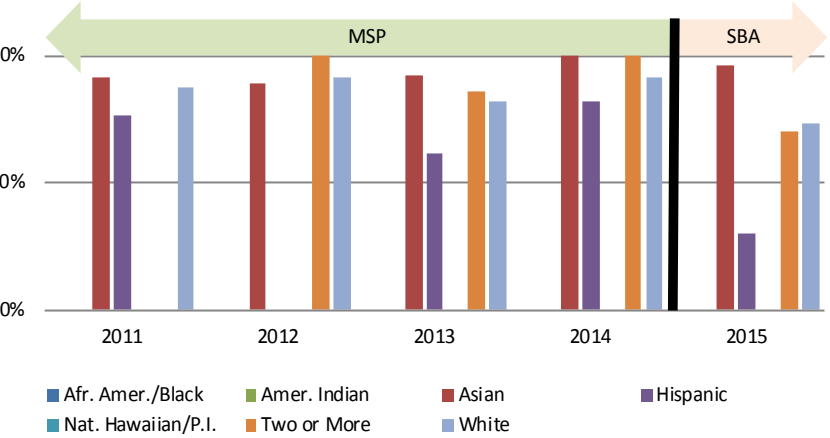
	2011	2012	2013	2014	2015
Mill Creek	87.4%	89.2%	82.8%	92.9%	74.8%
Everett	72.5%	75.7%	74.0%	73.2%	56.2%
State	61.3%	63.8%	62.6%	63.5%	48.0%

Grade 5 Math: Percent of Students by Level

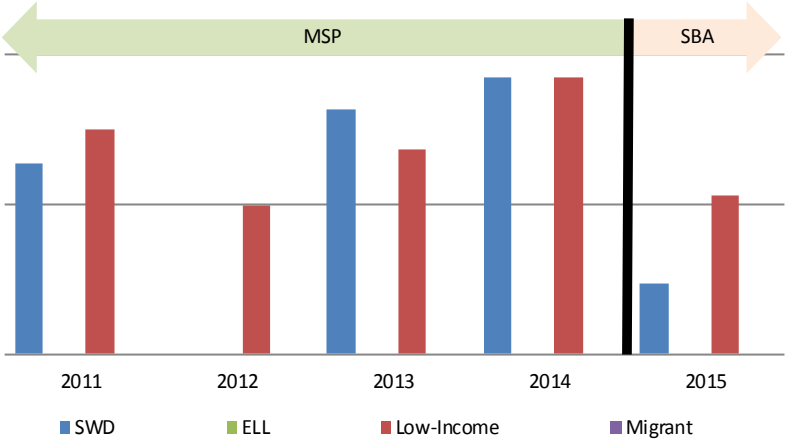


	2011	2012	2013	2014	2015
L4	44.5%	70.3%	50.9%	67.7%	51.3%
L3	42.9%	18.9%	31.9%	25.2%	23.5%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level-2	9.2%	4.5%	11.2%	4.7%	15.1%
Level-1	3.4%	6.3%	6.0%	1.6%	8.4%
Not Tested	0.0%	0.0%	0.0%	0.8%	1.7%

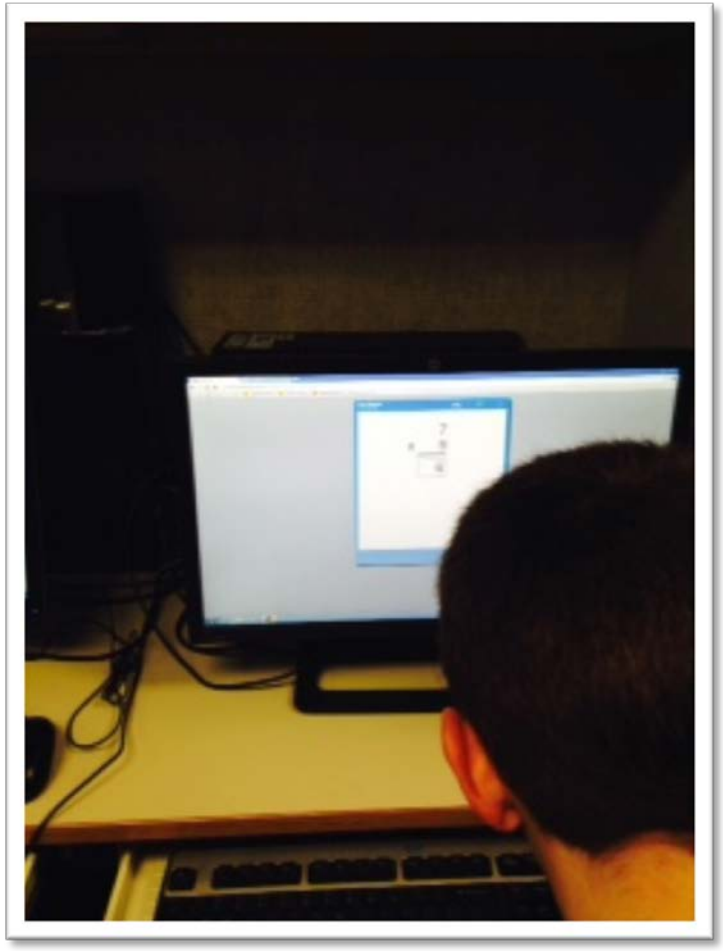
Grade 5 Math: Ethnicity

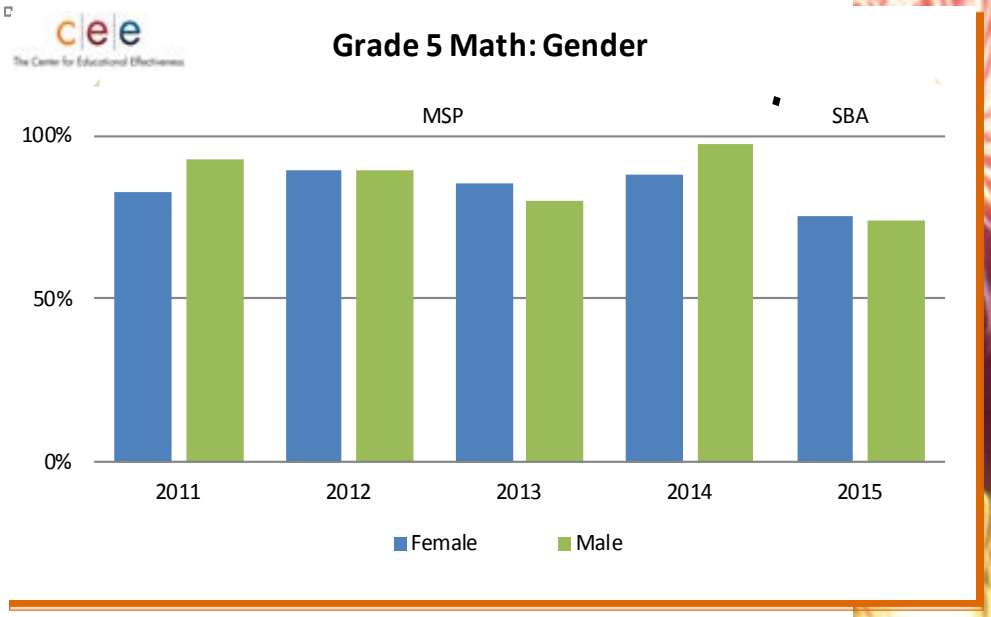


Grade 5 Math: Program



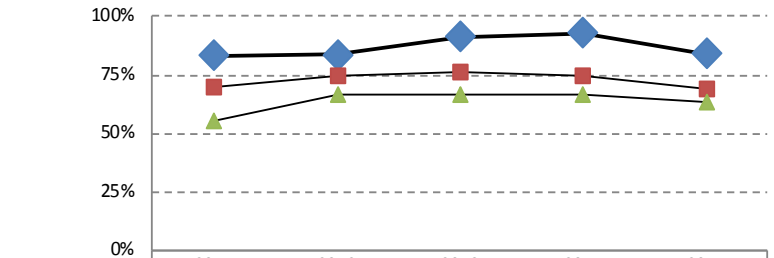
5th Grade Math





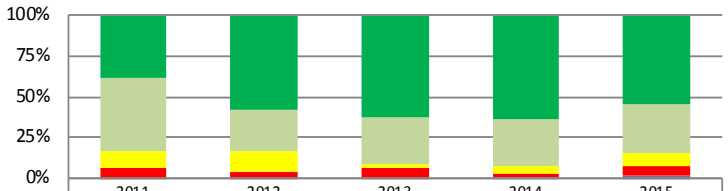
5th Grade Science

Grade 5 Science: Overall



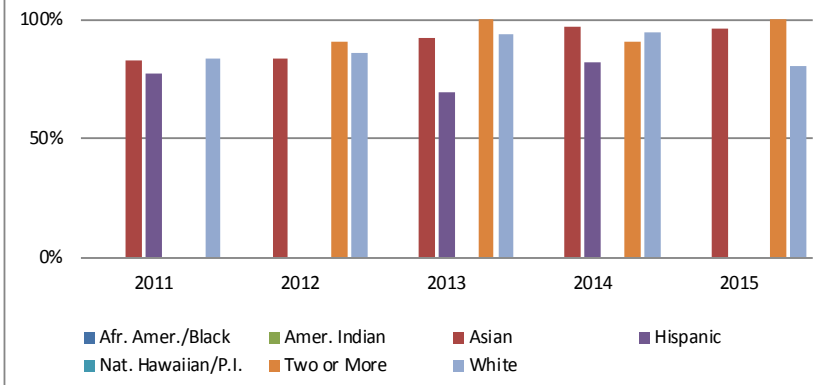
	2011	2012	2013	2014	2015
Mill Creek	83.2%	83.8%	91.4%	92.9%	83.9%
Everett	70.0%	74.9%	75.8%	74.5%	68.8%
State	55.7%	66.3%	66.5%	66.4%	63.3%

Grade 5 Science: Percent of Students by Level

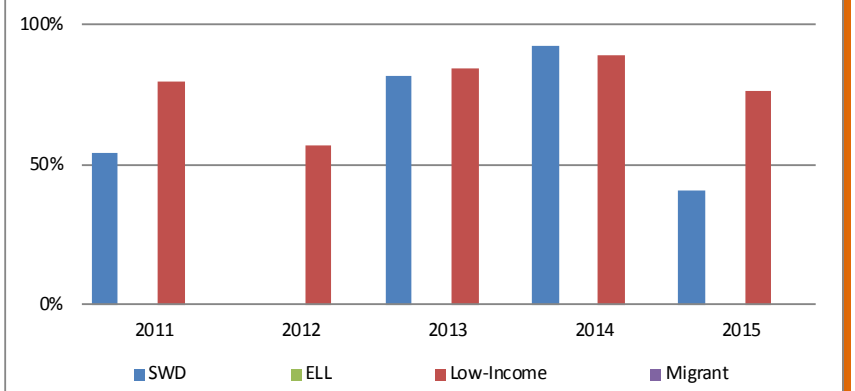


	2011	2012	2013	2014	2015
L4	38.7%	58.6%	62.1%	63.5%	54.2%
L3	44.5%	25.2%	29.3%	29.4%	29.7%
Basic	0.0%	0.0%	0.0%	0.0%	0.0%
Level-2	10.9%	11.7%	1.7%	4.0%	8.5%
Level-1	5.9%	4.5%	6.9%	2.4%	5.9%
Not Tested	0.0%	0.0%	0.0%	0.8%	1.7%

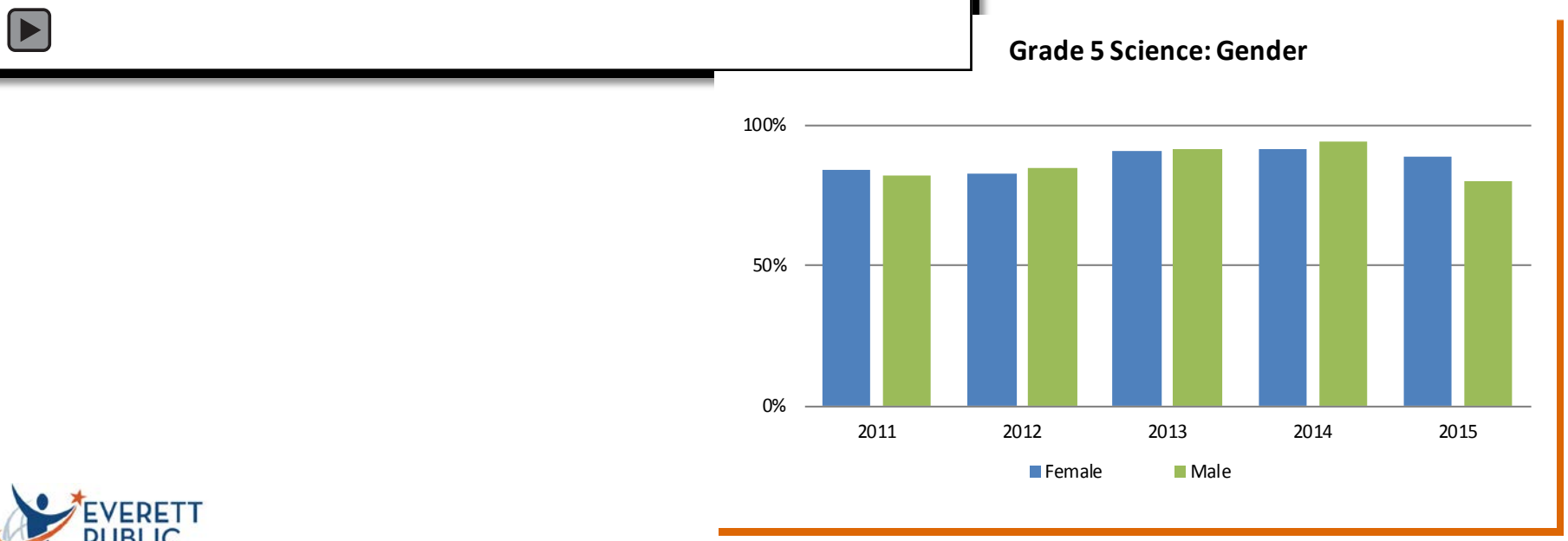
Grade 5 Science: Ethnicity



Grade 5 Science: Program

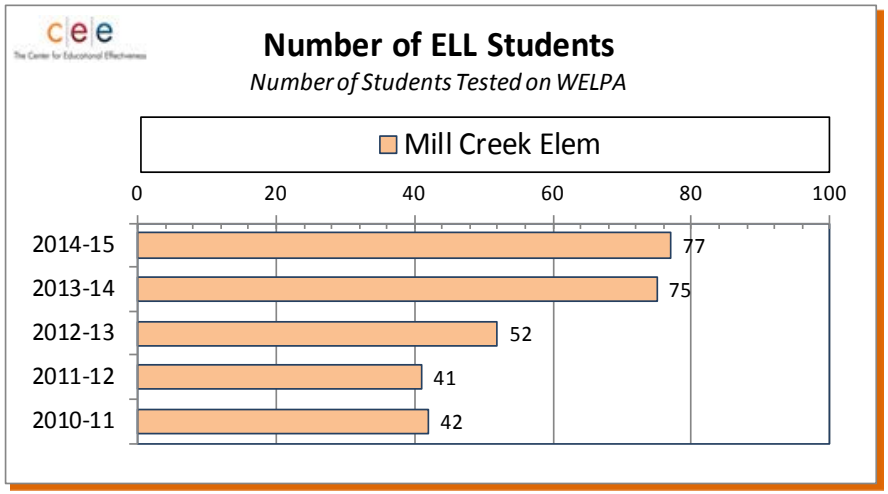


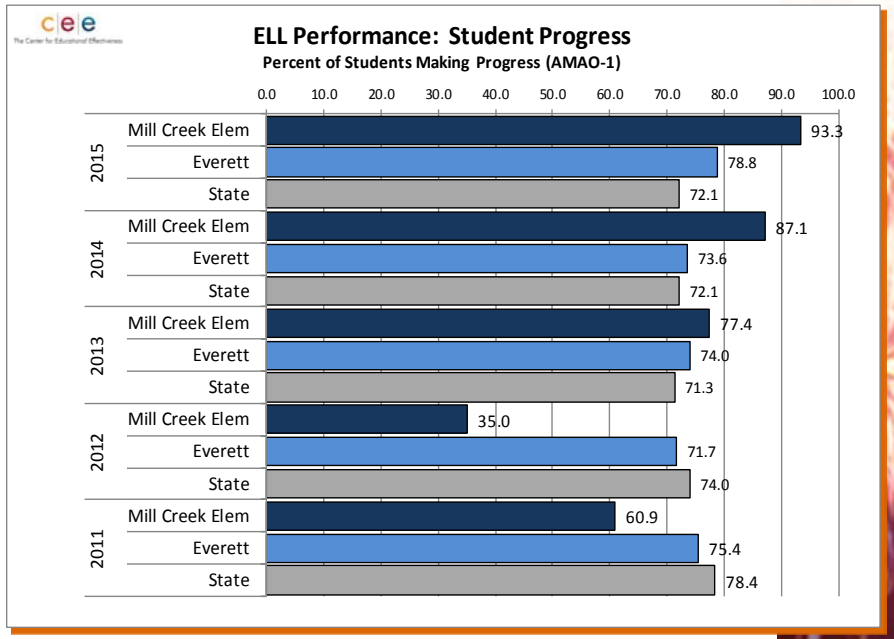
5th Grade Science

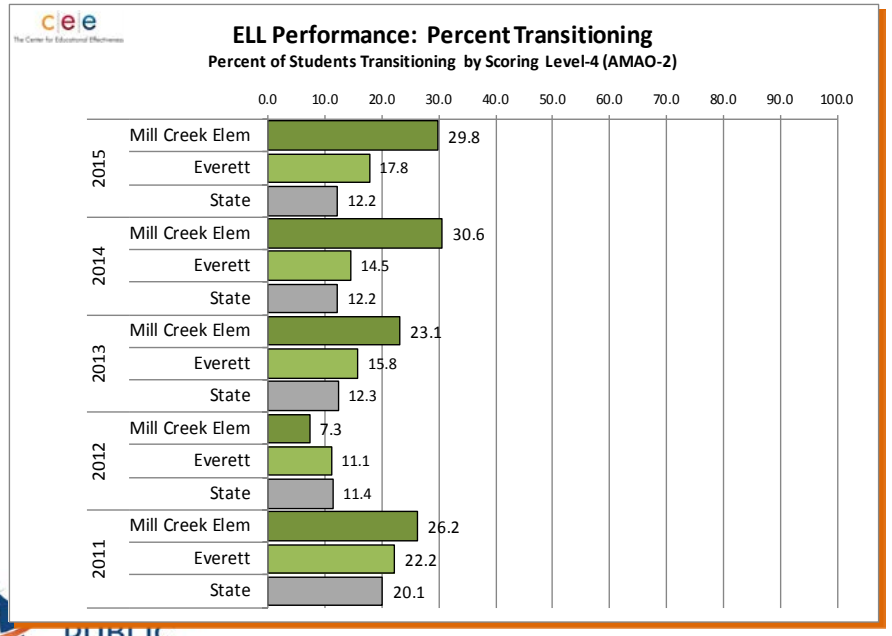


English Language Acquisition

Annual Measurable Achievement Objectives for English Language Learners





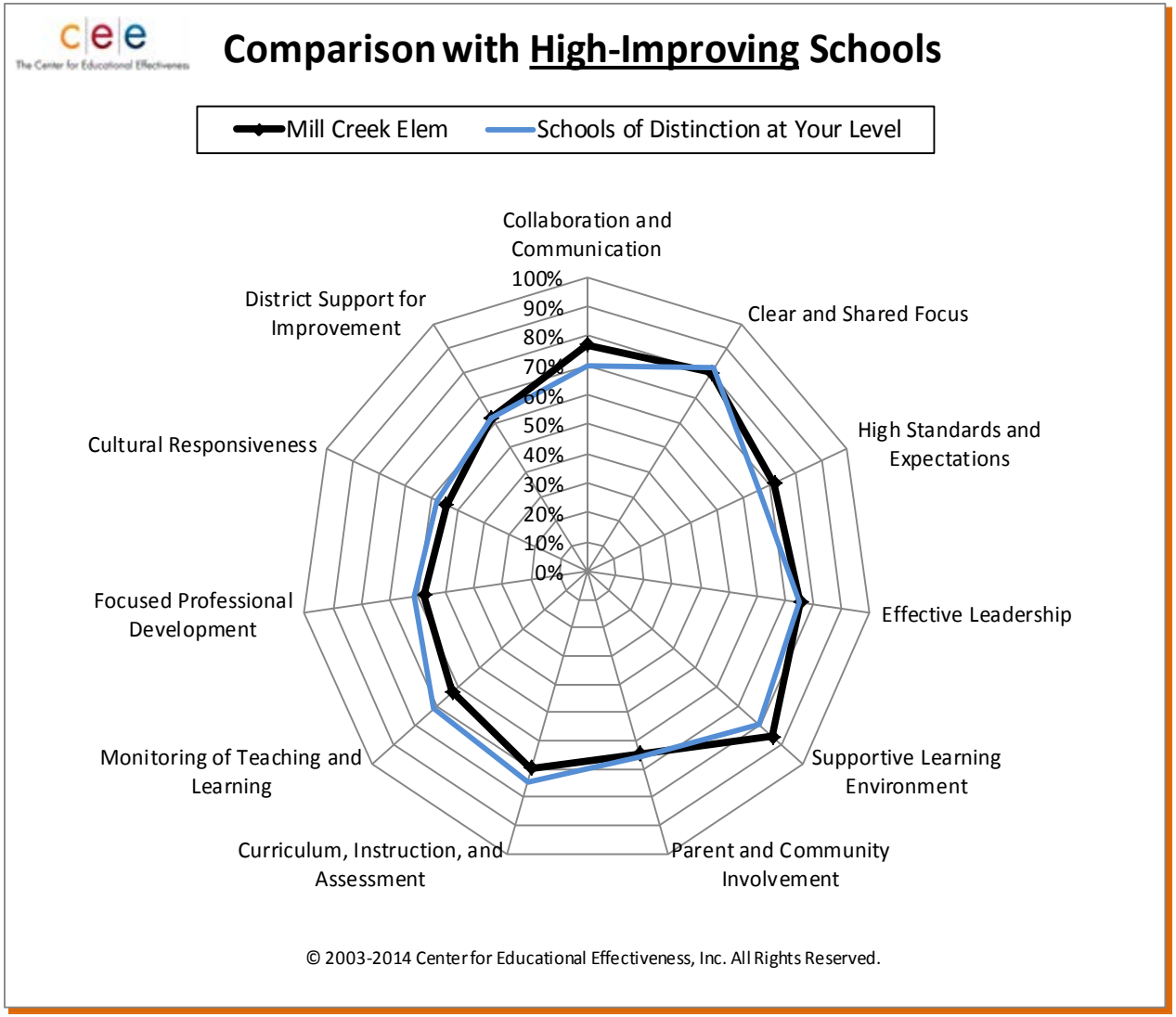


The percentage on the AMAO-1 chart (above) represents the percent of students who grew at, or above, the expected number of points.

The percentage on the AMAO-2 chart (left) represents the percent of students who demonstrated English language proficiency by scoring a Level-4 on the WELPA assessment.

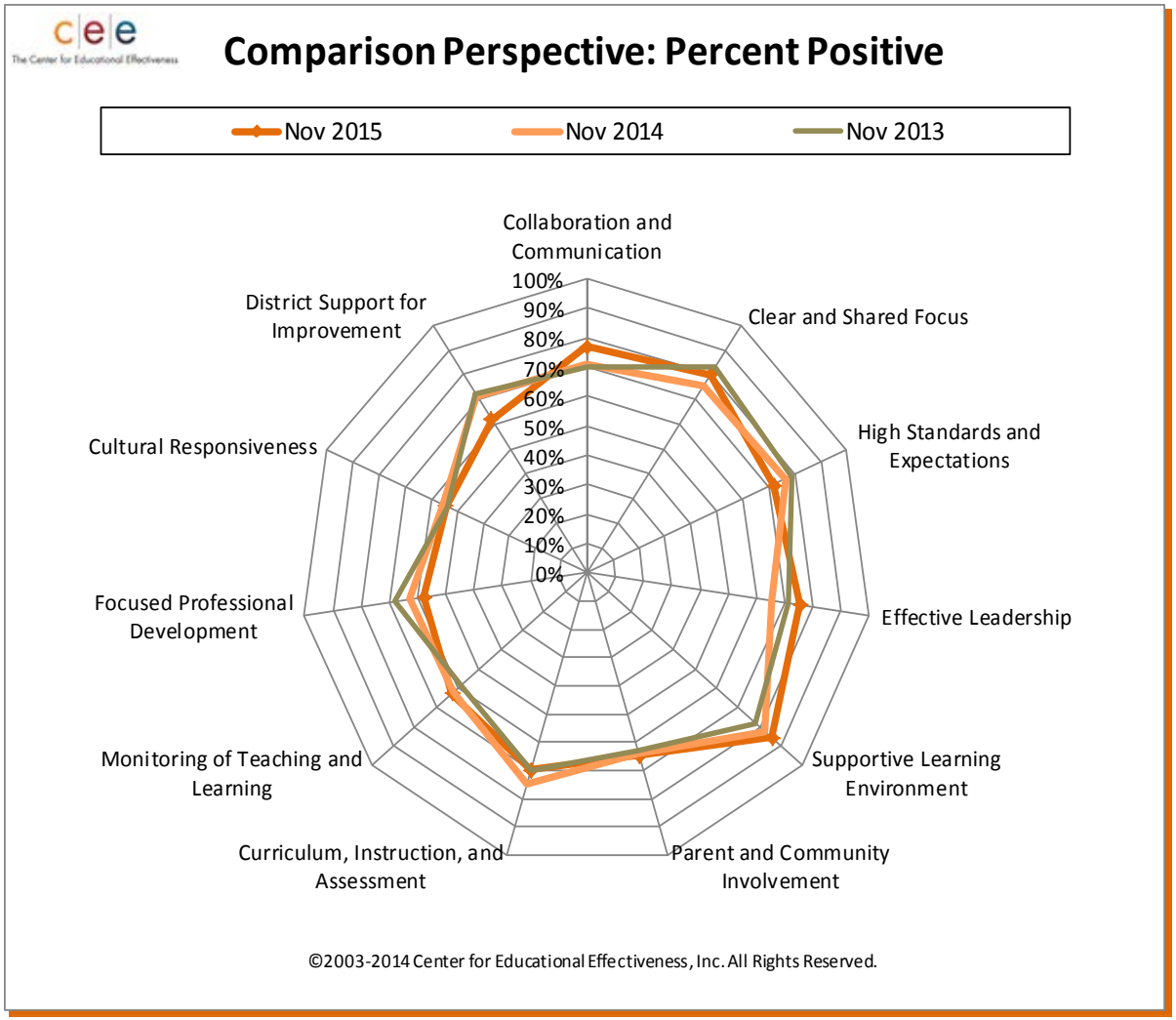
AMAO-1 and AMAO-2 charts require a minimum N of 10 students to display data.

EES Staff Perceptions - 2015



Sample Size: N= 26

EES Staff Perceptions – Longitudinal

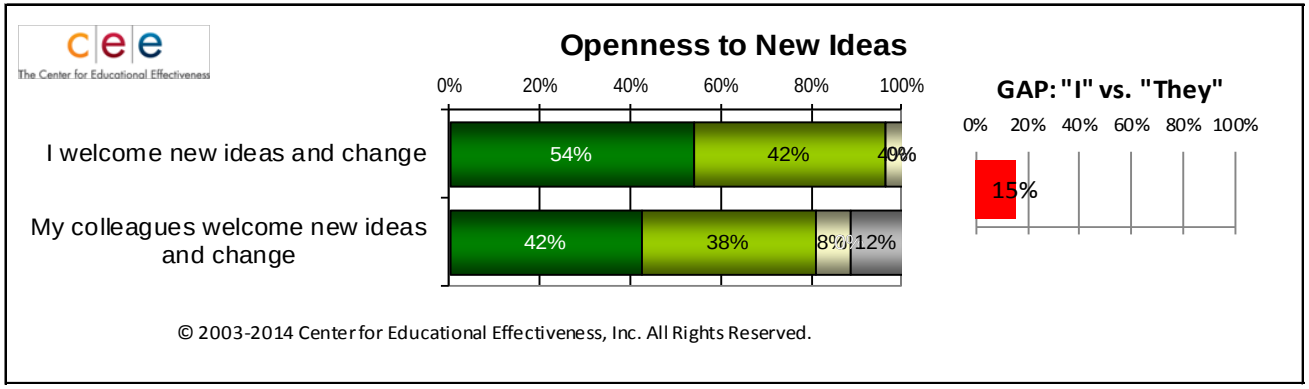


Nov 2015 N = 26

Nov 2014 N = 33

Nov 2013 N = 36

Resistance Factor, Change, Accountability



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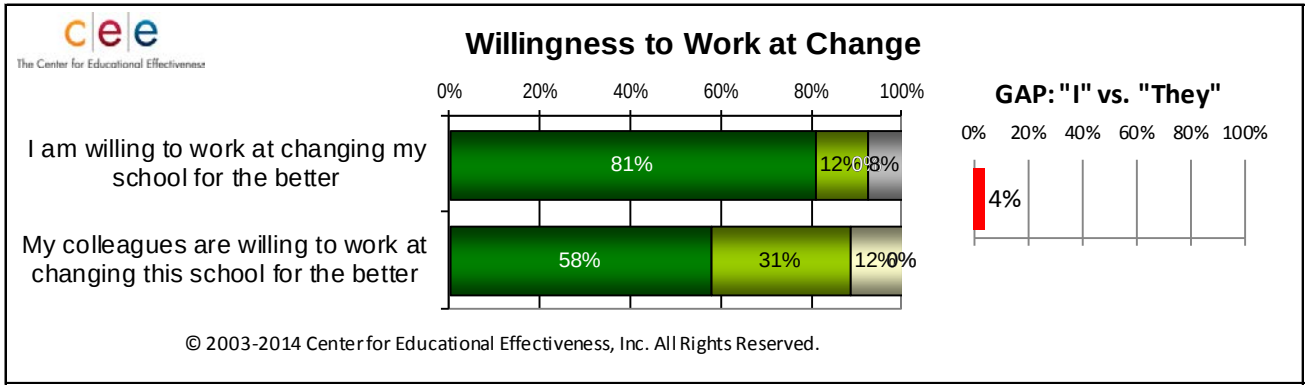

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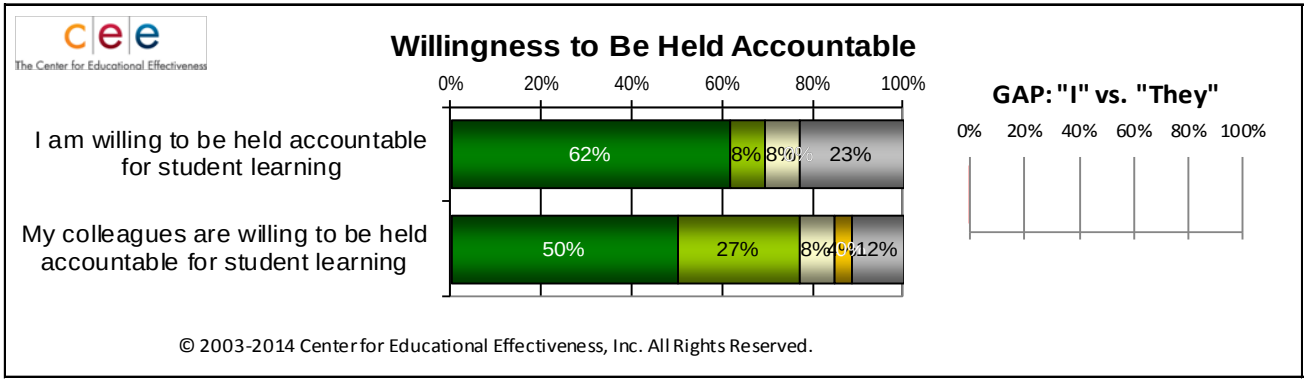

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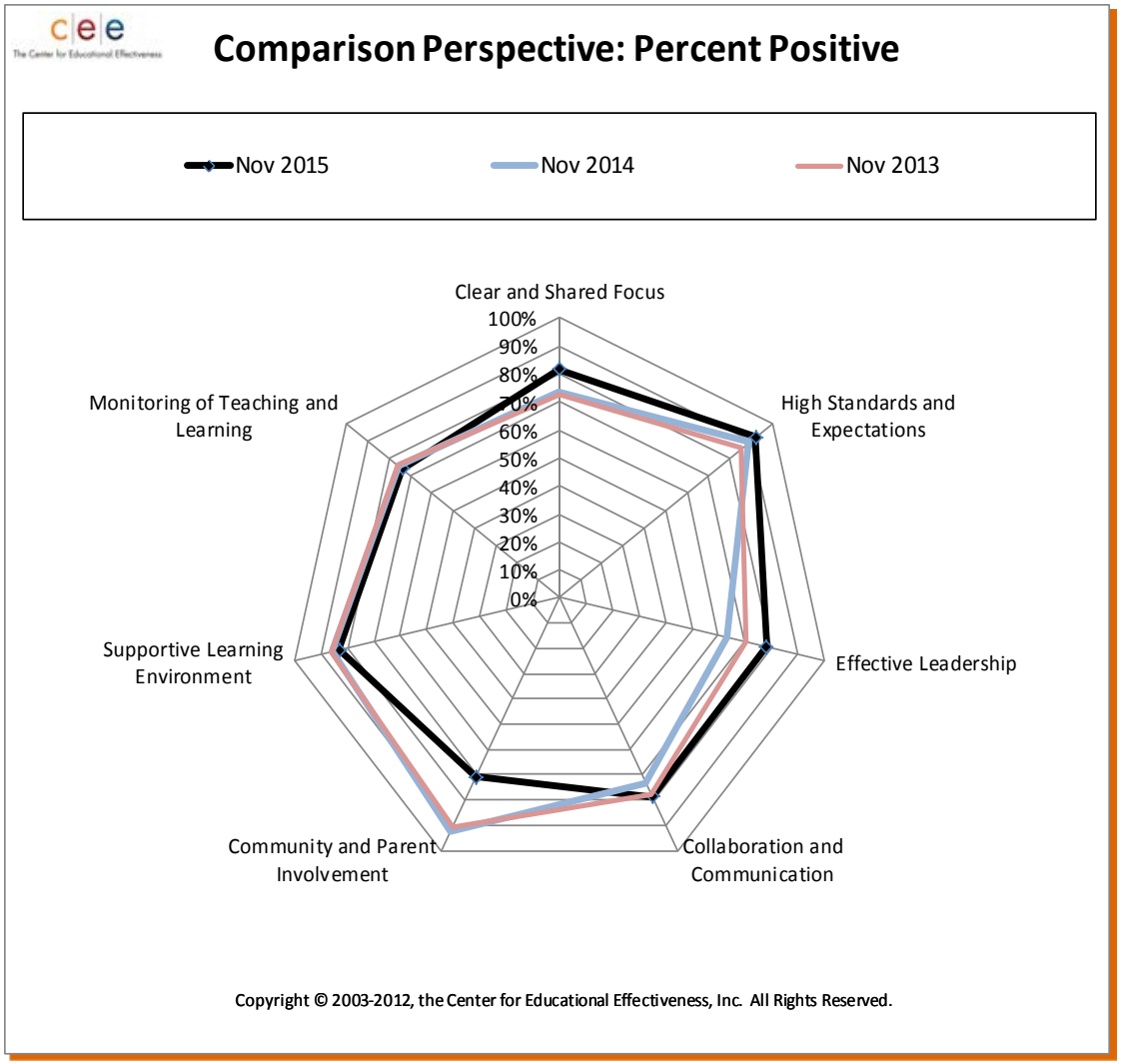
Sample Size: N= 26

EES Student Perceptions - Longitudinal

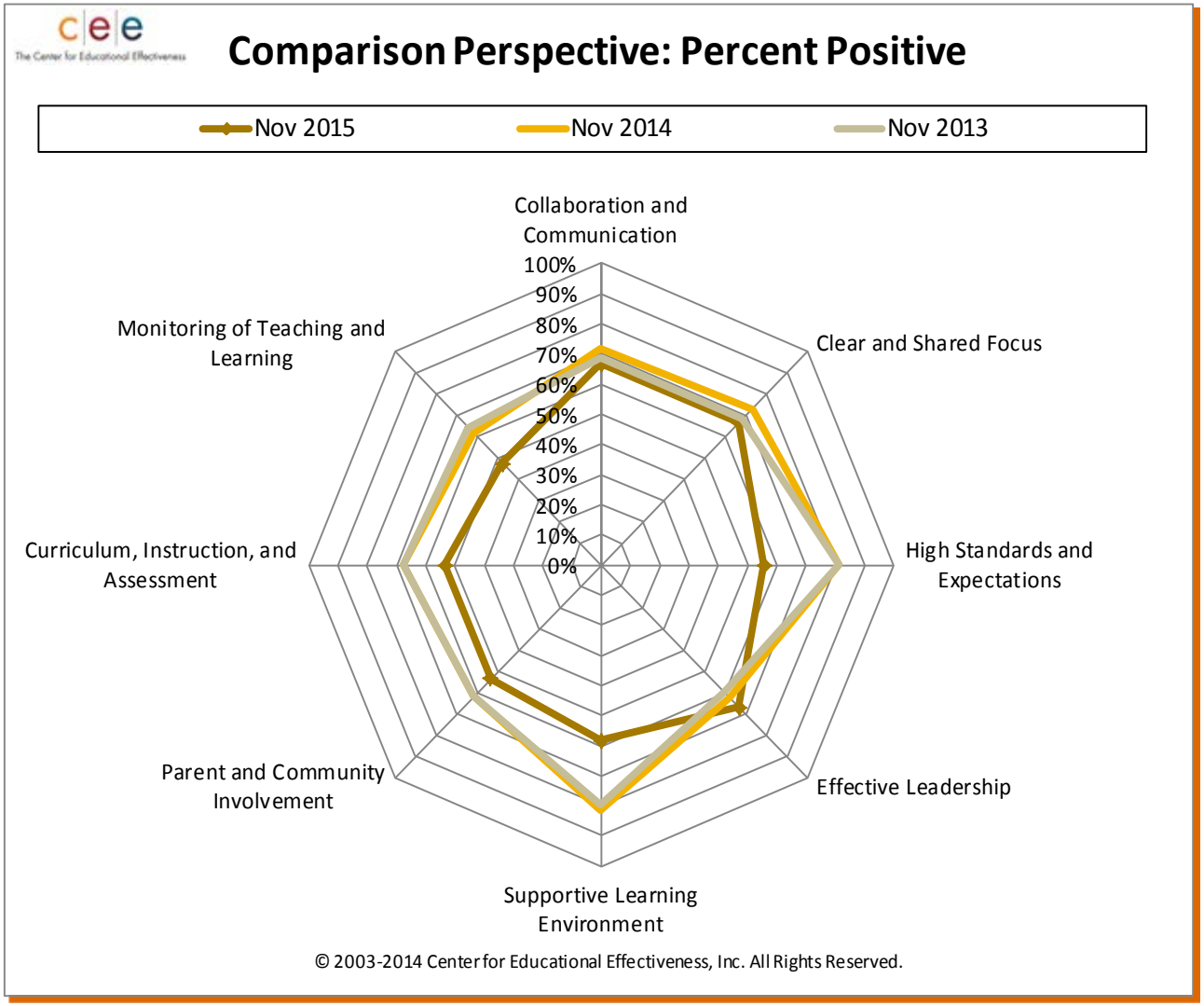


Nov 2015 N = 179
Nov 2014 N = 206
Nov 2013 N = 181

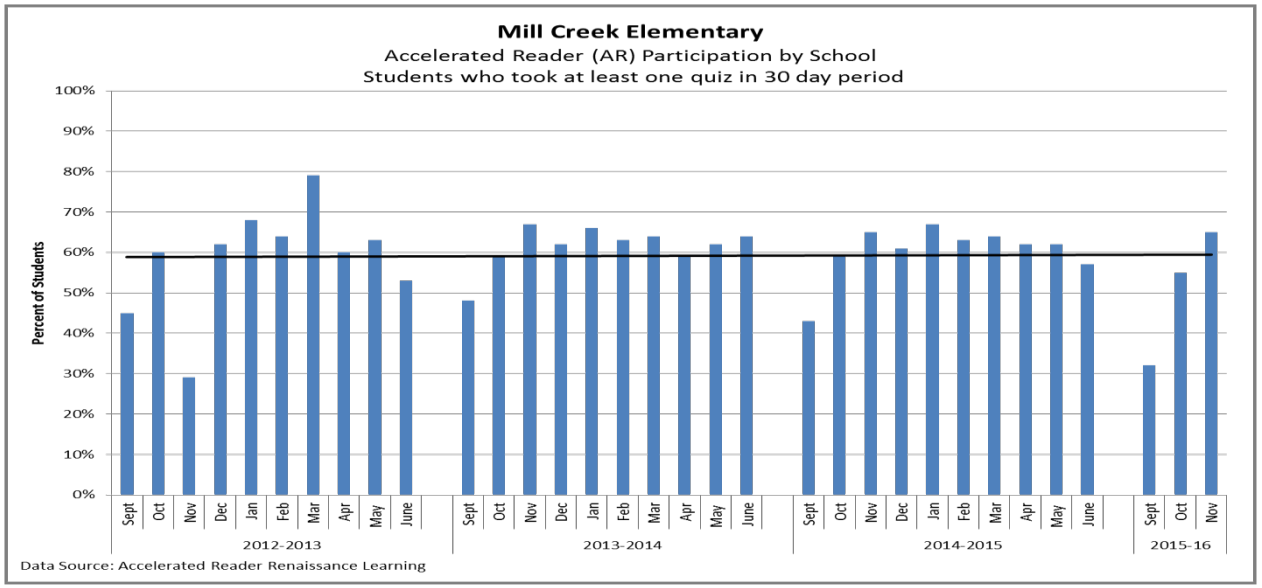
Compiled by the Center for Educational Effectiveness

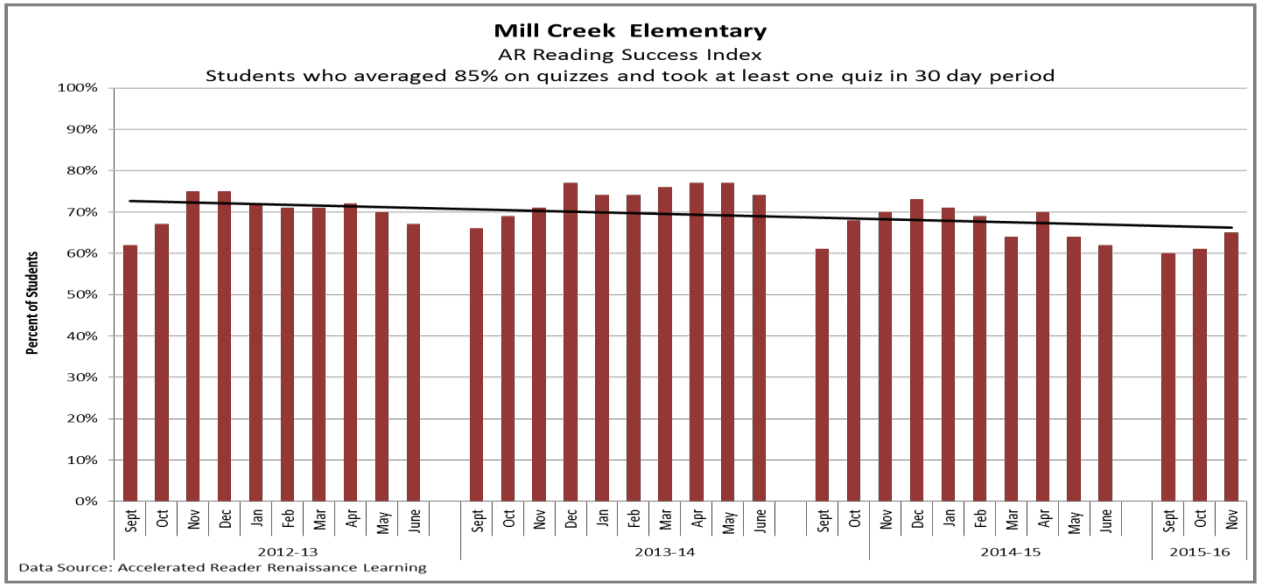
EES Parent Perceptions - Longitudinal

Nov 2015 N = 3
Nov 2014 N = 35
Nov 2013 N = 90



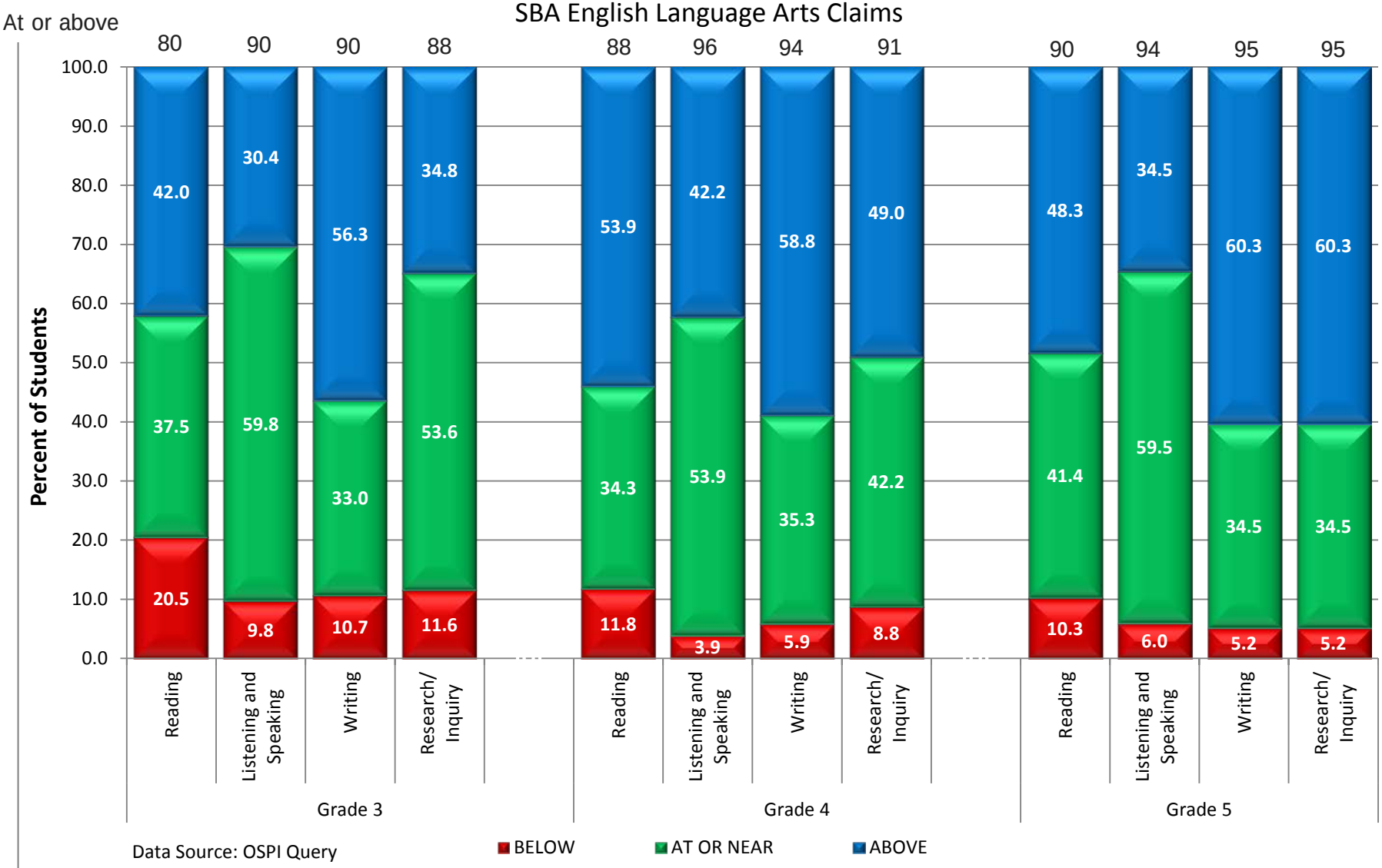
Accelerated Reader Data





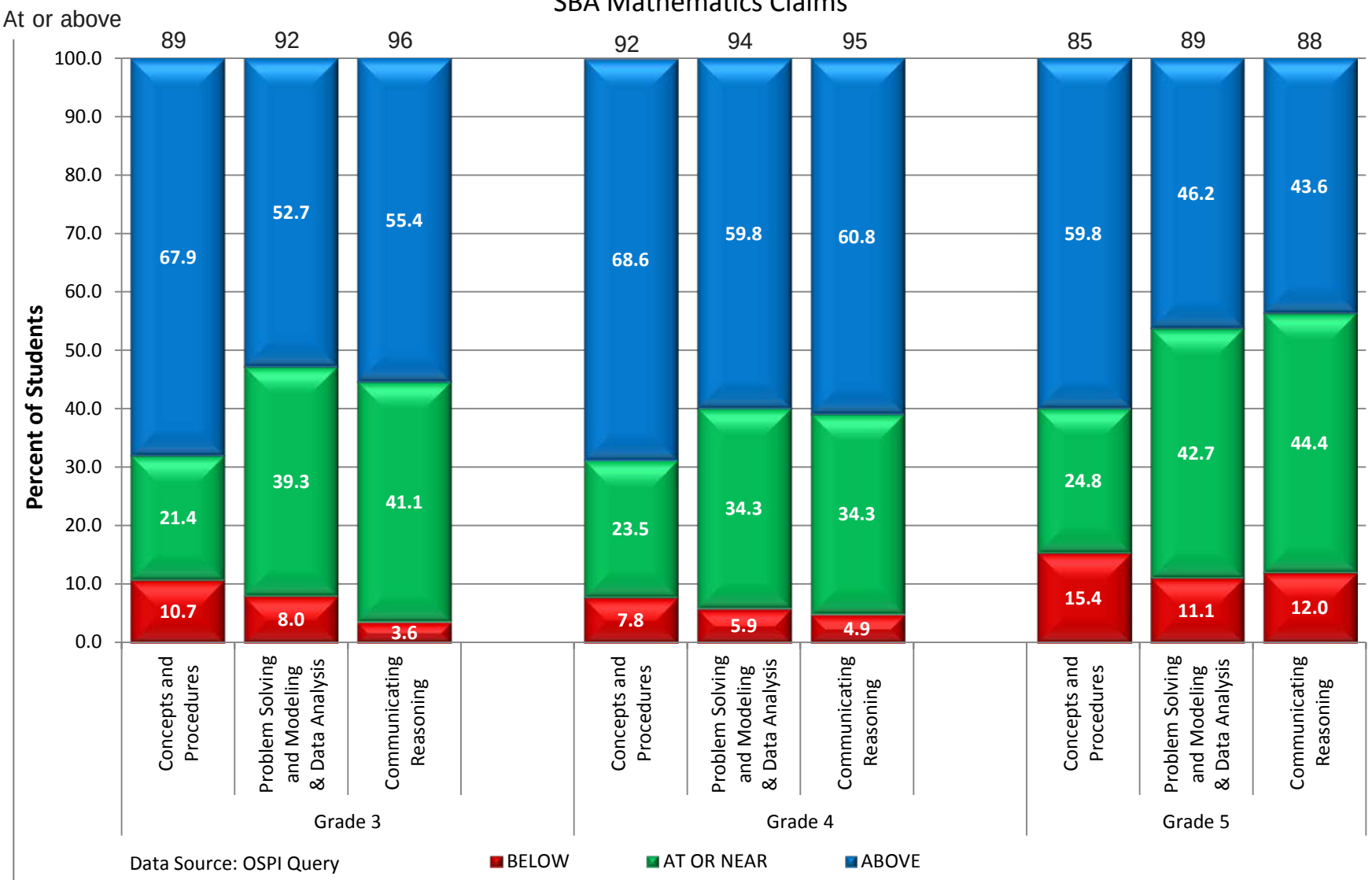
Mill Creek Elementary

SBA English Language Arts Claims

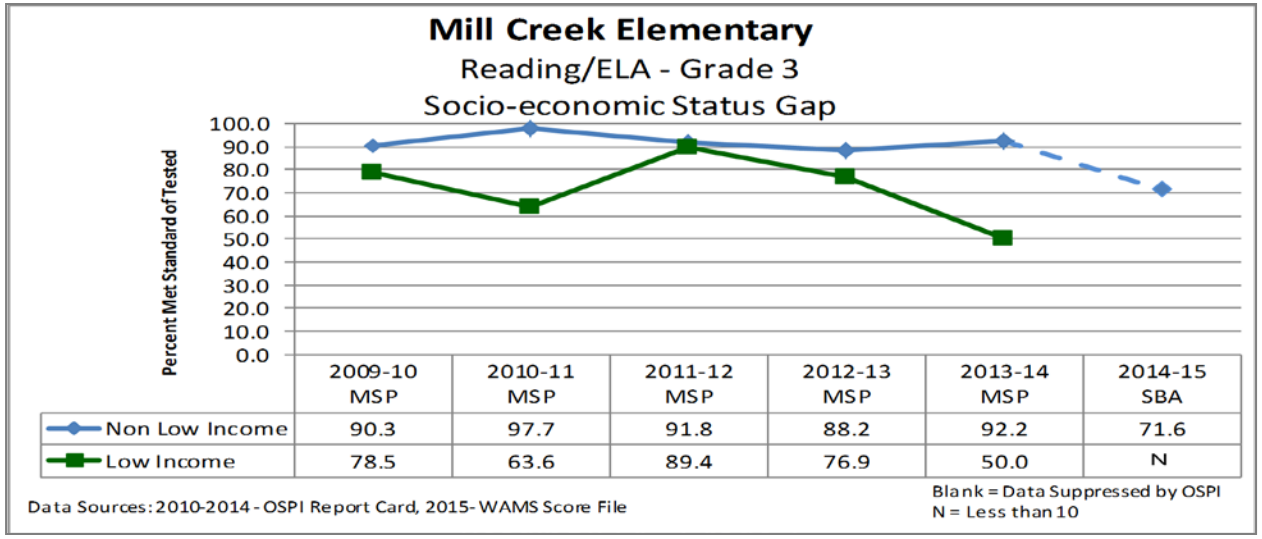


Mill Creek Elementary

SBA Mathematics Claims



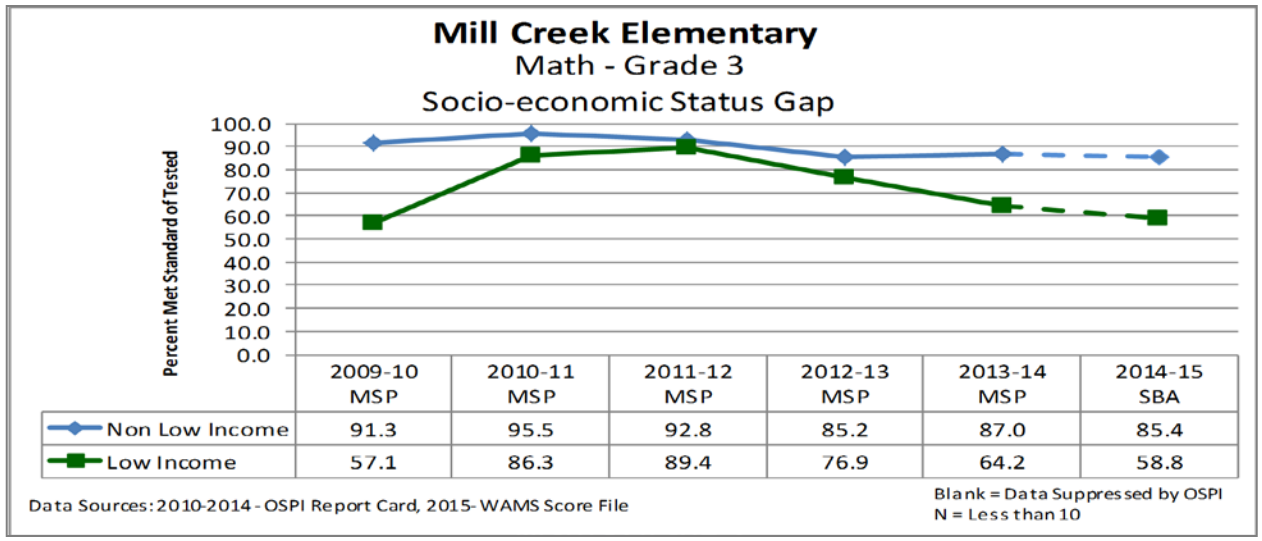
Grade 3 SES Achievement Gap



	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	90.3	97.7	91.8	88.2	92.2	71.6
Low Income	78.5	63.6	89.4	76.9	50.0	N

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

Blank = Data Suppressed by OSPI
N = Less than 10

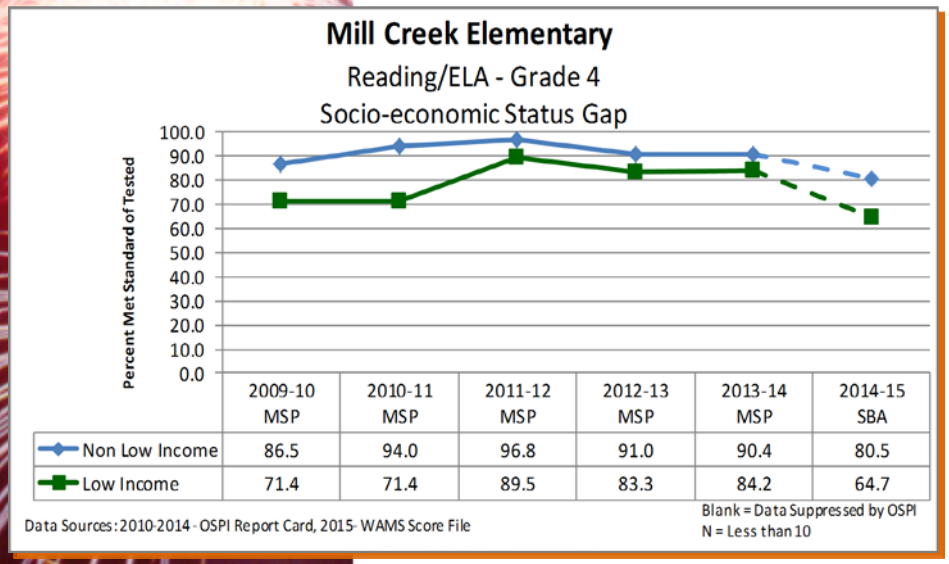


	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	91.3	95.5	92.8	85.2	87.0	85.4
Low Income	57.1	86.3	89.4	76.9	64.2	58.8

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

Blank = Data Suppressed by OSPI
N = Less than 10

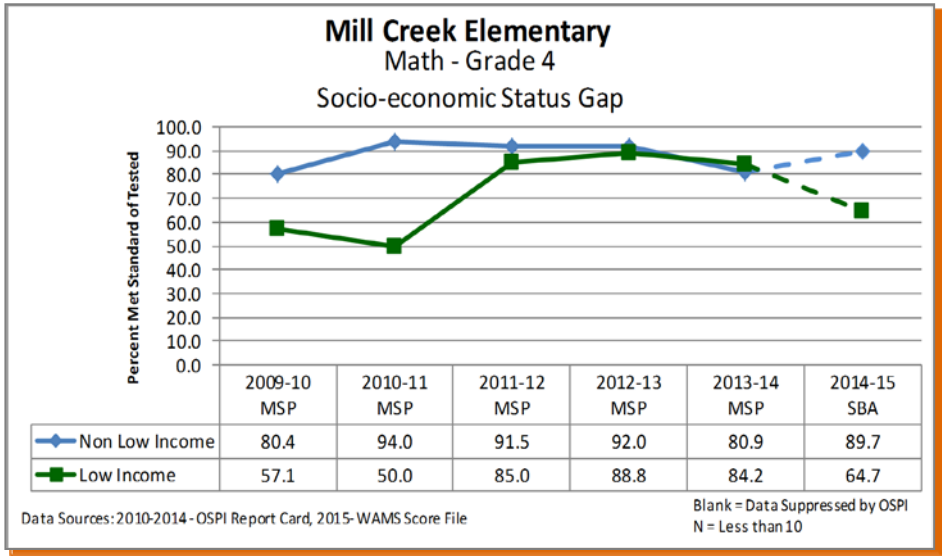
Grade 4 SES Achievement Gap



	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	86.5	94.0	96.8	91.0	90.4	80.5
Low Income	71.4	71.4	89.5	83.3	84.2	64.7

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

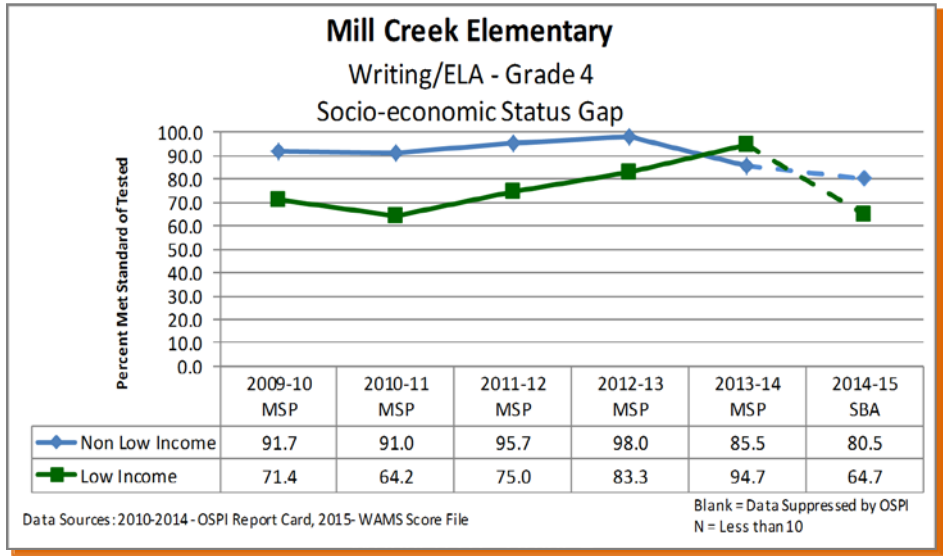
Blank = Data Suppressed by OSPI
N = Less than 10



	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	80.4	94.0	91.5	92.0	80.9	89.7
Low Income	57.1	50.0	85.0	88.8	84.2	64.7

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

Blank = Data Suppressed by OSPI
N = Less than 10

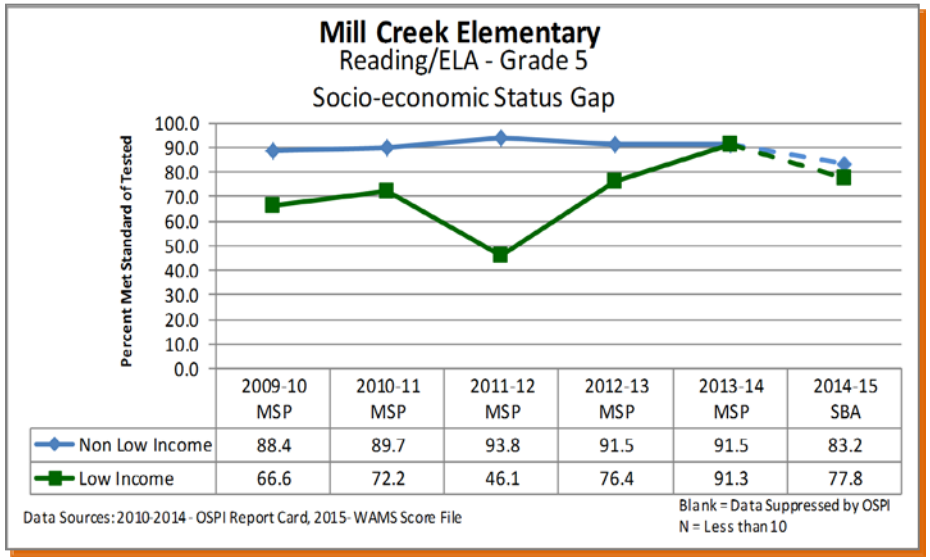


	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	91.7	91.0	95.7	98.0	85.5	80.5
Low Income	71.4	64.2	75.0	83.3	94.7	64.7

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

Blank = Data Suppressed by OSPI
N = Less than 10

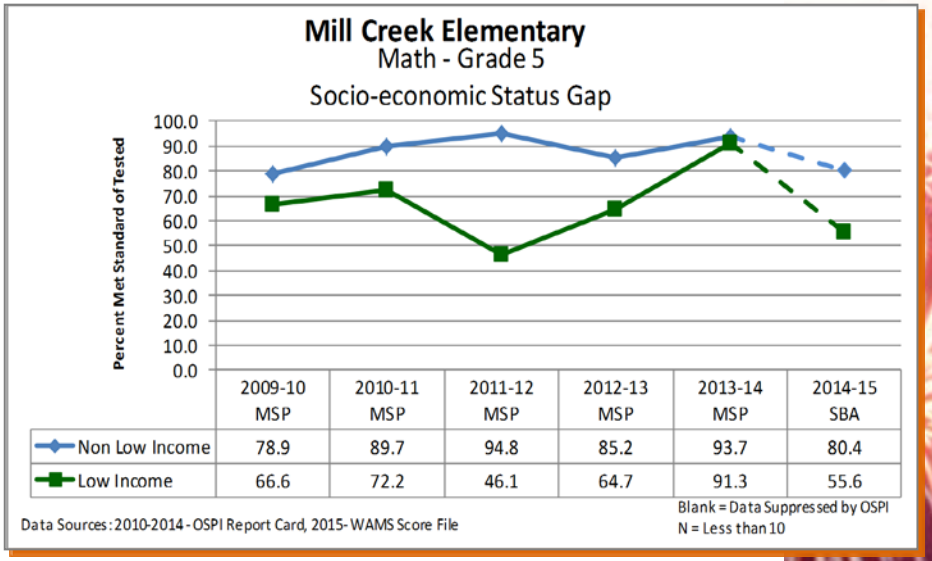
Grade 5 SES Achievement Gap



	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	88.4	89.7	93.8	91.5	91.5	83.2
Low Income	66.6	72.2	46.1	76.4	91.3	77.8

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

Blank = Data Suppressed by OSPI
N = Less than 10



	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 SBA
Non Low Income	78.9	89.7	94.8	85.2	93.7	80.4
Low Income	66.6	72.2	46.1	64.7	91.3	55.6

Data Sources: 2010-2014 - OSPI Report Card, 2015- WAMS Score File

Blank = Data Suppressed by OSPI
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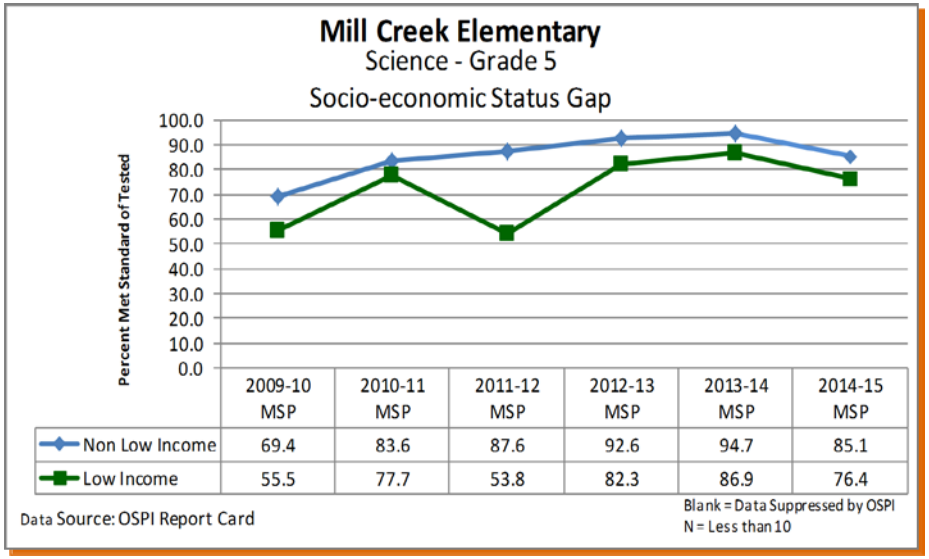
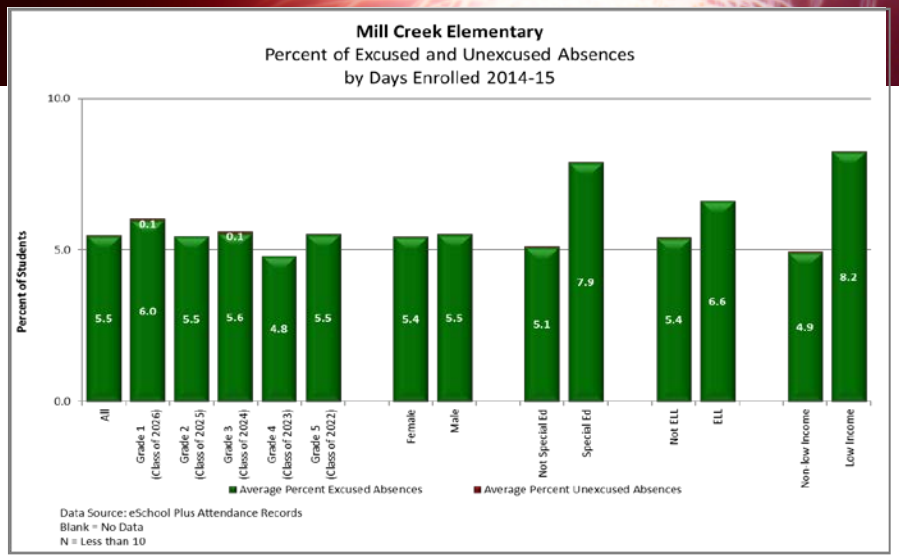


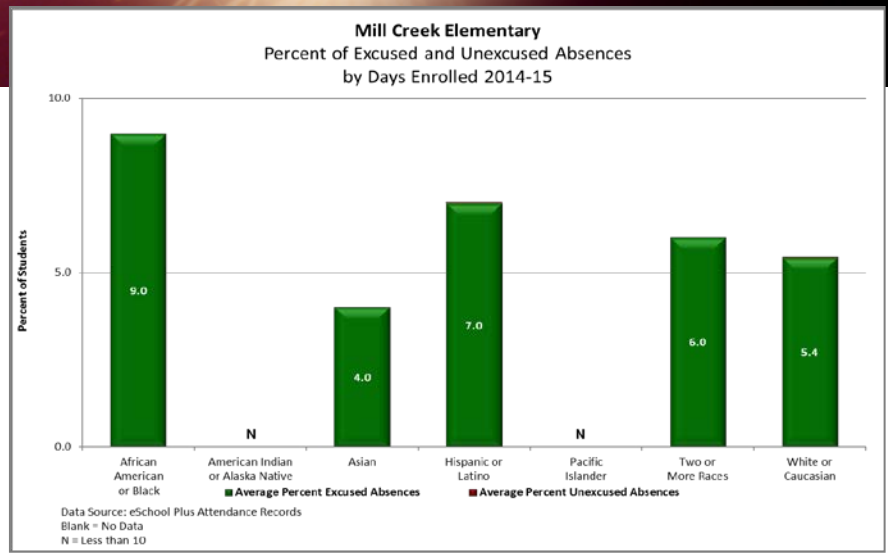
	2009-10 MSP	2010-11 MSP	2011-12 MSP	2012-13 MSP	2013-14 MSP	2014-15 MSP
Non Low Income	69.4	83.6	87.6	92.6	94.7	85.1
Low Income	55.5	77.7	53.8	82.3	86.9	76.4

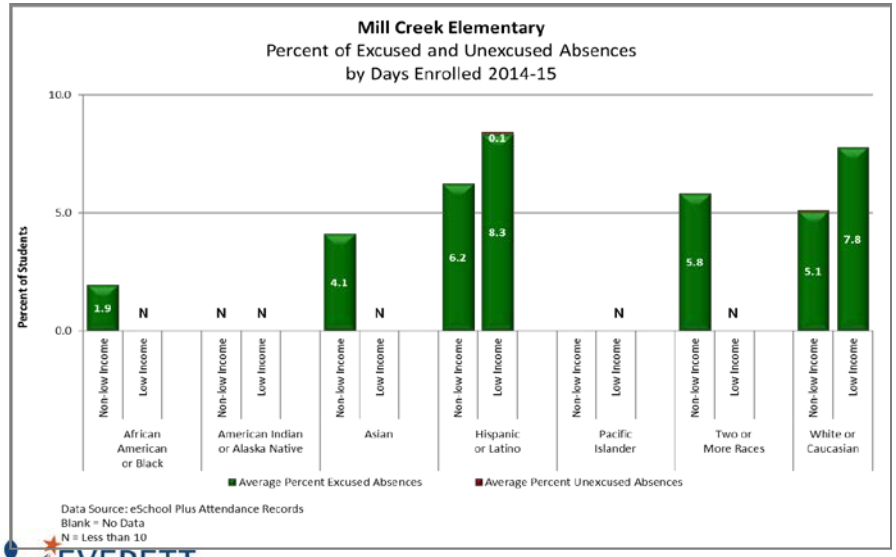
Data Source: OSPI Report Card

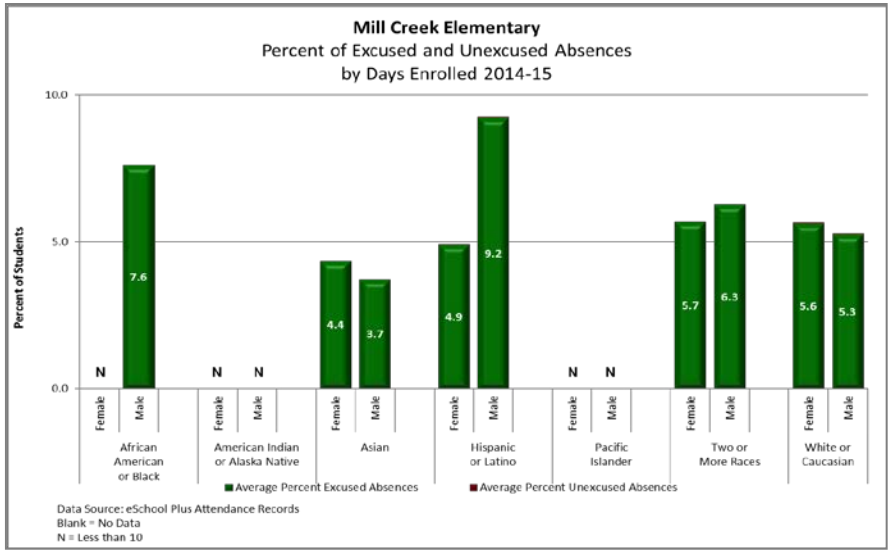
Blank = Data Suppressed by OSPI
N = Less than 10

Attendance Data









Developing High Performing Teams

Meeting Record

Team Name: Leadership Team
Date: Nov. 3, 1015 **Time:** 8:30-11:30 **Location:** Portable 4
Members Present:

Y	N	Name		Y	N	Name
X		Pam Laroche		X		Brenda Fuglevand
X		Stacy Crump		X		Di-Ann Mandy
X		Karen Knabe		X		Nicole Eells
X		Dani Johnson		X		Linnea Lawson
X		Julie Pfohl				
X		Zina Kincaid				

Information Sharing: (10 min.) Team members shared reasons they believe staff are still feeling stress. So much to do, so little time; Student behaviors; Higher standards results in loss of fun; Pressure from parents and social media; Aggressive parents;

Today's Discussion

Time	Topic/Discussion Points	Decisions
30 min.	Cadre Reports	**What is your group doing? What support do you need?** Cadres are following their action plans. Good conversations are held. Brenda will be notified if staff meeting time is needed for a cadre presentation. **Turn your notes in to Brenda after each meeting. Some are still missing from last month.**
60 min.	SIP	**Review Plans** **Identify steps for completion** **Use Science as a model, break into groups of 3 to do RWM** Implementation plans were written for each SIP action item. Now we will calendar our staff meeting topics. Brenda will meet with Stacie, Pam to do this work.
60 min.	Leaders as models	**Poster –what are the characteristics of a leader as a model** **Read Article-highlight where you see yourself** **Thanksgiving week proposal** Leaders are confident, collaborative, willing to share, listeners, supportive, reliable, helpful, and have a positive attitude. This article further explains the characteristics of a leader. http://www.principals.in/uploads/pdf/leadership/Ten_Roles_for_Teacher_Leaders. Many of us are leaders in different situations. It is easy to find ourselves in this lis characteristics. We talked at length about creating a structure for staff to observe other staff. The purpose would be to model taking a risk that would assist in building trust. More information about a plan for Thanksgiving week will be shared soon.

Agenda

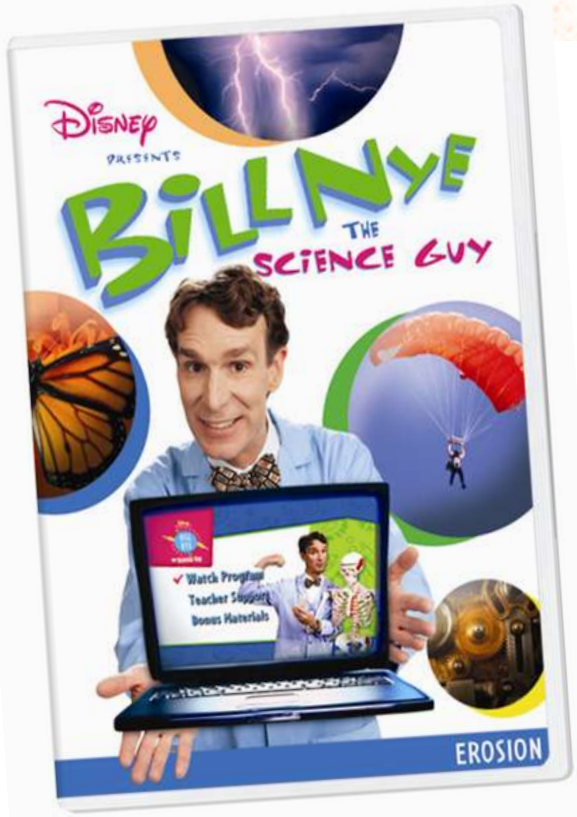
This is a process in process.

Keep an open mind, be flexible, be supportive

- Introduction – POWER SIT
- Purpose and Next Steps
- Reading - DRA data
- Sort and Re-Sort
- Motivation and Engagement
- Intervention Matrix
- Struggling Readers
- Planning and Reflection
- Break
- Math Data
- Sort and Re-Sort
- Implications for Success Time
- Writing in Math

Teachers Promote Close Reading

Writing from Sources



Name Max Mekanik Date 11-19-15

Science/Opinion Writing Organizer

Prompt: What do you think is the most important *geological feature of the landscape to consider when selecting a site to build the TarPul? Provide evidence from *Sciencesaurus* text, pp. 170-172, video "*Bill Nye: Erosion,*" and hands-on science experience to support your claim.

Topic Sentence/Claim: When selecting a site to build the TarPul, I think Type of soil is the most important feature of the landscape to consider.

At least three Reasons/evidence supporting your opinion/claim from at least two different sources listed above.

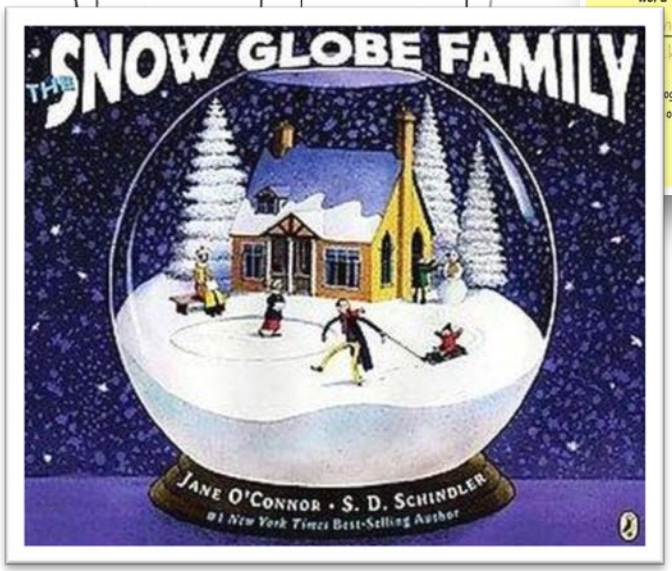
First reason (start with a transition word): The first soil to elimenate is sand. Sand can be blown away by the wind.

Second reason (start with a transition word): The next soil to elimenate is organic soil because I did a test and rocky soil beat organic soil.

Third reason (start with a transition word): The last soil to elimenate is gravel. In a books my class read, gravel did not hold a better role.

A Concluding Sentence that restates your opinion using a transition word As you can see, the type of soil is not important. I think the TarPul should be in rocky soil (not gravel).

*ogical feature: curve of the stream, type of soil, level of soil compaction, of the land by the stream, etc.



Problem Solving in Math

Word Problem Check list

Creators Matthew and Genoa

We created a problem that is

- ☑ solvable
- ☑ more than one step
- ☑ has enough information
- ☑ makes sense
- ☑ not too hard
- ☑ has matching inf

Solvers Ruth and Zack

To solve the problem we

- ☑ showed our thinking though a strategy
- ☑ we answered each question in the box
- ☑ we came up with a reasonable solution
- ☑ We answered the last question

Creating a Word Problem

Who created the problem? (Names)
Matthew and Genoa

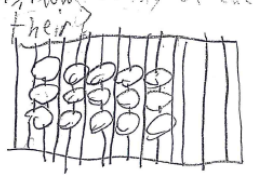
Who are the characters or What are the subjects?
Bob

What do you want the problem solvers to know (Items or Amounts)?
Making burgers. 6 cheese. 1 more H.burger than B.Burger. 15 total burgers

What is supposed to be solved?
How much of each burger are there?

Write out the problem:

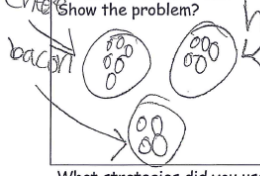
Bob is Making 15 burgers. There are 6 cheese burgers. There is 1 more Hamburger than Bacon burgers. How many of each kind of burger is there?



Great word problem! You both clearly followed directions. Nice collaborative work! 3+

Who is solving? (Names) Ruth and Zack

Re-Write the Problem
Bob is making 15 burgers there is 6 cheese burgers there is 1 more hamburger than bacon burger

What are you finding?	What do you know?
How many of burgers there are.	6 cheese, 1 more ham than bacon, 15 burgers
Show the problem?	**Solution?**
	6 Cheese. 4 bacon. 5 ham.

What strategies did you use?

Show the Problem
- ☑ Draw a Picture
- ☐ Make an Organized List
- ☐ Make a Table
- ☐ Make a Graph Act It Out/Use Objects Look for a Pattern
- ☑ Try, Check, Revise
- ☐ Write an Equation
- ☐ Use Reasoning
- ☐ Work Backwards
- ☐ Solve a Simpler Problem

Were you able to solve the problem? Why or Why not?

Yes because we drew a picture and we Tryed, checked, and Revised 3+

Great work! You worked together and solved this tough problem

Fact Fluency

Name Faris

Math Fact Goal Setting

Level 1 - 0-24
Level 2 - 25-49
Level 3 – 50-74
Level 4 – 75-100

Date - 10-15-15 Addition 1 Addition 2 Subtraction 1 Subtraction 2

My current math fact score is 74 which is a level 3. My goal is to improve my score to at least 100 (level 4) by Nov. 25th.

Date - [illegible] Addition 1 Addition 2 Subtraction 1 Subtraction 2

My current math fact score is 59 which is a level 3. My goal is to improve my score to at least 74 (level 3) by Jan. 7th

Date - Jan. 11th Addition 1 Addition 2 Subtraction 1 Subtraction 2

My current math fact score is 74 which is a level 3. My goal is to improve my score to at least 90 (level 4) by feb. 29

Date - _____ Addition 1 Addition 2 Subtraction 1 Subtraction 2

My current math fact score is _____ which is a level _____. My goal is to improve my score to at least _____ (level _____) by _____.

STEM Activities

Culture of High Achievement

Additional Support

1. An Assistant Principal
2. Math Intervention and/or Facilitator
3. District Direction and Writing Alignment
4. Scope and Sequence of Chromebook Skills

- Support for students with autism
- Continue LIF
- Next steps and tutorials for SBA
- Additional PD for DOK
- Admin Para has been excellent support