

Summary of Spring Data and Looking Forward  
Reading Specialist- Jacquelyn Sernau

- (SLIDE 6) Looking at the fall STAR data, you will notice that we were not even close to our goal. It started off rough- especially in grades K, 1, and 2. The need for urgent intervention was apparent! Our team of interventionists met with the teachers during BCT along with our PLC time on Wednesdays. We made sure the correct students were identified for intervention. In kindergarten, we provided both push-in and pull-out services for lagging readers. We continued to progress monitor all students receiving intervention. Our students made huge gains throughout the year! While not at our goal yet, we are incredibly closer than where we started! This type of data monitoring and close eye on student progress will continue this school year.\* Although not shown here, our running record data shows us moving in the right direction towards our goal! At the end of the school year,( 8) kindergarteners, (5) first graders, (3) second graders, and (0) 3rd graders were not at benchmark. These students will be our top intervention priority.
- (SLIDE 7) There was not as much growth with STAR data at the middle level. This year, we hope to reiterate to teachers the importance of goal setting and reviewing data with students. This should help motivate students to do their best on the STAR assessments. There is also more time in my schedule to provide coaching support for TIER 1 reading and writing instruction at this level which hasn't happened in past.
- (SLIDE 11-14) We are definitely making headway as our writing program becomes more comfortable for teachers. We are working at using student data to drive our writing instruction and putting students in charge of their writing goals. The more students "take stock" in their writing, the more proficient writers they will become.

**FOCUS FOR 2018-2019:**

Student-Centered Learning-- students doing more goal setting and taking stock in their reading and writing.

Continued intervention with a heavy focus on grades K-2. Our instructional aide will offer support in addition to the interventionists and classroom teachers.

Use more screeners to drill down to the actual issue. We hope to become better at finding the actual problem (decoding, fluency, comprehension) and find fitting remediation for struggling students.

Work as PLC groups to continue to review data and create common assessments that will also provide insight into student progress.

Continued support from me, the reading specialist/literacy coach, to ensure that teachers are using best practice in reading and writing across the curriculum.