

# MAPLE ELEMENTARY SCHOOL

*I know that our country was built by people of all races and  
I know that people of all races keep our country great!*

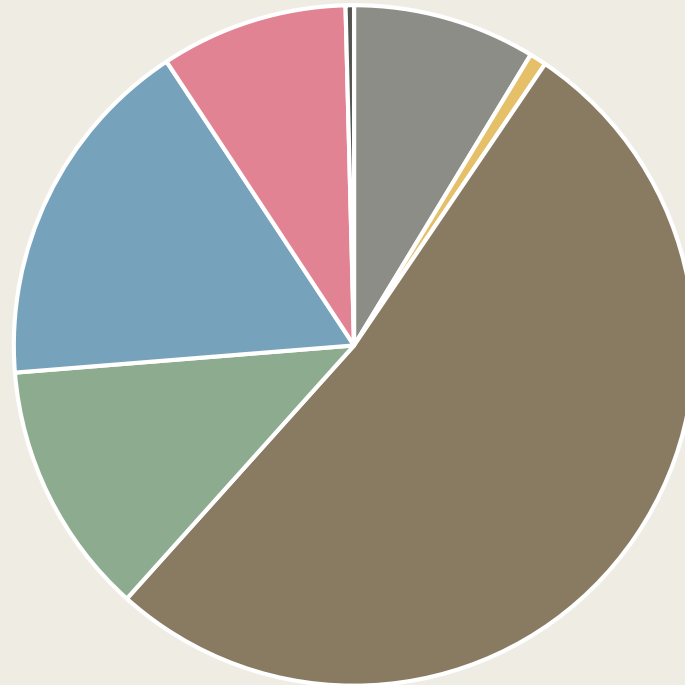
-The Maple Creed



# Who Are the Maple Monarchs?

506 Students  
72 Staff Members

Maple Student Race/Ethnicities



- African American
- Native American
- Asian
- White
- Hispanic
- Multiracial
- Pacific Islander

# Who Are the Maple Monarchs?

38.9% of our students qualify for ELL

- *46% of Kindergartners are ELL*
- *19.2% of students have exited from ELL*

61.1% of our students qualify for FRL

55% of our students speak a home language other than English

11.7% of our students receive SPED services



# Maple's Best Practices

- Collaboration
  - *Daily common planning time*
  - *Grade level release days (3x/year)*
  - *Student Growth Focus Groups*
  - *Formative Practices Institute (3<sup>rd</sup> and 4<sup>th</sup> grades)*
- Tier I Instruction
  - *Grade level curriculum alignment (CCSS)*
  - *Scaffolding*
  - *Differentiation*
  - *Common assessments*
- Shared data tracking tool
- Certificated Specialists (ELL, SPED, Intervention) and Instructional Assistants using push in/pull out instructional models
- Student Intervention Team
- Extended Learning Opportunities led by staff
- Hiring

# Highlighted Best Practice: Student Growth Focus Groups

Student Growth Goals set in the fall are revisited multiple times throughout the year to assess student progress and adjust instructional plan

- Formalize collaborative process for analyzing data, developing interventions and progress monitoring
- Implement Action Plan with explicit interventions for students in need of Tier II support
- Identify students who are not making progress and determine Tier III interventions

# Highlighted Best Practice: Student Growth Focus Groups (SGFGs)

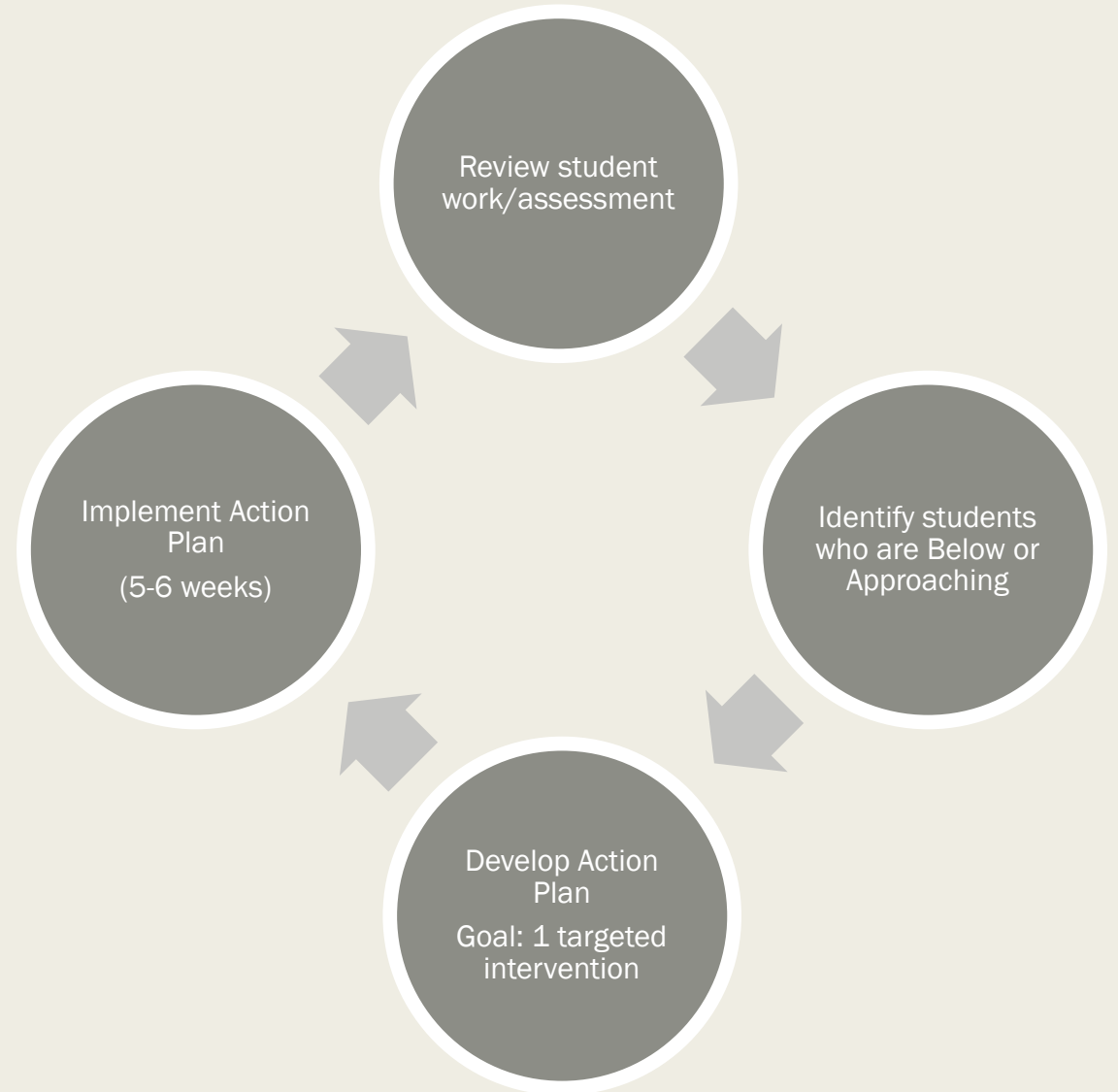
## K-5 Timeline/Process

### Fall 2016

Write Student Growth Goal based on baseline data and school's area of focus

### November/January/March/May

Student Growth Focus Groups engage in analysis and planning cycle



# Highlighted Best Practice: Student Growth Focus Groups

First Grade Strategies for Improving Independent Reading Levels for ELL Students

## STRATEGY ONE November 2016

**SIGHT WORDS:** Have an adult practice sight words a minimum of 3 times per week for students who are below current standard in Independent Reading Levels.

## STRATEGY TWO January 2017

**WORD FAMILIES:** Continue strategy one plus have students who are below current standard in Independent Reading Levels review word family lists a minimum of 2 times per week in small groups.

## STRATEGY THREE March 2017

**READ AND RETELL:** Continue strategy one for the students who have not mastered all first grade sight words plus have individual students who are below current standard in Independent Reading Levels practice reading out loud and doing retell with an adult a minimum of 2 times per week.

As of May 1<sup>st</sup> there are only 9 out of 53 students who have not mastered all first grade sight words and most of them are very close!!

# Highlighted Best Practice: Student Growth Focus Groups

Data: Impact on Student Learning/Achievement

Mid-Unit 1 Assessment:  
Reading to Capture Key Details:  
Dragon of the Red Dawn (pages 55-61)

**Directions:**

- Read pages 55-61 from Chapter 6: "The Banana Tree" in *Dragon of the Red Dawn*.
- Reread the same pages, thinking about the gist and the facts and details related to cultural heritage.
- Take notes on the Where/Who/What recording form below, just as we have been doing together in class.
- Answer the specific Questions from the Text in Part 2.

Part 1: What are the important parts of the chapter?  $\frac{4}{4}$  ☺

**Learning Target:** I can determine the key details of pages 55-61 by identifying the important parts of the chapter (who/where/what).

Where does this part of the chapter take place?	Who are the important characters in this section of the text?	What are the most important events in this section of the text?
Basho's house	Basho, Annie, Jack.	- They went to Basho's house and saw a banana tree. - Then, Basho started to write something. - Basho is going to shake a poem so Annie can hear the poem.

Mid-Unit 1 Assessment:  
Reading to Capture Key Details:  
Dragon of the Red Dawn (pages 55-61)

**Part 2: Questions from the Text**

1. Describe the inside and outside of Basho's home. Use details from the story to support your answer.

$+2$  In the inside he has three mats. In the outside he has a banana tree and he is close to the river.

2. What does Jack find puzzling about Basho's house? Use at least two details from the story to support your answer. *confusing/odd*

$+0$  Jack finds he has a banana tree outside his house. He finds out he lives close to the river. He has three mats inside his house.

3. On page 55, Basho says that his "humble castle is grander than all the castles of the samurai." What does he mean by this? Use specific details from other parts of the chapter to support your response.

$+0$  he means by this that his castles are bigger than all the samurai's castles.

$+2$  ☺

Mid-Unit 1 Assessment:  
Reading to Capture Key Details:  
Dragon of the Red Dawn (pages 55-61)

**Part 3: Cultural Details & Vocabulary**

4. Which of the following sentences from the chapter gives you information about the culture of ancient Japan?

- Jack and Annie stared at the large plant with the long, droopy leaves.
- He pulled three tiny bowls and a small cloth bag from the bamboo chest.
- "I like this house, though," said Annie. "It's cozy."

5. A: What does the word *scrummy* mean as it is used on page 56?

- large
- thin
- bright
- strong

B: Which of these phrases from the text best helps you understand the meaning of *scrummy* as it is used in this scene?

- "It's nice here"
- "slipped off his sandals"
- "droopy banana tree"
- "beauty of the Imperial Garden"

When Annie sees Basho's house, she says, "I guess this is a three mat house." What does she mean by this?

- There are three mats on the floor.
- It's a very small house.
- The house is decorated with mats.
- The house looks like it belongs to a famous person.

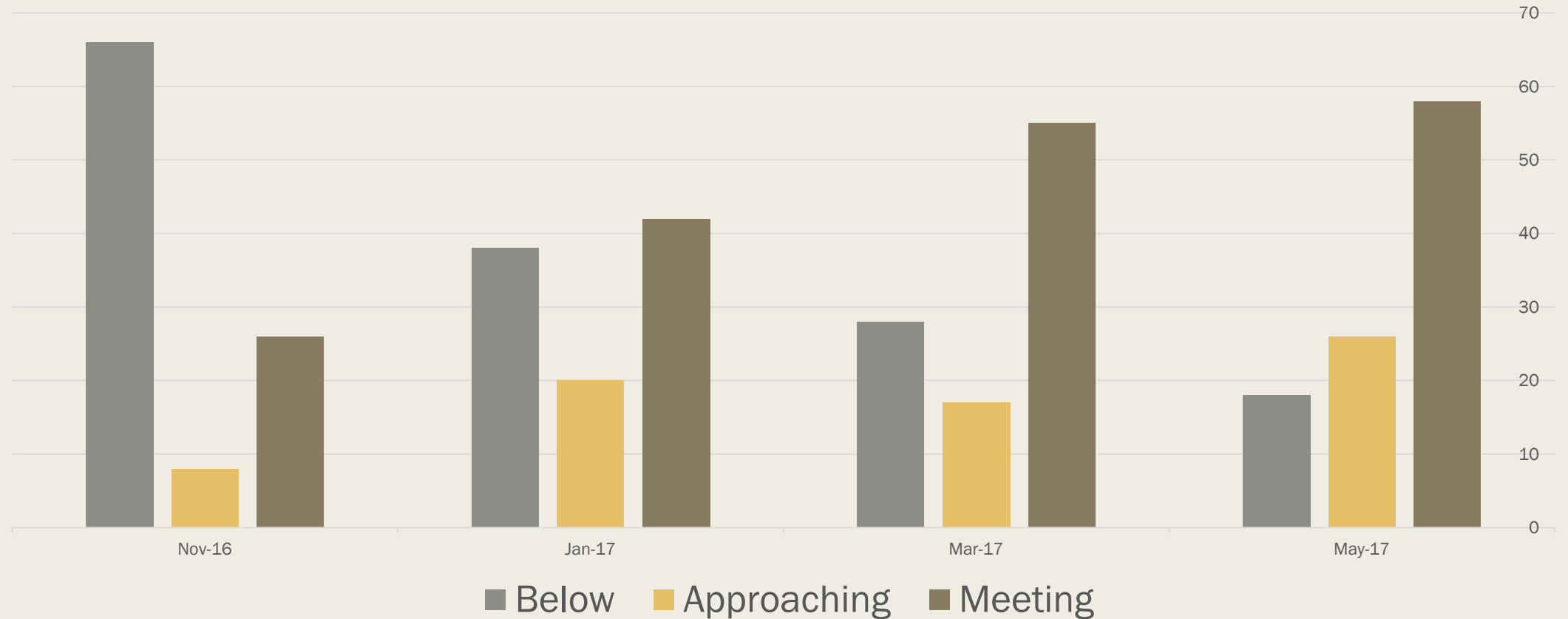
$\frac{3}{4}$  ☺



# Highlighted Best Practice: Student Growth Focus Groups

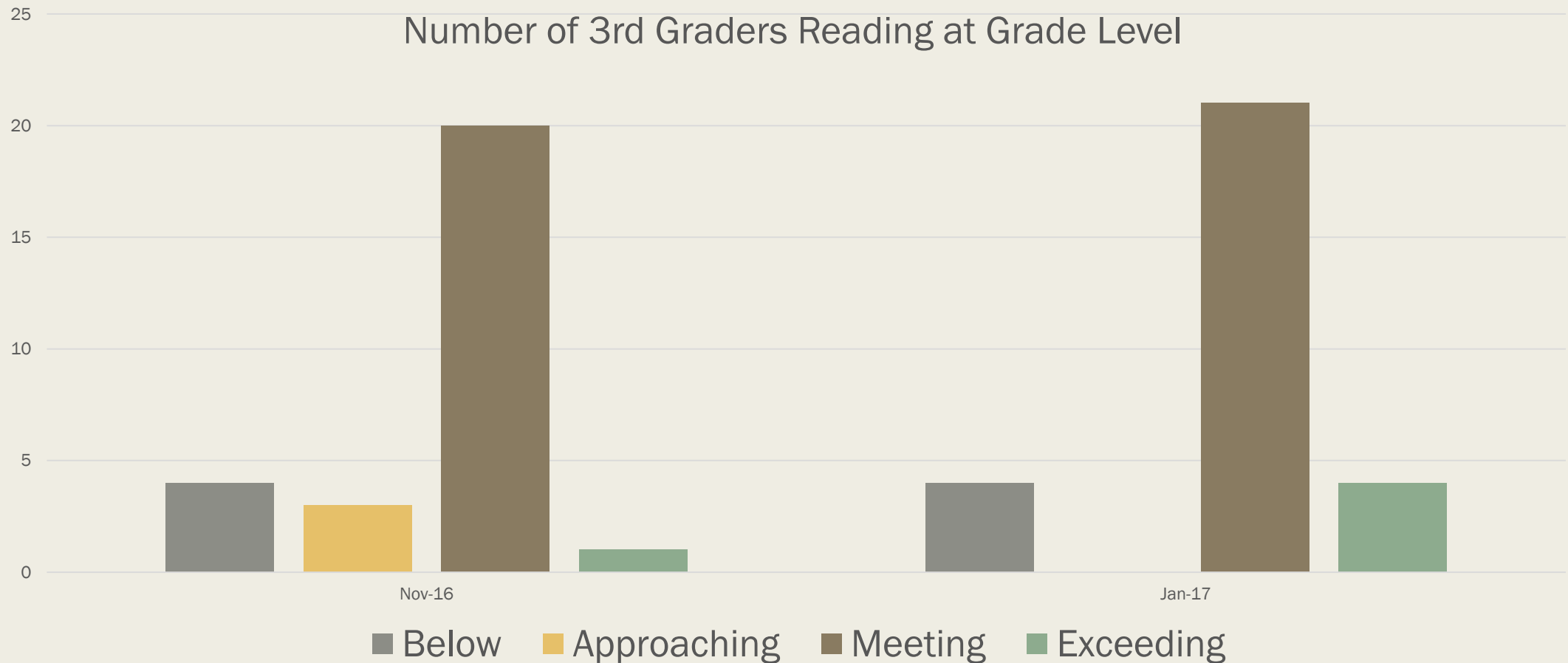
Data: Impact on Student Learning/Achievement

% of 1st Graders Meeting/Exceeding  
Grade Level Standard (IRL)



# Highlighted Best Practice: Student Growth Focus Groups

Data: Impact on Student Learning/Achievement



# Next Steps

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION

WASHINGTON STATE BOARD OF EDUCATION



2016



**Washington Achievement  
Award Winner**