

**Summit Street School  
Guiding Coalition Dashboard**

| PRE K | K | 1 | 2 | 3 | EST | SEL | Principal |
|-------|---|---|---|---|-----|-----|-----------|
|       |   |   |   |   |     |     |           |

**PROFESSIONAL LEARNING COMMUNITIES / RESPONSE TO INTERVENTION**

To provide students with a multi-tiered system of support focused on high-quality first instruction and intervention through a systematic and comprehensive approach.

To focus on learning, build a collaborative culture and focus on results through shared values, collaborative teams, collective inquiry, action orientation, and a commitment to continuous improvement.

To use evidence of student learning to evaluate, revise, and celebrate our collective efforts to improve student achievement.

*Solution Tree*

**Learning Targets  
By Summit Street Teachers**

**Clarity of purpose:** Teachers need the opportunity to create a shared vision among them as to what essential standard they are measuring. If the assessment is pre-made, from a program, the team may still decide not to administer all parts of it if it's not getting at the learning target.

Having clear and concise learning targets can in turn be used to create clear common assessments.  
Also easier to create common assessments when everything can be bridged right back to those essential standards or learning targets.

**Clarity of Learning Targets:**

The goal is to accurately assess what students have learned by providing an assessment that closely aligns with the learning targets; the assessment should include enough items to certify mastery, while also including the "I can" statements so that students know exactly what they are being asked to do.

**Calibration of the level of rigor we expect students to demonstrate:**

We need to agree on the level of rigor that we expect students to perform on end-of-unit assessments before the unit begins so we can help them get there.

**Accomplished Fall of 2020**

- Established a Guiding Coalition.
- Continued to build a culture of collective responsibility.
- Formed collaborative teacher teams with norms and meeting agreements.
- Created time for collaboration
- Committed to team norms on each individual team as well as schoolwide.
- Balanced hybrid learning, full in-person instruction
- Developed essential standard unit plan
- Creatively implement PBIS given COVID restrictions
- Implement small group interventions based on essential standards and skills
- Developed common formative assessments collaboratively
- School-wide implementation of Foundations and scope and sequence of phonics instruction
- Created weekly meeting times for PLC/RTI etc.
- Maintain positive staff culture
- Increased overall resilience
- Filled vacancies in the middle of a pandemic
- Continued to provide engaging instruction and activities
- Strengthened relationships and connections with families
- Continued to use Seesaw as a common platform

### Accomplished Fall of 2021

- Strong agendas and coordinated plans for PLC meetings
- Implementation of a positive, relaxed community in a continued pandemic
- All work grounded in Collective Efficacy
- Introduction of work for the year to provide clarity and purpose
- Established purpose for our work
- Narrowing of the essentials of the Essential Standards
- Strong documentation and data tracking
- Coordinated and collaborative work on school wide SMART GOALS
- Thoughtful on planning the Faculty Meetings and early release professional learning community work
- Planning national conference as a team on Response to Intervention

### Collaborative Teams

|  | Kindergarten   | 1st Grade   | 2nd Grade   | 3rd Grade   |
|--|--|---|---|---|
| <b>SEL Standards</b>   | <a href="#">SEL Standards</a>  | <a href="#">SEL Standards</a>   | <a href="#">SEL Standards</a>   | <a href="#">SEL Standards</a>   |
| <b>SEL Assessment Rubric</b>   | <a href="#">SEL Assessment Rubric</a>  | <a href="#">SEL Assessment Rubric</a>   | <a href="#">SEL Assessment Rubric</a>   | <a href="#">SEL Assessment Rubric</a>   |
| <b>Meeting Zoom Link if needed<br/>Use Open Zoom Room</b>              |  |   |   |   |
| <b>Agenda / Outcomes<br/>Complete at every PLC / RTI<br/>2021-2022</b> | <a href="#">Kindergarten RTI/PLC Meeting Agendas 2021-2022</a>   | <a href="#">1st Grade RTI/PLC Meeting Agendas 2021-2022</a>   | <a href="#">2nd Grade RTI/PLC Agendas 2021-2022</a>   | <a href="#">3rd Grade RTI/PLC Agendas 2021-2022</a>   |
| <b>Essential Standards Literacy</b>                                    | <a href="#">Kindergarten Essential Standards</a>   | <a href="#">1st Grade Literacy Essential Standards</a>  | <a href="#">2nd Grade Literacy Essential Standards</a>  | <a href="#">Grade 3 Reading Essential Standards</a>   |
| <b>Essential Standards Math</b>  | <a href="#">Kindergarten Essential Standards</a>   | <a href="#">1st Grade Math Essential Standards</a>  | <a href="#">2nd Grade Math Essential Standards</a>  | <a href="#">Grade 3 Math Essential Standards</a>  |
| <b>Summit Essential Standards Intervention Priority Progression</b>    | <a href="#">Summit Essential Standards Intervention Priority Progressions (Red, Yellow, Green Document)</a>  |   |   |   |
| <b>Response to Intervention Literacy Templates by Standards dard</b>   | <a href="#">Kindergarten PLC/RTI Literacy Unit Plan</a><br><br><a href="#">Letters/Sounds Data Sheet</a><br><br><a href="#">CVC Data Sheet</a><br><br><a href="#">Protocol for Formative Assessment for CVC words # 1</a><br><br><a href="#">Protocol for Formative Assessment for CVC words # 2</a><br><a href="#">Formative Assessment Protocol for CVC Words #3</a><br><br><a href="#">Foundation Unit Assessment Data Sheets</a> | <a href="#">1st Grade Literacy PLC/RTI Unit Plans</a><br><br><a href="#">Formative Assessment Protocol for Unit 1 Foundations</a><br><br><a href="#">Formative Assessment Protocol for Unit 2 Foundations</a><br><br><a href="#">Formative Assessment Protocol for Foundations Units 3-6</a><br><br><a href="#">Summative Assessment Protocol for Writing</a> | <a href="#">2nd Grade Literacy PLC/RTI Unit Plans</a><br><br><a href="#">L2 Unit 1 Week 1 Foundations CFA</a><br><br><a href="#">L2 Unit 2 Foundations Plan</a><br><br><a href="#">L2 Unit 3 Foundations Plan</a> | <a href="#">I Can Statements Foundations</a><br><a href="#">Third Grade PLC/RTI Unit Plan</a><br><a href="#">Unit 1 Foundations</a><br><a href="#">L2 Unit 2 Foundations</a><br><a href="#">L2 Unit 3 Foundations</a><br><a href="#">L2 Unit 4 Foundations</a><br><a href="#">L2 Unit 5 Foundations</a><br><a href="#">L2 Unit 6 Foundations</a><br><a href="#">Unit 4 Research Clubs 15 day challenge w/Learning targets</a><br><a href="#">Unit 1 L2 Foundations learning target sheet</a><br><a href="#">Unit 3 L2 Foundations learning target sheet</a> |

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|--|--|---|--|---|
|  | <a href="#">Foundations Unit 2 Assessment</a><br><a href="#">Foundations Unit 3 Assessment</a><br><a href="#">Foundations Unit 4 Assessment</a>  |   |  | <a href="#">Unit 4 L2 foundations learning target sheet</a><br><a href="#">Unit 5 L2 foundations learning target sheet</a><br><a href="#">Unit 6 L2 foundations learning target sheet</a><br><a href="#">Unit 7 L2 foundations learning target sheet</a>  |
| <b>Response to Intervention Math Templates by Standard</b> | <a href="#">Kindergarten PLC/RTI Unit Plans for Math</a><br><a href="#">Counting to 100 Data Sheet</a><br><a href="#">Counting to 100 Intervention Plan</a><br><a href="#">Protocol for Formative Assessment for Counting to 100</a><br><a href="#">Kindergarten Counting Objects Unit Plan (district)</a> | <a href="#">1st Grade Math PLC/RTI Unit Plans</a>   | <a href="#">2nd Grade Math PLC/RTI Unit Plans</a>  | <a href="#">Third Grade Math Unit plan for essential standard #1</a><br><a href="#">Grade 3 Bridges Unit 2 plan</a><br><a href="#">Grade 3 Bridges Unit 3</a>   |
| <b>I Can Statements</b>                                    | <a href="#">I Can Statements Literacy</a><br><a href="#">I Can Statements Math</a>   | <a href="#">I Can Statements - Working Doc</a>  | <a href="#">ELA Learning Targets</a><br><a href="#">Math Learning Targets</a>                          | <a href="#">Learning Targets for RF3.3</a><br><a href="#">Learning Targets for OA3</a><br><a href="#">Unit 1 Math Learning Targets student sheet</a><br><a href="#">Unit 2 Learning Target Sheet</a><br><a href="#">Unit 3 Learning Target Sheet</a><br><a href="#">Unit 4 Math Learning Targets</a><br><a href="#">Unit 5 Math Learning Targets</a><br><a href="#">Unit 6 (modified) Learning target student sheet.</a><br><a href="#">Unit 7 (modified) Learning target student sheet</a> |
| <b>Tier 2 &amp; 3 Intervention</b>                         | <a href="#">September 2021 Intervention Chart</a><br><a href="#">October 2021 Intervention chart</a>   | <a href="#">September 2021 Intervention Chart</a><br><a href="#">January Intervention Chart</a> | <a href="#">September 2021 Intervention Chart</a><br><a href="#">Jan-April 2022 Intervention chart</a> | <a href="#">September 2021 Intervention Chart</a><br><a href="#">Nov-Dec Intervention Chart</a><br><a href="#">Jan-April Intervention chart</a>   |

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|--|--|--|---|---|
| <b>Literacy, Math and ELL Learning Targets</b>                               | <a href="#">Learning Targets for the Year by Month</a>         |  |   |   |
| <b>Agenda / Outcomes Complete at every PLC / RTI (2020-2021 School Year)</b> | <a href="#">Kindergarten RTI/PLC Meeting Agendas 2020-2021</a> | <a href="#">1st Grade RTI/PLC Meeting Agendas 2020-2021</a><br><a href="#">1st Grade RTI/PLC Meeting Agendas 2021-2022</a> | <a href="#">2nd Grade RTI/PLC Agendas 2020-2021</a> | <a href="#">3rd Grade RTI/PLC Meeting Agendas 2020-2021</a> |

|  | DOCUMENTS  |
|--|--|
|  | <a href="#">CIP Summit Street 2020-2021</a>  |
| <a href="#">1st Grade Math Add and Subtract within 10 Unit Plan</a><br><a href="#">1st Grade Literacy PLC/RTI Reading Literature Unit Plan</a><br><a href="#">1st Grade Reading Informational Essential Standard Common Formative Assessment</a> | Unit Plan<br><a href="#">Summit Literacy and Math Essential Standards</a><br>Development of Common Formative Assessment<br><a href="#">Protocol for Using Common Formative Assessment Data</a><br><a href="#">Protocol for Using Common Summative Assessment Data</a><br>Mid Unit Protocol<br><a href="#">Targeting Intervention by Student, Standard and Learning Target</a><br><a href="#">Tier 1 and Tier 2 Intervention Plan for Individual Student</a><br><a href="#">Tier 1 and Tier 2 Intervention Plan for Group of Students</a><br><a href="#">Intervention Grid for Individual Student</a> |

