

#WEread

Leadership and Learning in Colonial

Tuesday
December 13, 2022

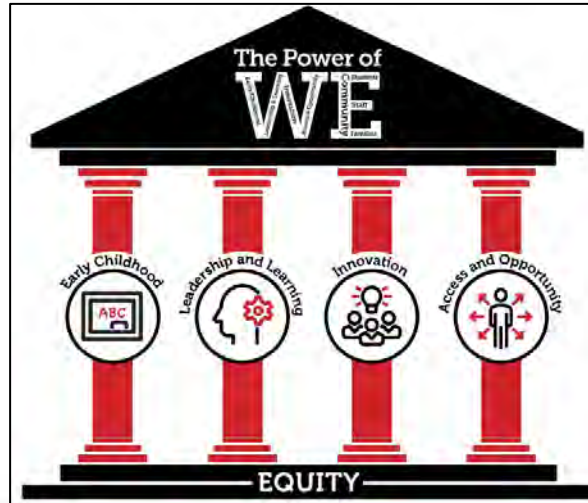
Colonial
SCHOOL DISTRICT

ELA Vision

WE read to be empowered in an ever changing world

WE communicate to share our ideas and to learn about others and the world around us.

WE value our students, staff, and community and their right to read, learn, and grow.



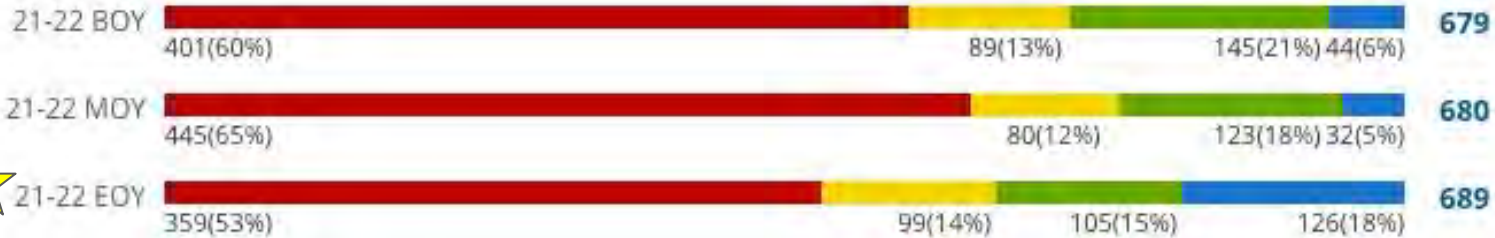
Let's pick up where I left off last year....

DIBELS Data- Phoneme Segmentation

2021-2022 Phoneme Segmentation Data

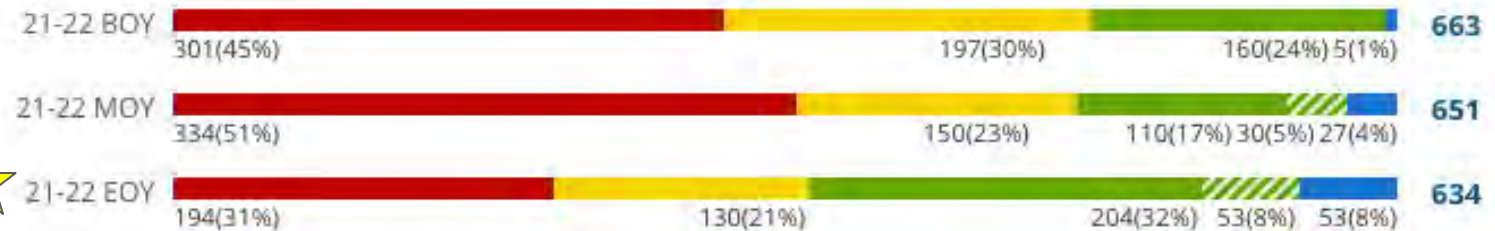
Phonemic Awareness (PSF)

Kindergarten



Phonemic Awareness (PSF)

1st grade





2022-2023 Phoneme Segmentation Data
1st grade cohort data
21-22 to 22-23 PSF Cohort of Data

	Intensive/Low	At Risk	At Benchmark
21-22 EOY	359 (53%)	99 (14%)	231 (33%)
22-23 BOY	217 (31%)	211 (30%)	275 (39%)

Of those 217 students in the Intensive/Low group, 53 were new to Colonial.

BOY Data

DIBELS Data 8th data
Grades K-3

Colonial School District D8

BOY 2022-2023

Composite Score at BOY 2022-23











22-23: National BOY compared to Colonial BOY

Grade	Percent of Students in Each Performance Level at BOY 2022-23							
	Students at <u>Well Below Benchmark Level</u>		Students at <u>Below Benchmark Level</u>		Students at <u>Benchmark Level</u>		Students at <u>Above Benchmark Level</u>	
	District	National	District	National	District	National	District	National
Grade K	60%	48%	16%	18%	12%	15%	12%	19%
Grade 1	52%	34%	16%	19%	21%	26%	11%	21%
Grade 2	52%	36%	11%	14%	24%	26%	13%	24%
Grade 3	41%	32%	17%	17%	28%	28%	14%	23%

For 2022-23, the national mCLASS® per grade user base ranges from 350,000 students assessed (grade 3) to 500,000 students assessed (each of grades K-2). *

G O A L S

Grade	BOY% Proficient	MOY % Proficient	EOY % Proficient
KN	24%	36-44% 	57-65% 
1st Grade	32%	35-39% 	52-59% 
2nd Grade	37%	40-43% 	49-53% 
3rd Grade	42%	43-46% 	49-52% 

ELA Goals

1. Increase Reading Proficiency
 - Implementation of our new Science of Reading Program (Amplify CKLA)
 - Keep students consistently enrolled in District
 - Maintain focus on supporting our teachers
2. Provide PD on Culturally Relevant Instruction and Equitable Literacy Strategies
3. Embed SEL practices throughout Tier 1 CORE instruction



CKLA

Knowledge
Strand

Skills
Strand

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

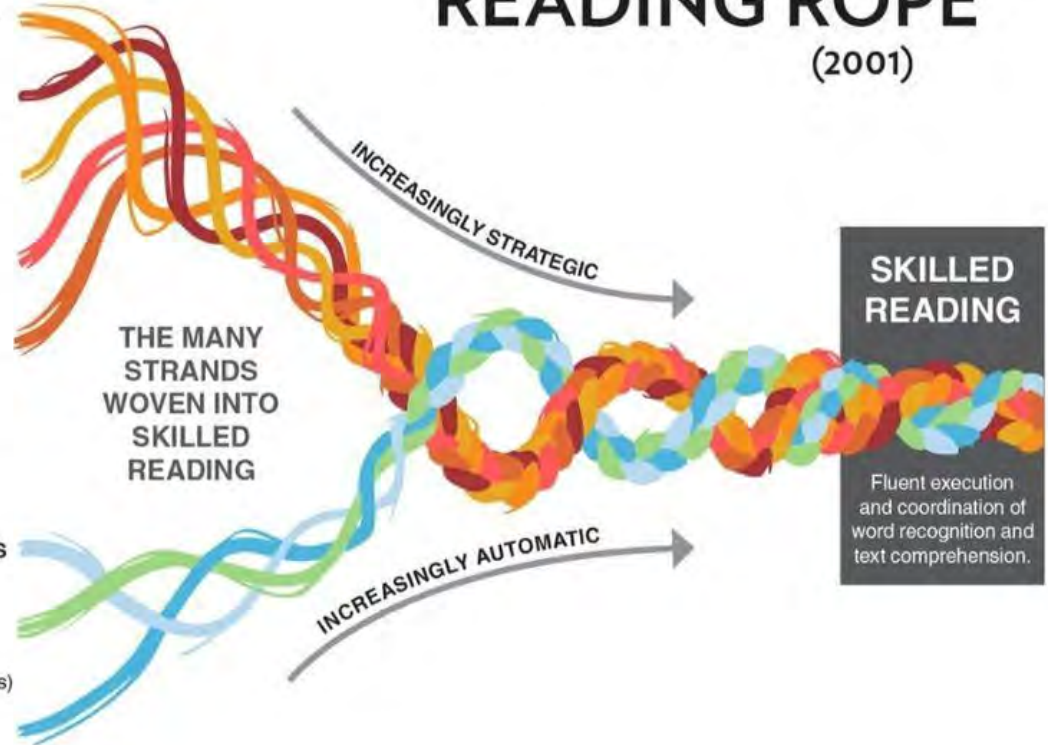
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION

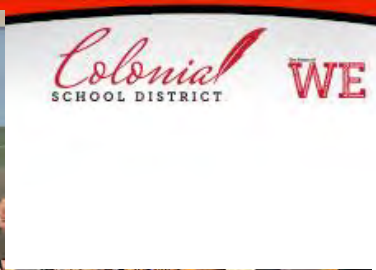


SCARBOROUGH'S READING ROPE (2001)

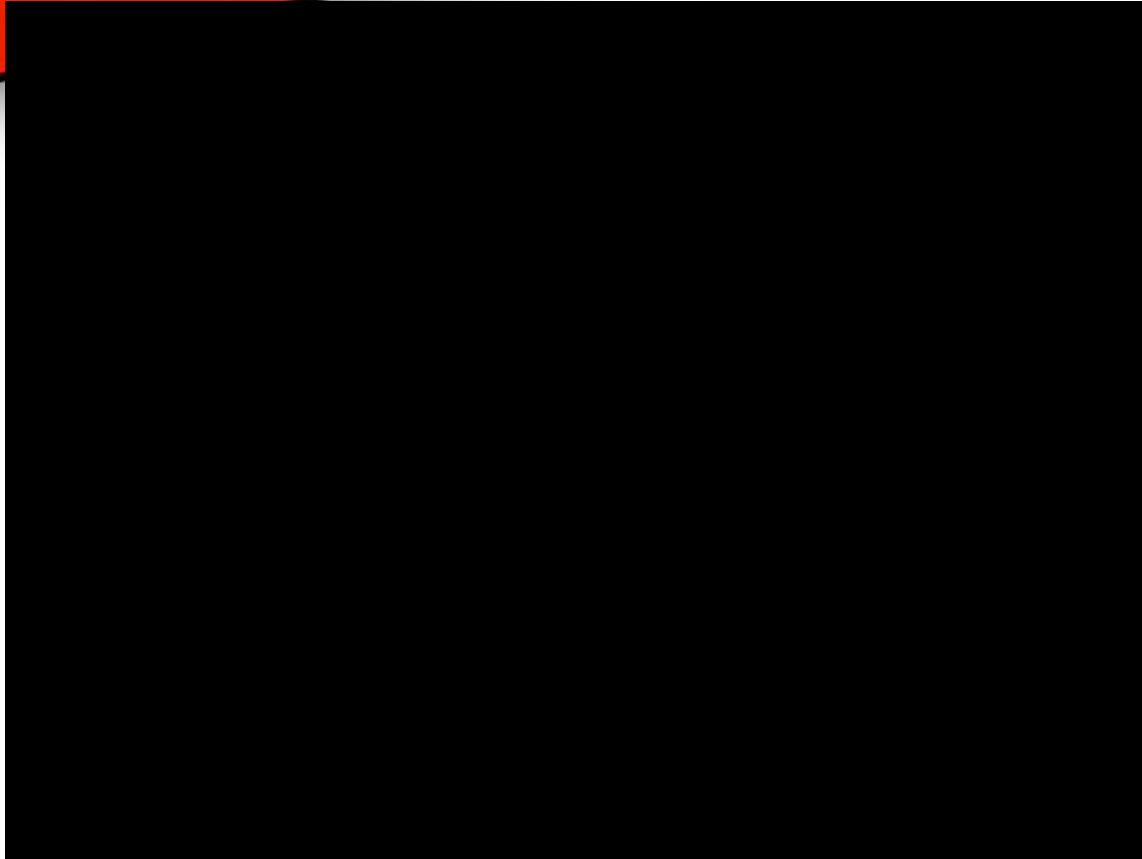
Learning in Colonial #WELearn

Teacher PD

- District time-28.5 hours of CKLA PD
- New Teacher PD (August) for stipend
- Additional 8 after school PD hours for stipend or snow hours
- PLC's and coaching support

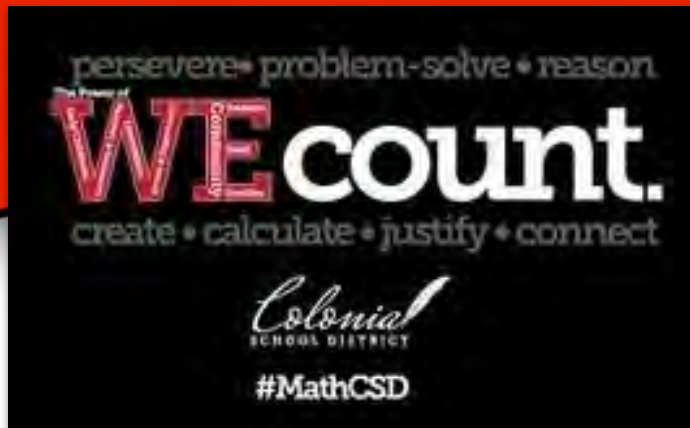
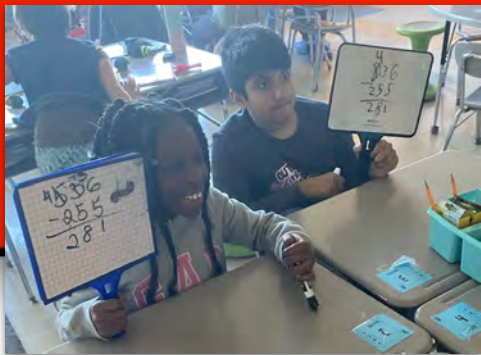


Learning in Colonial #WELearn





Questions



Math Learning in Colonial

Empowering Leaders, Leaders, & Problem-Solvers to change the odds for Colonial students!





WE Celebrate!



- In the first quarter, CH had 48% of 2nd graders demonstrate proficiency in making a ten to add and subtract (2.OA.B.2)
- They focused on math routines and games to support students in understanding our base ten number system



WEcount

Colson
AT RISK MINISTRIES



Questions