Enhancing Universal Core through the Data Team Process

1. **Collecting and analyzing Data the shows the areas of growth= FAST**

*Based on the data, what do we…*

* *emphasize?*
* *de-emphasize?*
* *move to small group?*

1. **Enhancing teacher knowledge of what those skills look like in practice = “Building the Foundation” as a resource**

*What does the standard expect of students?*

*What might instruction look like?*

*What are the components of each standard?*

1. **Planning for instruction for teaching those skills = Journeys Lessons, Routines, & Strategies**

*What instruction will we bring to Journeys to support that standard?*

*What strategies and routines in Journeys support that skill?*

*What strategies and routines can we add to Journeys to support that skill?*

1. **Monitoring acquisition of those skills= Progress Monitoring**

*How are we monitoring the growth and progress of our students?*

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| earlyReading  Subtest | Fall Weight | Winter  Weight | Spring Weight | Foundational Standard | “Building the Foundation” |
| Concepts of Print | H |  |  | Standard 1 | Pages 7-8 |
| Onset Sounds | H | H |  | Standard 2 | Pages 9-13 |
| Letter Names | L |  |  | Standard 3 | Pages 14-20 |
| Letter Sounds | L | L | M | Standard 3 | Pages 14-20 |
| Word Segmenting |  | L | H | Standard 2 | Pages 9-13 |
| Nonsense Words |  | L | M | Standard 3 | Pages 14-20 |
| Sight Words |  |  | L | Standard 3 | Pages 14-20 |

**Kindergarten**

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| earlyReading  Subtest | Fall Weight | Winter  Weight | Spring Weight | Foundational Standard | “Building the Foundation” |
| Word Segmenting | H | H | H | Standard 2 | Pages 25-29 |
| Nonsense Words | M | M | L | Standard 3 | Pages 30-35 |
| Sight Words | M | M | L | Standard 3 | Pages 30-35 |
| Sentence Reading | L |  |  | Standard 4 | Pages 36-38 |
| CBMReading |  | M | H | Standard 4 | Pages 36-38 |

**Grade 1**