

Comprehensive Plan Report

Filter: [Spotlight Indicators Only](#).

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

4/7/2017

Cedar Lane ES NCES - na

Loudoun County Public Schools

Virginia Indistar (Continuous Improvement)

Key Indicators are shown in RED.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator	IE06 - The principal keeps a focus on instructional improvement and student learning outcomes.(57)		
Status	Tasks completed: 4 of 8 (50%)		
Assessment	Level of Development:	Initial: Limited Development 08/17/2015	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Our Leadership TEAM continues to work toward enhancing the overall instructional program at Cedar Lane through professional development, data analysis, and review of our instructional practices.	
	How it will look when fully met:	<p>The leadership team aligns professional development to the needs of staff for OTTW/PBL/Loudoun Creates/BYOT as determined by review of lesson plans, walkthrough and assessment data.</p> <p>The leadership team provides ongoing explicit feedback and support to teachers on lesson planning and the development of OTTW/PBL/Loudoun Creates projects and exhibitions.</p> <p>The leadership team provides ongoing explicit feedback and support to teachers on the implementation of OTTW/PBL/Loudoun Creates based on observation and walkthrough data.</p> <p>The leadership team supports the CLTs and the use of data to evaluate the effectiveness of instructional delivery to meet the needs of all students for OTTW/PBL/Loudoun Creates.</p>	
	Target Date:	06/09/2017	
	Tasks:		
	1. The school leadership team will facilitate differentiated professional development in the areas of OTTW/PBL/BYOT/Loudoun Creates.		
	Task Completed:	06/14/2016	
	2. School leadership will provide ongoing explicit feedback and support to teachers on lesson plans and the development of OTTW/PBL/Loudoun Creates projects.		
	Added date:	08/17/2015	
	Target Completion Date:	06/17/2016	
	Comments:		

	Task Completed:	06/14/2016
	3. School leadership will provide ongoing explicit feedback and support to teachers with lesson delivery of OTTW/PBL/Loudoun Creates based on observations and walkthroughs.	
	Assigned to:	SLT
	Added date:	08/17/2015
	Target Completion Date:	06/17/2016
	Task Completed:	06/16/2016
	4. School administration will monitor the work of CLTs in evaluating the effectiveness of instructional delivery that meets the needs of all students based on assessment data.	
	Added date:	08/17/2015
	Target Completion Date:	06/17/2016
	5. The school leadership team will facilitate differentiated professional development.	
	Assigned to:	School Leadership Team
	Added date:	08/10/2016
	Target Completion Date:	06/09/2017
	Comments:	<p>August 24, 2016, whole staff met and brainstormed ideas by grade level on how to improve student achievement. SIP team met to compile ideas and strategies produced by grade level teams. After reviewing, common elements included; common assessments, common vocabulary for Language Arts instruction and incorporating SIOP strategies. The team also decided to revisit the Fundamental Five PD that was implemented in the past in order to include teachers new to CED.</p> <p>On September 22, 2016 during a monthly staff meeting, Crafting Common Assessments and Utilizing Vocabulary to Enhance Rigor was presented to staff. The SIP team highlight common terms that should be introduced in all grades in order to make difficult testing terms common language at all grade levels.</p> <p>In September, new staff members at Cedar Lane Elementary were given the book, Fundamental 5. The principals of the Fundamental 5 were discussed and explored. Throughout the month of September in grade level CLT Meetings TEAMS discussed best practices in the area of student engagement and questioning techniques as we work toward the "Hands Down Classroom" culture.</p> <p>On October 13, 2016 during a monthly staff meeting, SIOP training was administered to all staff members. The first 2 principals, lesson prep and building background, were introduced. During the next staff meeting, principals 3 and 4 of SIOP will be presented to the staff.</p> <p>On December 1, 2016 during a monthly staff meeting, SIOP training was administered to all staff members. The second 2 principals, comprehensible input and strategies, were introduced. The staff was encouraged to use these practices in their classrooms before the next staff meeting. The final principals will be introduced in Spring of 2017 staff meetings.</p> <p>On January 19th and 26th of 2017, a PD on Posing Questions to Reach</p>

		<p>all Learners. This PD was offered to all staff members. Staff members were encouraged to try some strategies to encourage thinking in all students. Future PD will include work with student engagement and think time.</p> <p>April 4 - Staff was offered bi-weekly PD opportunities that the School Leadership Team has deemed beneficial to individual teacher instruction, based of off surveys and CLT discussions. The goal of this initiative was to allow staff to choose learning opportunities that will enhance their teaching practice. PD opportunities included SIOP instruction, Questioning Techniques within the classroom and Blooms models. Staff development was provided by ELL team and the Instructional Facilitator.</p> <p>Through observations and staff feedback the PD that was provided assisted teachers in the areas of visual cues, questioning, and specific strategies to enhance the learning of our students.</p> <p>During a Staff Development meeting, teachers were encouraged to observe their colleagues and implement the strategies they have been learning during the bi-weekly Staff Development meetings. This new initiative has been the focus of our new Dean, Mrs. Kathy Nekic. Mrs. Nekic has developed a structure that enables staff the ability to connect with other members of the TEAM who skills/training/experiences in specific areas that are of interest.</p> <p>As the Literacy team completes FOLI and Orton-Gillingham trainings, strategies and concepts will be offered to the staff members. During our SLT meeting on 4/7 this was discussed and a plan is currently being developed to support the sharing of this work and the ideas/concepts that are being learned by those attending the training.</p>
	6. School leadership will provide ongoing explicit feedback and support to teachers on lesson planning.	
	Added date:	08/10/2016
	Target Completion Date:	06/09/2017
	Comments:	<p>During August Staff Development days the 9 point lesson plan was discussed and expectations were set. With the increased number of students and the coordination of schedules, planning time and time for collaboration were found as an area of need.</p> <p>September 22, 2016 Planbook.com was introduced and offered to all staff as a planning tool. The features of Planbook.com were discussed and explored.</p> <p>In October, Planbook.com was purchased for all teachers interested in using this organizational tool. Teachers have found this to be a useful tool in the planning and collaboration of lessons.</p> <p>In two Professional Development Sessions, 1/19/17 & 1/26/17 teachers were provided with tools to enhance their questioning techniques and student engagement strategies which will be incorporated into their lesson planning. Also we added the critical component of providing needed think time (wait time). While there will be flexibility in how teachers incorporate this into their lesson planning, we will be looking specifically for this in our observations and walk through's.</p> <p>April 4 - Teachers uploaded a 9 point lesson plan that was used during</p>

		<p>the first semester. Teachers have incorporated the 9 points into their daily lesson plans. After reviewing the lessons plans, it has been noted that and increase in focus on essential knowledge would enhance current teaching practices. Teachers will be provided with strategies to incorporate essential knowledge during upcoming CLT meetings.</p> <p>Another focus will relate to the importance of reflection in our work. A Professional Development opportunity is currently being developed by staff to highlight/emphasize the importance of reflection and how we can make it a functional and effective component of our planning.</p>
	7. School leadership will observe lesson delivery and provide ongoing explicit feedback and support to teachers.	
	Added date:	08/10/2016
	Target Completion Date:	06/09/2017
	Comments:	<p>Administrative and Peer observation and walk through data will be analyzed and compiled at the end of the first quarter in order to drive future staff PD.</p> <p>September 2016, Administrators have begun the walk thru and observation process in all classrooms.</p> <p>April 4 - Classroom and teacher observations have continued throughout the year. Currently more than 75% of observations have been completed by Mr. Tracey and Mr. Marple.</p> <p>Mrs. Nekic is developing the Pineapple Plan, which will support our efforts to have teachers visit other teachers classrooms. The goal was set that all staff will meet a certain criteria of visiting and observing other teachers prior to the close of the school year. A spreadsheet has been developed and data will be reviewed to make certain this goal is met.</p> <p>The bi-weekly staff development strategies are being implemented by teachers and staff members in the classroom. Throughout the observations it became evident that teachers would benefit from informal observations of their peers. During CLT meetings, team planning and instructional practices were shared and reviewed.</p>
	8. School Leadership will monitor the work of CLTs in analyzing data to differentiate instruction for all students.	
	Added date:	08/10/2016
	Target Completion Date:	06/09/2017
	Comments:	<p>Grades 2-4 began Power Up groups the week of September 20th based on Spring of 2016 assessment scores.</p> <p>An enrichment group for third grade, led by the TRT and SEARCH teacher, was established for students meeting specific criteria and will begin the week of September 26th. This group will meet twice per week.</p> <p>Grade level data meetings occurred the first week of October. Universal Screening scores, DRA results and PALS testing were analyzed to drive the next steps of instruction. Power up groups were formed based on student data.</p>

		<p>During the first quarter, School Leadership has attended all bi-monthly CLT grade level meetings. During the first CLT of each month, instructional practices and plans are discussed. During the second CLT of each month, student data and progress is discussed.</p> <p>April 4- School Leadership continues to attend all bi-weekly grade level CLT meetings providing feedback to team members. SGA's were analyzed to direct instruction to areas of student need. Strategy groups were formed and Higher Level Question Techniques were employed to enhance the learning of all students. Concerns of teachers are heard during CLT meetings and appropriate resources are sought to bring to future CLT meetings to provide support in the areas that the teachers have concerns.</p>
Implement	Percent Task Complete:	Tasks completed: 4 of 8 (50%)

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)		
Status	Tasks completed: 9 of 10 (90%)		
Assessment	Level of Development:	Initial: Limited Development 10/23/2013	
		Objective Met - 10/19/2015	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Student achievement data is reviewed and scrutinized at our CLT meetings, which occur two times each month.</p> <p>The team fully engages in the Child Study process to ensure professionals are brainstorming to support students who are struggling academically, socially, and / or emotionally.</p> <p>We have structured a TAC (Teacher Assistance Committee) to support teachers with strategies to support students who may be struggling.</p> <p>Our team universally screened our student body.</p> <p>In fall and spring Students in Kindergarten and First Grade are administered the PALS assessment in order to check for age appropriate phonological awareness. In the fall, Second and Third graders who did not pass PALS previously, are given the PALS assessment. In the Spring, Second graders who have not already achieved a high benchmark score will be assessed.</p> <p>Students in grades 1-5 are given the DRA to assess reading ability and comprehension. In the Spring, Kindergarten is also assessed.</p> <p>In our CLT meetings, student data is discussed and identified students are placed in specific and appropriate intervention groups.</p>	
	How it will look when fully met:	<p>Through the CLT meeting structure, Child Study Meetings, and our RI Leadership Team, we will engage in focused data-driven conversations regarding students who are having difficulty academically, socially, and/or emotionally.</p> <p>The process for identifying at-risk students involves data collection,</p>	

		dialogue, and decision making to include school leadership, teachers and relevant staff members. Students at Cedar Lane who are struggling or at risk of failing will participate in additional targeted interventions.
	Target Date:	06/16/2017
	Tasks:	
	10. Staff will identify students for academic and behavioral supports utilizing multiple data points.	
	Added date:	08/10/2016
	Target Completion Date:	06/09/2017
	Comments:	<p>September 13, 2016 grades 2-4 identified students who were in need of intervention using last year's End of Year DRA and SOL scores. During the 1st week of October, grade level data meetings will take place. Students needing intervention will be identified through the analysis of Universal Screening, DRA scores and PALS testing.</p> <p>During the week of October 4-7, Grades 1-5 met to discuss DRA, PALS and Universal Screening scores. Students who were deemed below benchmark were put into intervention groups according to the areas of need. Kindergarten will meet in November as the PALS scoring window closed in the end of October. Data sheets were constructed showing the current assessments of all students and gap groups. All students falling in the Basic or Below Basic achievement range, were put into a Power Up group or are receiving support through ELL or SPED services where appropriate.</p> <p>Grades 1-3 students were given the PALS and DRA assessments as needed. Students who had made the end of year benchmark in the fall, were not required to be assessed. Grades 4-5 were given the DRA assessments and SGA's in order to monitor student progress. Kindergarten was given a Letter Sound Recognition during Universal Screening and PALS assessment in January. During Data Meetings the week of January 30-February 2, students falling below grade level and needing intervention will be assessed and grouped as needed.</p> <p>March 2, 2017</p> <p>Grade 1 Fall Total number of student 113, Advanced 43, Proficient 52, Basic 15, Below Basic. Total number of ELL students 19. ELL Advanced 1, ELL Proficient 10, ELL Basic 6, ELL Below Basic 2. Grade 1 Winter Total number of student 115, Advanced 46, Proficient 34, Basic 11, Below Basic 24. Total number of ELL students 18. ELL Advanced 2, ELL Proficient 4, ELL Basic 2, ELL Below Basic 8.</p> <p>Grade 2 Fall Total number of student 126, Advanced 54, Proficient 54, Basic 17, Below Basic8. Total number of ELL students 25. ELL Advanced 1, ELL Proficient 15, ELL Basic 8, ELL Below Basic 1. Grade 2 Winter Total number of student 132, Advanced 52, Proficient 58, Basic 7, Below Basic 15. Total number of ELL students 28. ELL Advanced 0, ELL Proficient 17, ELL Basic 2, ELL Below Basic 9.</p> <p>Grade 3 Fall Total number of student 122, Advanced 48, Proficient 52, Basic 19, Below Basic3. Total number of ELL students 19. ELL Advanced 1, ELL Proficient 10, ELL Basic 7, ELL Below Basic 1. Grade 3 Winter Total number of student 123, Advanced 48, Proficient 47, Basic 12, Below Basic 16. Total number of ELL students 19. ELL Advanced 1, ELL Proficient 8, ELL Basic 4, ELL Below Basic 6.</p>

		<p>Grade 4 Fall Total number of student 135, Advanced 92, Proficient 38, Basic 19, Below Basic 10. Total number of ELL students 22. ELL Advanced 11, ELL Proficient 2, ELL Basic 5, ELL Below Basic 4. Grade 4 Winter Total number of student 140, Advanced 9, Proficient 89, Basic 26, Below Basic 16. Total number of ELL students 19. ELL Advanced 0, ELL Proficient 8, ELL Basic 4, ELL Below Basic 7.</p> <p>Grade 5 Fall Total number of student 114, Advanced 87, Proficient 16, Basic 7, Below Basic 4. Total number of ELL students 19. ELL Advanced 8, ELL Proficient 6, ELL Basic 3, ELL Below Basic 2. Grade 5 Winter Total number of student 118, Advanced 31, Proficient 63, Basic 16, Below Basic 8. Total number of ELL students 20. ELL Advanced 3, ELL Proficient 8, ELL Basic 6, ELL Below Basic 3.</p> <p>April 7, 2017 - Multidisciplinary Team continues to meet and discuss students in need of academic and behavioral support. Interventions and suggestions are discussed and implemented by staff to best support our students.</p> <p>CLT TEAMS continue to discuss student growth and focus on at-risk students who may need additional supports. A variety of data points are discussed to measure growth.</p> <p>School Leadership Team continues to meet monthly to focus on the progress of those students who are struggling and the interventions that are being provided. The next meeting will be scheduled for 4/7 at 11 AM. The last SLT meeting was held 3/22/2017 and at this meeting the SLT looked very closely at the 3rd grade SGA's.</p>
Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)	
Status	Tasks completed: 8 of 9 (89%)	
Assessment	Level of Development:	Initial: Limited Development 02/18/2014
	Index:	4 (Priority Score x Opportunity Score)
	Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>During our half day plannings in October, February and June, student achievements on PALS, DRA, and Universal Screenings are used to place students into appropriate tiers and intervention groups.</p> <p>Through our RI program, regular CLT meetings, and with the support of our RI Leadership Team, we are currently working toward full implementation of this indicator (TA02).</p>
	How it will look when fully met:	Staff members will engage in high quality and focused conversations regarding student growth and the protocol for moving through the tiers. As a group, we will enhance our understanding and clearly articulate the process of moving between the tiers based on student growth.
	Target Date:	06/16/2017

Tasks:	
9. Staff will provide academic and behavioral supports for identifying students.	
Added date:	08/10/2016
Target Completion Date:	06/09/2017
Comments:	<p>Students identified as needing intervention will be placed in Power Up groups by specific academic needs and levels of achievement during the data meetings which will be held the first week of October.</p> <p>During the month of September, third grade students meeting specific criteria which indicated a need for a higher level of academic rigor, were placed in enrichment groups lead by the school's TRT and SEARCH teacher. Enrichment groups are scheduled to begin the week of September 26th and will meet twice per week.</p> <p>During the week of October 4-7, Grades 1-5 met for data analysis meetings to discuss students who were deemed below benchmark. A continuum of necessary skills was used to find the gaps in student knowledge. These students were put into intervention groups according to the areas of need. For the second year, students in grades 4 and 5, who did not pass the SOLs, were placed in comprehension, strategy and test taking skill groups. This proved to be valuable in the 2015-2016 school year.</p> <p>During the first CLT of each month, student progress is discussed at each grade level. Students are moved between groups and to monitor status depending on current progress. New groups will be formed during the Data Meetings scheduled for January 30-February 3. These groups will be formed after looking a mid-year PALS, AIMSweb and DRA data. In Kindergarten, we screened all students for letter sound recognition. This data will be used to identify students needing Power Up intervention for letter sound.</p> <p>April 4, 2017</p> <p>Grade 1 Interventions were adjusted according to student progress. For the 1st grade, we divided the sight word protocol into 2 sections inserting the CVC protocol according to the teaching progression of first grade. A first grade literacy night was set up in order to collaborate with parents of students who were in jeopardy of not reaching benchmark by the end of the year. Parents were given strategies and materials to assist their students at home. This event was held on 2/23/17.</p> <p>Grade 2 A second grade literacy night was also set up in order to collaborate with parents of student who were in jeopardy of not reaching benchmark by the end of the year. Parents were given strategies and materials to assist their students at home. Protocols for intervention are given to the teachers as their groups progress. This event was held on 3/28/17.</p> <p>Grades 3-5 Student progress and protocols were evaluated and found to be successful. No changes were made to the protocols. Protocols for intervention are given to the teachers as their groups progress. The 3rd Grade TEAM hosted an SOL Parent Information Night on 3/8/17.</p> <p>Power Up groups meet daily and intervention is provided by classroom</p>

		teachers, assistant teachers and the Literacy Team. Students are assessed weekly using AIMSweb and various probes.	
Implement	Percent Task Complete:	Tasks completed: 8 of 9 (89%)	
Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 8 of 9 (89%)		
Assessment	Level of Development:	Initial: Limited Development 02/18/2014	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>Through the CLT structure, supported also by the RI Leadership Team, we will be looking at student intervention data at our Half day planning meeting on Thursday and Friday, Feb. 21 and Feb. 22.</p> <p>Half day planning dates have been set in order to assess student achievement and evaluate their need for intervention. Intervention groups will be formed according to student need.</p>	
	How it will look when fully met:	<p>Faculty members work collaboratively to collect and review data to identify specific skills in reading that need to be reinforced through power up interventions. Grade Level CLTs' meet at least twice a month to discuss collected data through universal screening, DRA assessments, and interventions currently in place to make adjustments to current instruction as appropriate. Each quarter, grade level data wall meetings are held to include grade level teachers, specialists and the administration team meet to review trends in student progress across the grade level and to monitor the effectiveness of the interventions in place. The team identifies students who should receive a different intervention or level of service or exit the program. During our Half-Day Planning sessions, held on Feb. 20 and Feb. 21, our team will collect data and upload both our agenda and the notes following the meeting to provide evidence that we are making progress toward this objective.</p>	
	Target Date:	06/16/2017	
	Tasks:		
	1. Grade level CLT teams will monitor the targeted interventions for ELL students in the areas of reading, math, and behavior and adjust as needed.		
	Task Completed:	06/14/2016	
	2. Grade level CLT teams will monitor the targeted interventions in the areas of reading, math, and behavior and adjust as needed.		
	Assigned to:	All Staff	
	Added date:	09/02/2014	
	Target Completion Date:	06/16/2015	
	Comments:	<p>CLT meetings regularly occurred and meeting agendas and minutes have been uploaded as evidence.</p> <p>4/7/2015 - SOL Remediation Program implemented</p>	

		<p>4/17/2015 - Agendas/minutes have been loaded into the documents section to serve as evidence of the regularly occurring CLT Meetings.</p> <p>6/16/2015 - All interventions were reviewed for success, and modified as needed. Evidence of student progress will be uploaded. Evidence of intervention plans will also be uploaded. An example of this is the 1st Grade intervention continuum - letter name, letter sound, CVC word recognition, sight word recognition.</p>
9. Staff will monitor the effectiveness of academic and behavioral supports and adjust as needed.		
	Added date:	08/10/2016
	Target Completion Date:	06/09/2017
	Comments:	<p>Data meetings are scheduled three times throughout the school year to discuss student achievement by grade level and adjust intervention groups as needed. One monthly CLT meeting has been designated to discuss student progress and areas of academic need and challenge. Groups will be adjusted as needed to meet student needs and challenges.</p> <p>One time per month, CLT meetings focus on student achievement and progress. During the meetings, students making benchmark will be moved out of the intervention group, and students not making progress will be revisited to ensure they are in the correct group. This will also be an opportunity for students who have dropped below benchmark to be discussed to see how their needs can be met. Movement has been limited within the groups as groups have only been in fully implemented for the past 4 weeks. During the 2nd meeting in November, student progress will be discussed and student will be moved in and out of groups as necessary.</p> <p>Universal Screening was held on January 11-12, 2017. All students were assessed to monitor progress towards individual goals. Students were compared with AIMSweb established norms. Student progress will be discussed in grade level Data Meetings scheduled the week of January 30th - February 3rd. Students will be moved in and out of groups as required by current student progress.</p> <p>January 2017 - Students were put into intervention groups, and have been moved through these groups, according to current levels of achievement. Protocols have been developed according to skills needed to encourage student growth. Power Up Groups meet daily. Wilson has been implemented for students needing decoding intervention. This support is being given by Special Education Teachers, Classroom Teachers, the Reading Specialists, ELL Teachers and Special Education Assistants.</p> <p>March 2, 2017 - Power Up Group Movement -</p> <p>Grade 1 Fall # of students in a Power Up Group 25 Grade 1 Winter # of students in a Power up Group 21 (7 students moved to monitor).</p> <p>Grade 2 Fall # of students in a Power Up Group 26 (8 on monitor) Grade 2 Winter # of students in a Power up Group 26 (9 on monitor).</p> <p>Grade 3 Winter # of students in a Power up Group 25.</p>

		<p>Grade 4 Fall # of students in a Power Up Group 33 (13 in SOL Group) Grade 4 Winter # of students in a Power up Group 35 (SOL 16 Group)</p> <p>Grade 5 Fall # of students in a Power Up Group 24 (16 SOL Group) Grade 5 Winter # of students in a Power up Group 31 (SOL 23 SOL Group).</p> <p>The protocols on the continuum were used to assist student progress. During CLT meetings, students not making adequate progress were discussed and moved to alternate interventions.</p> <p>Designated Literacy Team members have begun taking FOLI and Orton-Gillingham training in order to meet the needs of students who were not adequately making progress using the Tier 2 protocols.</p> <p>Reading Specialist and RI Coach met with outside consultant regarding current practice and protocols within the RI model.</p>
Implement	Percent Task Complete:	Tasks completed: 8 of 9 (89%)