

✦ **The Way We  
ROARed  
to Success**



**Sugarloaf Elementary  
Henderson County Public Schools  
Hendersonville, NC**



**Ashley Newcomer, Principal**

**<https://bit.ly/SugarloafROAR>**



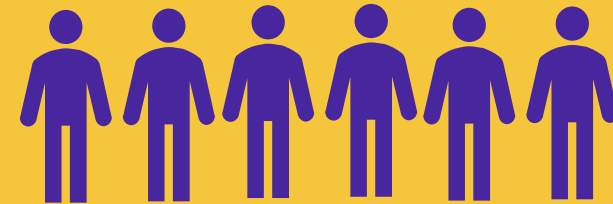
✦ ROAR ✦

leaRning, lOving, leAding, Roaring

# Demographic Overview

Demographic	Percentage
Asian	1%
African American	3%
Pacific Islander	3%
Multi-Race	6%
Hispanic	42%
Caucasian	45%
Economically Disadvantaged	80%

Multiple Languages in Homes	38%
Multiple Languages Served	28%



# ✦ Our Story



- 2019-2020 - Focus on Power Standards and Formative Instruction
- March 2020 - School closures due to Pandemic
- 2020-2021 - Staff turnovers increased - focus on getting students in school
- 2021-2022 - Re-focus on Power Standards and goals
- 2022-2023 - LETRS training increased understanding of Science of Reading - focus on Instructional Practices aligned to SoR began and Implemented ROAR with individual student goals.

# EVAAS Data

Year	Grade	Performance	Visual Indicator
2019	3	Meets Expected Growth	
	4	Does Not Meet Expected Growth	
	5	Meets Expected Growth	
	Across Grades	Does Not Meet Expected Growth	
2021	3	Meets Expected Growth	
	4	Meets Expected Growth	
	5	Exceeds Expected Growth	
	Across Grades	Exceeds Expected Growth	
2022	3	Meets Expected Growth	
	4	Meets Expected Growth	
	5	Meets Expected Growth	
	Across Grades	Meets Expected Growth	
2023	3	Exceeds Expected Growth	
	4	Meets Expected Growth	
	5	Exceeds Expected Growth	
	Across Grades	Exceeds Expected Growth	

# mClass Data 2022-2023

Grade 1						
Measures	20%	40%	60%	80%	Total Students	
Composite Score	22-23 BOY	20(34%)	16(28%)	18(31%)	4(7%)	58
	22-23 MOY	18(32%)	16(29%)	20(35%)	2(4%)	56
	22-23 EOY	14(23%)	13(22%)	24(40%)	9(15%)	60
Grade 2						
Measures	20%	40%	60%	80%	Total Students	
Composite Score	22-23 BOY	38(53%)	13(18%)	16(23%)	4(6%)	71
	22-23 MOY	37(49%)	13(17%)	19(25%)	7(9%)	76
	22-23 EOY	25(33%)	14(18%)	25(33%)	12(16%)	76
Grade 3						
Measures	20%	40%	60%	80%	Total Students	
Composite Score	22-23 BOY	30(43%)	11(16%)	21(30%)	8(11%)	70
	22-23 MOY	38(51%)	12(16%)	12(16%)	13(17%)	75
	22-23 EOY	24(31%)	12(16%)	17(22%)	24(31%)	77

# ✦ The Path: 1st to 3rd grades

## Started with students' data

- Used BOY mClass data to determine which screeners to give students.
- Tutors supported teachers in administering appropriate screening tests.

**R**- Recognizing Skills

**O**- Organizing Activities

**A**- Actively Engaging

**R**- Results Driven

# Building Groups focused on skills

	A	B	C	D	E
1	<b>PSF</b>	<b>NWF CLS</b>	<b>NWF WRC</b>	<b>Fluency</b>	<b>Vocabulary/ Comprehension</b>
2	[redacted] Rhyme Production/ Basic Syllables	[redacted] LSC- Single Consonants & Digraphs	[redacted] - Closed Syllable (SV&SC)	[redacted]	[redacted]
3	[redacted] Sentence Segmentation/Basic Syllables	[redacted] LSC- Single Consonants & Digraphs	[redacted] Long Vowel-VCe & Syllables	[redacted]	[redacted]
4	[redacted] - Syllable Deletion/ Basic Syllables	[redacted] Closed Syllable (SV&SC)	[redacted] - Closed Syllable (SV&SC)	[redacted]	[redacted]
5	[redacted] Rhyme Production/ Basic Syllable	[redacted] LSC- Single Consonants & Digraphs	[redacted] Closed Syllables Di, D, & B	[redacted]	[redacted]
6	[redacted] Sentence Segmentation/ Onset-Rime	[redacted] Closed Syllable (SV&SC)	[redacted] Geronimo- Closed Syllables (SV&SC)	[redacted]	[redacted]
7	[redacted] Phoneme Deletion (Initial Sound)/ Basic Phoneme	[redacted] Closed Syllable (Di, D, & B)		[redacted]	[redacted]
8		[redacted] Long Vowels-VCe Words &		[redacted]	[redacted]

+ ☰ **Grade** ▾ **Groups** ▾ **Ready to Move** ▾ **Barbitta** ▾ **Grasso** ▾ **Maxon** ▾ **Nichols** ▾



When sharing with teachers, the purpose of screening should be connected to the skills that should be targeted.

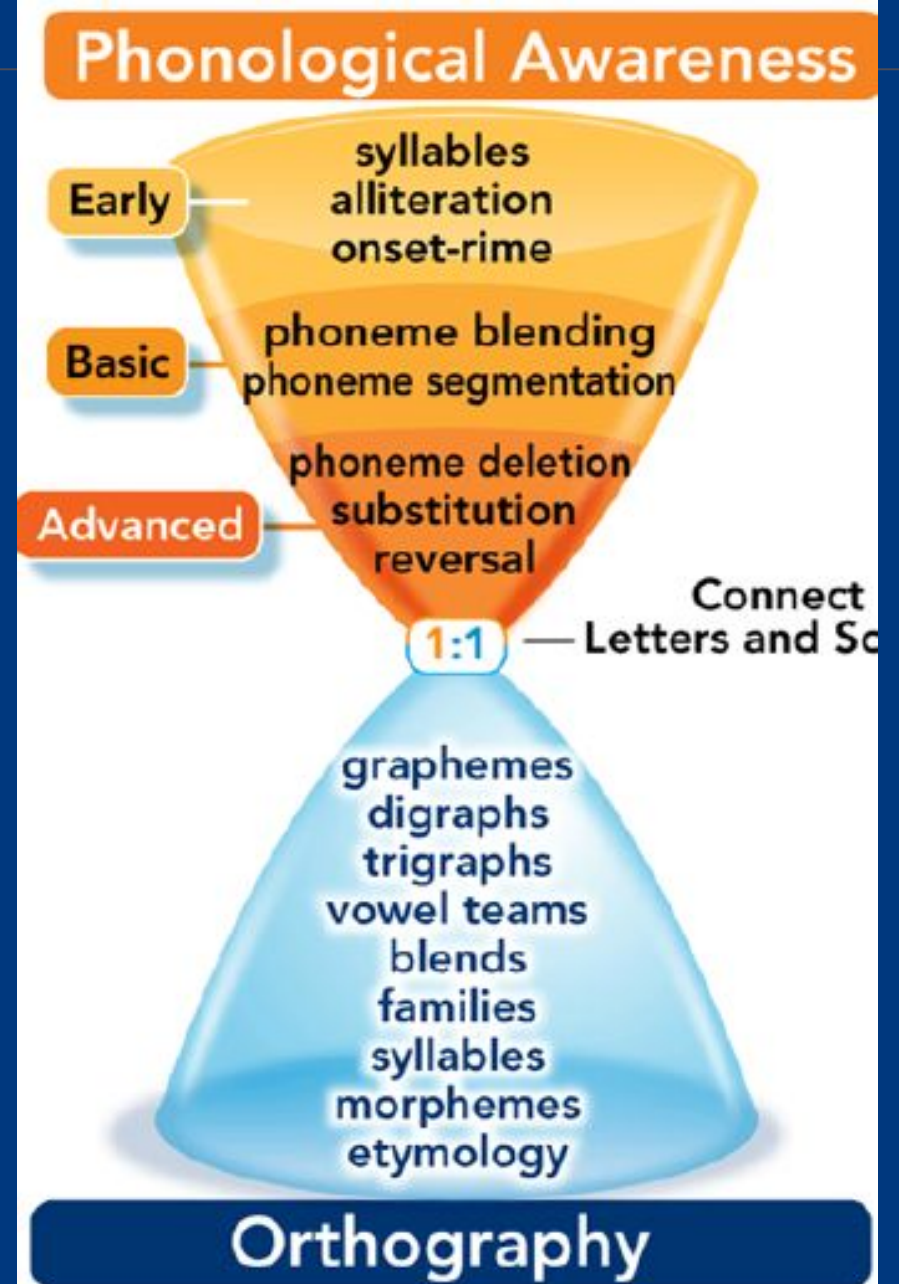


Figure 2.5 The Hourglass Figure, Completed  
(Courtesy of Carol A. Tolman)

# SCARBOROUGH'S READING ROPE

Based on the work of  
Dr. Hollis Scarborough

WORD  
RECOGNITION

**Decoding**

(alphabetic principle, spelling-sound correspondences)

**Phonological Awareness**

(syllables, phonemes, etc.)

**Sight Word Recognition**

(of familiar words)

LANGUAGE  
COMPREHENSION

**Background Knowledge**

(facts, concepts, etc.)

**Vocabulary**

(breadth, precision, links, etc.)

**Language Structures**

(syntax, semantics, etc.)

**Verbal Reasoning**

(inference, metaphor, etc.)

**Literacy Knowledge**

(print concepts, genres, etc.)

Increasingly  
Strategic

Increasingly  
Automatic

*Skilled Reading*

Fluent execution and coordination  
of word recognition and text comprehension

TO LEARN MORE

- [SEA with Dr. Scarborough](#)
- [Scarborough's Reading Rope - A Research-Based Progression by the International Dyslexia Association](#)
- [Unraveling the Reading Rope - Nancy Kuhn](#)

# The Screeners Used for Data Collection

1) RED and YELLOW in PSF need: (You may need to look back in previous grades)

a) PAST (lower level) (Directions) THEN

b) PAST (Directions)

2) RED and YELLOW in NWF need:

a) PAST (Directions) THEN

b) LETRS Phonics and Word Reading Inventory

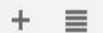
3) RED and YELLOW in ORF need:

a) LETRS Phonics and Word Reading Inventory

# Student Groups

## 3rd Grade Example

Adult	Bearrow	Nichols	Castillo	Maxon	Grasso	Stevenson	Gilbert (Maxon)	Beddingfield (Bearrow)	Lake (Barbitta's room)	Barbitta
Skill	Rhyme Production/Sentence Segmentation	LSC: Single & Digraphs 1	LSC: Single & Digraphs 2	Closed: Short Vowel & Single Consonant 1	Closed: Short Vowel & Single Consonant 2	Closed: Short Vowel & Single Consonant 3	Closed Syllables: Di, Ds, & BI/ Long Vowel Cve vowels 2	Fluency	Comprehension/Structure	Comprehension/Challenge
Students	[Redacted] Rhyme Production/Basic Syllables	[Redacted] LSC- Single Consonants & Digraphs	[Redacted]	[Redacted] Closed Syllables (SC&SC)	[Redacted] Closed Syllables (SC&SC)	[Redacted] LSC- Single Consonants & Digraphs	[Redacted] Closed Syllable (Di, D, & B)	[Redacted]	[Redacted]	[Redacted]
	[Redacted] Sentence Segmentation/Basic	[Redacted] LSC- Single Consonants & Digraphs	Adriana	[Redacted] Closed Syllable (SV&SC)	[Redacted] Closed Syllable (SV&SC)	[Redacted] Closed Syllables (SC&SC)	[Redacted] Closed Syllable (Di, D, & B)	[Redacted]	[Redacted]	[Redacted]
	[Redacted] Rhyme Production/Basic Syllable	[Redacted] Segmentation, LSC- Single Consonants & Digraphs	[Redacted] Rhyme Production, LSC- Single Consonants	[Redacted] Closed Syllables	[Redacted] Closed Syllables (SC&SC)	[Redacted] Closed Syllable (SV&SC)	[Redacted] Long Vowel- VCe & Syllables	[Redacted]	[Redacted]	[Redacted]
	[Redacted] Sentence	[Redacted] LSC- Single Consonants & Digraphs	[Redacted] Phoneme Deletion (Initial Sound)/ Basic	[Redacted] Closed Syllables (SC&SC)	[Redacted]	[Redacted] Closed Syllable	[Redacted] Long Vowels-VCe Words & Syllables	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted] LSC- Single Consonants & Digraphs	[Redacted] LLSC_-Single	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted] Syllable Deletion/	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted] Closed Syllable (SV&SC)	[Redacted]	[Redacted]	[Redacted]
	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]



Grade ▾

Groups ▾

Ready to Move ▾

Barbitta ▾

Grasso ▾

Maxon ▾

Nichols ▾

Explore

# Use Data to Fill Gaps in Skills

## Support for Screeners

Tutors were assigned to teachers to support the completion of screeners:

- Early PAST (Earlier Phonological Awareness)
- PAST (Advanced Phonological Awareness)
- LETRS Phonics Survey

## Build Intervention Groups

- As screeners were complete, the teachers recorded the first missing skill of students within the domains of Phonological Awareness and Phonics.
- Once data was entered, groups were made according to skill.
- Adults were assigned to groups.

# ROAR Time

- 30 minutes, 4 days a week
- Intensive skills instruction - High dosage tutoring
- Teachers, Assistants, Tutors, EC Teachers, and MLL Teachers
- Students are progress monitored (once every two weeks) and move when they reach the benchmark level for each skill (i.e. 45 sounds per minute in Phoneme Segmentation Fluency).
- Student groups should progress at a similar rate so their leader can move the whole group to the next skill. When there are outliers, students move to new groups.
- Monthly WIGS were set accord to the typical growth rate for each measure.
- Students who have reached the end of grade benchmark levels for all skills (PSF, NWF, ORF, MAZE) move to comprehension groups. Those groups work on novel studies, journals, and other enriching activities.



# Resources

- Teachers were supported with a list of resources to support skills.
- All ROAR activities were required to be research based.



## Reading ROAR Resources

### Phonemic Awareness

- [Equipped for Reading Success by David A. Kilpatrick, Ph. D](#)
- [Florida Center for Reading Research \(FCRR\)](#)
- [Dyslexicologic- Segmenting Word Chains](#)
- [Phonological Awareness: An Instructional and Practical Guide](#)
- [mClass Small Group Activities](#)
- [Free Reading](#)

### Phonics/Spelling

- [Florida Center for Reading Research \(FCRR\) \(FREE\)](#) (look for phonics)
- [UFLI Foundations Toolbox \(PARTIALLY FREE... Manual \\$70\)](#)
- [Really Great Reading Letter Tiles \(Basic Tiles FREE\)](#) (for letter manipulation on a device)
- [West Virginia Phonics \(FREE\)](#)
- [Letterland Interventions](#)
- [mClass Small Group Activities](#)
- [Free Reading](#)
- [Mississippi Advanced Word Study](#)

### Fluency

- [Florida Center for Reading Research \(FCRR\) \(FREE\)](#) 2nd & 3rd grade links for Fluency.
- [Free Reading \(FREE\)](#)
- [mClass Small Group Activities](#)
- [Decodable Fluency \(FREE\)](#)
- [Fry Phrases \(FREE\)](#)

<b>Kindergarten</b>	MLTT 8:00-8:20	Literacy 8:20-10:10			Kindergarten 10:10-10:55	Literacy 10:55-11:15	Lunch 11:15-11:45	Recess 11:45-12:15	Literacy 12:15-1:00	Science & Social Studies 1:00-1:45	Math 1:45-2:45	Reflection	
<b>Grade 1</b>	MLTT 8:00-8:20	Literacy 8:20-9:15	Specials 9:15-10:00	Literacy 10:00-12:05				Lunch 12:05-12:35	Recess 12:35-1:05	Math 1:05-2:45		Reflection	
<b>Grade 2</b>	MLTT 8:00-8:20	Literacy 8:20-11:00			Specials 11:00-11:45	Literacy 11:45-12:05	Math 12:05-12:40	Lunch 12:40-1:10	Recess 1:10-1:40	Math 1:40-2:45		Reflection	
<b>Grade 3</b>	MLTT 8:00-8:20	Literacy 8:20-10:55			Math 10:55-11:50	Lunch 11:50-12:20	Specials 12:20-1:05	Math 1:05-2:00		Recess 2:00-2:30	Literacy 2:30-2:45	Reflection	
<b>Grade 4</b>	MLTT 8:00-8:20	Literacy 8:20-10:00		Science/Social Studies 10:00-10:30	Math 10:30-12:00		Literacy 12:00-12:40	Lunch 12:40-1:10	Specials 1:10-1:55	Recess 1:55-2:25	Literacy 2:30-2:45	Reflection	
<b>Grade 5</b>	MLTT 8:00-8:25	Block 1 8:25-9:55			Block 2 9:55-11:25			Block 3 11:25-12:55		Lunch 1:00-1:30	Recess 1:30-2:00	Specials 2:00-2:45	Reflection
<b>Specials</b>	Planning		1st Grade 9:15-10:00	Kindergarten 10:10-10:55	2nd Grade 11:00-11:45	Lunch 11:45-12:20	3rd Grade 12:20-1:05	4th Grade 1:10-1:55	5th Grade 2:00-2:45				
<b>Smiles</b>		Bailey 8:20-8:50	Dorn 8:50-9:20	Espinosa 9:20-9:50	Planning	Ehrnsberger 10:10-10:40	Garren 10:40-11:10	Comeens 11:10-11:40	Underwood 11:40-12:10	Planning 12:10-12:45			

# Schedule

<b>ROAR</b>			1st Reading ROAR 8:20-8:50	2nd Reading ROAR 8:55-9:25	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00	2nd Math ROAR 12:05-12:35			1st Math ROAR 1:35-2:05
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ROAR			1st Reading ROAR 8:20-8:50	2nd Reading ROAR 8:55-9:25	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00	2nd Math ROAR 12:05-12:35			1st Math ROAR 1:35-2:05
Eagan	Logan Check in	2nd Grade Check In		2nd Reading ROAR 8:55-9:25		3rd Reading	3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	1st Reading	2nd Math ROAR 12:05-12:35	Lunch/Planning 12:35-1:25	3rd Math	1st Math
Bearrow	Behavior Check ins	5th Grade Math		4th Grade Reading	4th ROAR Reading 9:30-10:00		5th Grade Reading	4th Grade Math	4th ROAR Math 11:30-12:00	5th Grade Reading	Lunch/Planning 12:55-1:45		Kindergarten Check In
Gilbert (19) 8:00-12:45			1st Reading ROAR 8:20-8:50	2nd Reading ROAR 8:55-9:25	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00	Planning			
Beddingfield (19) 8:00-12:45		ESL Support/Planning		2nd Reading ROAR 8:55-9:25	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00	2nd Math ROAR 12:05-12:35			
Buch (19) 8:00-12:45			1st Reading ROAR 8:20-8:50	ESL Support/Planning	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00	2nd Math ROAR 12:05-12:35			
Misty			1st Reading ROAR 8:20-8:50	2nd Reading ROAR 8:55-9:25	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00	2nd Math ROAR 12:05-12:35			1st Math ROAR 1:35-2:05
Covington		2nd Grade		Espinosa 8:50-9:20	2nd Grade	Garren 10:00-10:30	2nd Grade	Ehrnsberger/ Underwood 11:05-11:35	Comeens 11:5-12:05	Bailey 12:15-12:45	Dom 12:45-1:15		
Castillo			3rd Grade	3rd Grade	4th ROAR Reading 9:30-10:00		3rd ROAR Reading 10:20-10:50	3rd ROAR Math 10:55-11:25	4th ROAR Math 11:30-12:00				



# Monthly Data Chats

Kid Chat K-3 2022-23 Mclass .XLSX

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	aRV	first_name	Tier	MOY Skill	MOY Baseline	PM 1/30/23	March Goal	PM 2/16/23	3/1/23	April Goal	3/20/23	May Goal	4/4	4/4
2				NWF-CLS	51	63	66	101	67	70	77	Move to ORF, Baseline 93, Goal 98	N/A	5
3			Tier 2	NWF-CLS	43	46	49	61	53	64	50	57, Tier Goal 60	47	5
4				ORF	64	86	Move to Maze Baseline 0 Goal 0.5	0	8.5	9	8	9	12	5
5				ORF	111	103	Move to Maze Baseline 6 Goal 6.5	1.5	1.5	6.5	12.5	Move to 3rd Grade ORF, Baseline+7, GOAL: 101	N/A	1
6				MAZE	20.5	N/A	Move to 3rd Grade Maze - Do baseline, goal Baselin3e+0.5	19.5	13	Move to 4th Grade ORF - goal 127+5	175 (completed 4th gr. Maze as well & got 20.5)	Moving to Standard Base School Net, BASELINE 5/6	N/A	6
7				NWF-CLS	38	40	43	43	48	51	47	51	46	4
8				ORF	112	N/A	Gap with NWF-WWR New Goal 19	25	25	Move to Maze Baseline 8.5,	13	Move to 3rd Grade ORF, 89+7 GOAL:	N/A	4

+ Bailey ▾ Dorn ▾ Espinosa ▾ Comeens ▾ Ehrnsberger ▾ Garren ▾ Underwood ▾ Chesnut ▾ Eagan ▾ Holmes ▾ < >

# The Data

The results of the first month of WIG goals after starting ROAR instruction.  
The percentage is the number of students in each class who **MET** their monthly goal.

<b>Grade</b>	<b>Grades 1-3 mClass</b>			
<b>1</b>	<b>Comeens</b>	<b>Ehrnsberger</b>	<b>Garren</b>	<b>Underwood</b>
	77%	58%	77%	77%
<b>2</b>	<b>Chesnut</b>	<b>Eagan</b>	<b>Holmes</b>	<b>Miller</b>
	88%	67%	88%	70%
<b>3</b>	<b>Barbitta</b>	<b>Grasso</b>	<b>Maxon</b>	<b>Nichols</b>
	67%	69%	65%	76%

# ✦ The Path: 3rd to 5th Grades

Started with students' data

- Used Check-in Data to determine a baseline for power standards.
- PLCs unpacked standards together
- Developed targeted question stems
- Formative assessments were given to measure student growth.



# Shrinking the Standards

Check-in A			Check-in B			Check-in C			Released EOG Specs			
Standards	# of Questions	Weight	Standards	# of Questions	Weight	Standards	# of Questions	Weight	New Power Standards	Standards	# of Questions	% on Test
L.4	3	13%	L.4	2	8%	L.4	4	17%	9	L.4.4	5	12.50%
L.5a	1	4%	L.5a	1	4%	L.5a	0	0	2	L4.5a	0	0
RI.1	2	9%	RI.1	5	21%	RI.1	4	17%	11	RI 4.1	7	17.50%
RI.2	3	13%	RI.2	3	12%	RI.2	3	12%	9	RI 4.2	3	7.50%
RI.3	2	9%	RI.3	2	8%	RI.3	2	8%	6	RI 4.3	3	7.50%
RI.4	2	9%	RI.4	1	4%	RI.4	1	4%	4	RI 4.4	2	5%
RI.5	1	4%	RI.5	1	4%	RI.5	1	4%	3	RI 4.5	4	10%
RI.8	3	13%	RI.8	1	4%	RI.8	2	8%	6	RI 4.8	1	2.50%
RL.1	3	13%	RL.1	2	8%	RL.1	1	4%	6	RL 4.1	4	10%
RL.2	1	4%	RL.2	1	4%	RL.2	2	8%	4	RL 4.2	2	5%
RL.3	1	4%	RL.3	2	8%	RL.3	2	8%	5	RL 4.3	6	15%
RL.4	1	4%	RL.4	3	12%	RL.4	2	8%	6	RL 4.4	2	5%
Total	23		Total	24		Total	24			total	40	

- Focused placed on “Power Standards”
- More frequent occurrence on Check-Ins and EOGs
- Foundational - other standards build upon the understanding of these standards
- Example: Understanding the main idea and details helps students understand text structures, text connections, and the author’s purpose/message.

# Use Check-Ins to Drive Instruction

## Data Focus Progression (a spiral of sorts):

- 2nd Quarter- Review 1st Quarter Standards on Formative assessments
- 3rd Quarter- Review 1st & 2nd Quarter Standards on Formative assessments
- 4th Quarter- Review 1st, 2nd, & 3rd Quarter Standards on Formative assessments

# Special Note: Formative Assessments

- Formative assessments (Standards) are short.
- Used to guide instruction for whole class and small groups. Seen as an assignment, not a test
  
- Helped students build stamina for EOGs
- Helped students build confidence for EOGs
  - ◆ Through participation in monthly goal setting and growth conversations

# ✦ Student Goal Setting

Students are given individualized goals

Student Name:		Accountability Partner:		
Academic Goal: MY _____ goal is to grow from _____ to _____ by <u>October 13th</u> !				
Lead Measures:				
<input type="checkbox"/> 1. I will attend ROAR 4 days each week.		<input type="radio"/> 2. I will pass 2 iReady Reading Lessons each week.		First
Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> <input type="radio"/>	<input type="checkbox"/> <input type="radio"/>	<input type="checkbox"/> <input type="radio"/>	<input type="checkbox"/> <input type="radio"/>	<input type="checkbox"/> <input type="radio"/>
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- Tease out Power Standards from Check-Ins to set baselines.
- Create Schoolnet formative assessments for each month (alternate fiction & nonfiction).
- Collect student data and review student growth monthly.
- Average the baseline with monthly scores; this prevents topping out to impossible goals. Baseline goal setting is the baseline score plus 5%. (This year - change to 1 point above the baseline.)
- Look for growth.
- Repeat monthly.

# Data Collection and Goal Setting

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
	CHECK IN #1	CHECK IN #2	Baseline (average)	Goal	Growth Check #1	Growth Check #2		March Average	April Goal	Growth Check #3	Growth Check #4	Check-in #3	Growth Check #5	Growth Check #6
	0	47	24	29	50	11		30.5	29.75	absent	67	33	33	25
	na	0	5	10	0	67		33.5	21.75	67	44	0	22	16
	67	87	77	82	50	56		53	77	66	78	83	67	25
	33	87	60	65	50	22		36	65	22	78	67	78	42
	50	100	87.5	92.5	83	89		86	Move to 5th grade NF	78	89	83	67	89
	0	47	23	28	17	67		42	35	55	56	50	44	absent
	33	40	37	42	33	44		38.5	42	55		17	NF	42
	33	0	17	22	17	33		25	23.5	absent	56	83	33	absent
	33	0	17	22	17	22		19.5	22	89	67	absent	44	67
	83	93	88	93	83	78		80.5	Move to 5th grade NF	100	100	83	83	89
	absent	7	10	15	17	33		25	20	33	44	17	33	33
	17	40	29	34	17	33		25	34	33	44	50	22	50
	50	87	68	73	67	56		61.5	73	44	89	83	67	58
	33	53	43	48	33	44		38.5	48	11	78	67	44	42
	50	100	88	93	100	66		83	Move to 5th grade NF	78	100	83	83	78
	n/a	13	15	20	17	44		30.5	25.25	22	33	33	11	25
	33	47	40	45	33	22		27.5	45	22	22	-	11	33
	0	33	17	22	17	33		25	23.5	22	absent	33	22	17
	33	absent	17	22	17	33		25	23.5	44	78	67	33	42
	100	93	97	97	33	55	Retake : 66, 66	44	80	89	89	83	56	92



B3 (Taylor HR) ▾

B1 (Gearing HR) ▾

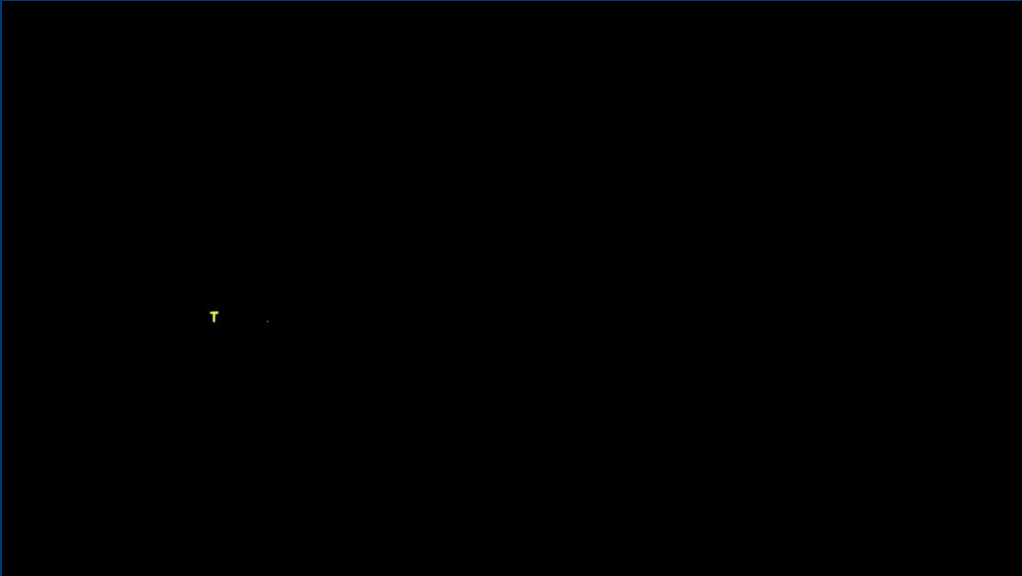
B2 (Thomas HR) ▾



# Special Note: 3rd Grade

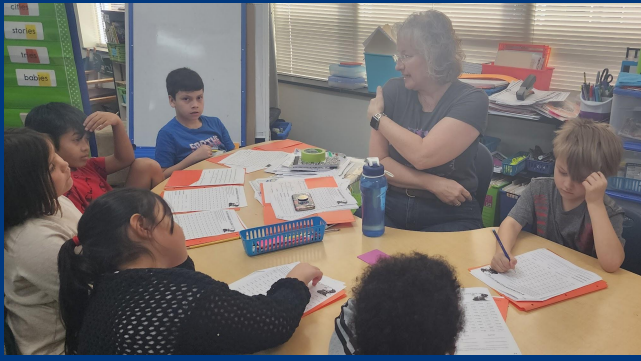
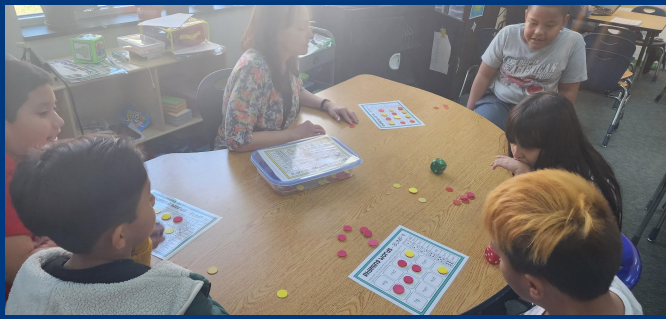
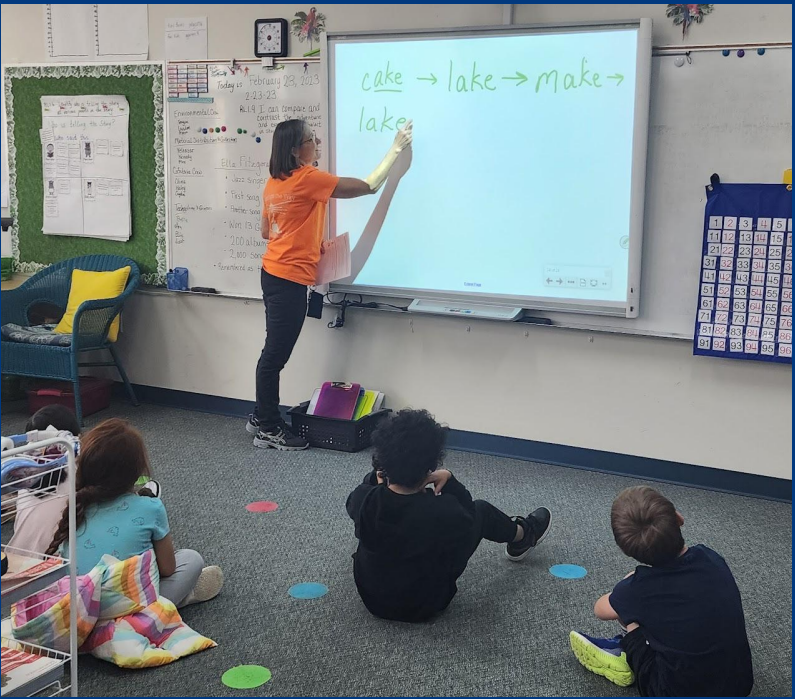
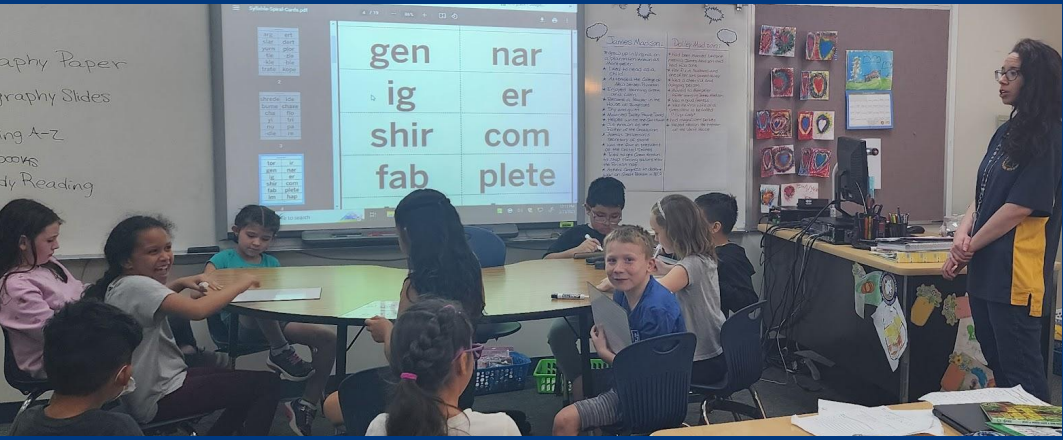
- Must master foundational skills before the focus on reading comprehension
- WIG goals based on mClass progress monitoring skills
- WIGS change to Standards when student reached the end of 3rd grade benchmarks for NWF, ORF, & MAZE
- Provides a steady path of progress for students that translated to Check-In and EOG performance.

# ✦ WIG Wagon ✦



WIG Wagon visits classrooms with prizes for students who met monthly goals.

# ROAR Groups



# Essential Elements:

- Leader in Me: 4DX approach to data with WIGS understanding
- Relationships: There must be Staff Buy-in! The teachers must trust their leadership, and be willing to do the work.
- Leadership: Someone with wisdom, patience, and be willing to pitch in and help.
- Science of Reading: Administration and teachers must understand and be able to apply the science in the classroom.

# Essential Elements:

- Team Effort: Instructional Staff, Administration, Parents, and the most important part of our team is the students.
- Slow Process:
  - ◆ The results are NOT instantaneous.
  - ◆ Everyone WILL get tired.
  - ◆ Must motivate and encourage teachers and students.
  - ◆ WIG Wagon, celebrations, gifts, and material for teachers' treats.

# Focus for 2023-2024

- Continue ROAR in Reading
- Create ROAR time for Math
  - ◆ Look at Math Power Standards
  - ◆ Look at Math progression for WIGS
- Constantly reviewing data and making any necessary changes to our process.
- Continue to empower Students to take Ownership of their learning!

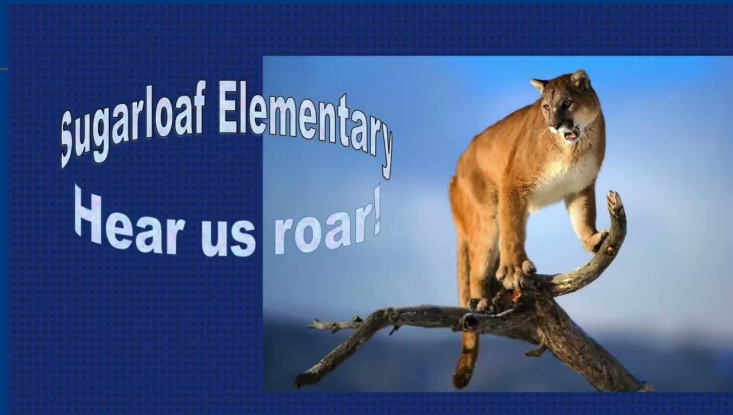
“Beyond simply rewording the standard into teacher-friendly, student-friendly language, teachers need to tightly align these standards with their curriculum, instruction, and assessment.”

— Austin Buffum, *Simplifying Response to Intervention: Four Essential Guiding Principles*

We are Sugarloaf.



Hear us ROAR!





# Contact Information

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