

Facing the Unknown...Wakpala Elementary's Journey Towards Maximizing Student Achievement

Title Conference, Cedar Shore Resort

August 1 and 2, 2016

Presented by Karyl Knudson,
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Our Focus for Today

Discuss how the following items can impact your Rtl journey:

- ▶ Leadership
- ▶ Professional development
- ▶ Scheduling
- ▶ Staff concerns
- ▶ Planning for implementation
- ▶ Lessons learned

Format of the Presentation

- ▶ Interview - questions and answers
- ▶ Handout - opportunity to take notes
- ▶ Time at end for questions

Who is Wakpala?



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District: Smee School District 15 3

Reporting Period: 4/19/2016-5/18/2016

Report Options

Reporting Parameter Group: All Demographics [Default]

List By: Teacher

Sort By: Rank

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shows progress on tests taken between 4/19/2016 - 5/18/2016

Projected - Shows likely progress by 5/20/2016. Based on research, 50% of students will achieve this much growth.

Grade: 5

Grade 5: South Dakota, English Language Arts, 2010, Grade 5, Common Core State Standards, South Dakota Department of Education

CCSS.ELA-Literacy.RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

District/Teacher	% of Students In or Above the Estimated Mastery Range					
	Current		Projected (5/20/2016)			
Smee School District 15 3		92%	12 / 13		92%	12 / 13
Good Shield, V.		92%	12 / 13		92%	12 / 13

CCSS.ELA-Literacy.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

District/Teacher	% of Students In or Above the Estimated Mastery Range					
	Current		Projected (5/20/2016)			
Smee School District 15 3		92%	12 / 13		92%	12 / 13
Good Shield, V.		92%	12 / 13		92%	12 / 13

CCSS.ELA-Literacy.RL.5.3

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

District/Teacher	% of Students In or Above the Estimated Mastery Range					
	Current		Projected (5/20/2016)			
Smee School District 15 3		92%	12 / 13		92%	12 / 13
Good Shield, V.		92%	12 / 13		92%	12 / 13

District: Smee School District 15 3

Reporting Period: 4/19/2016-5/18/2016

Grade: 5

Grade 5: South Dakota, English Language Arts, 2010, Grade 5, Common Core State Standards, South Dakota Department of Education

CCSS.ELA-Literacy.RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

District/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (5/20/2016)	
Smee School District 15 3		92% 12 / 13		92% 12 / 13
Good Shield, V.		92% 12 / 13		92% 12 / 13

CCSS.ELA-Literacy.RL.5.5

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

District/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (5/20/2016)	
Smee School District 15 3		62% 8 / 13		62% 8 / 13
Good Shield, V.		62% 8 / 13		62% 8 / 13

CCSS.ELA-Literacy.RL.5.6

Describe how a narrator's or speaker's point of view influences how events are described.

District/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (5/20/2016)	
Smee School District 15 3		85% 11 / 13		85% 11 / 13
Good Shield, V.		85% 11 / 13		85% 11 / 13

CCSS.ELA-Literacy.RL.5.7

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

District/Teacher	% of Students In or Above the Estimated Mastery Range			
	Current		Projected (5/20/2016)	
Smee School District 15 3		92% 12 / 13		92% 12 / 13
Good Shield, V.		92% 12 / 13		92% 12 / 13

Report Options [\(Expand\)](#)

FILTER:
 Target Sets: AIMSweb Defaults
 Correlation Point: Service Code

Student Score Distribution by Service Code
 Smee School District - Wakpala Elementary
 Grade 5 : 2015-2016
 Reading - Curriculum Based Measurement

Student ▼	Fall ▲				Winter				Spring			
	Corrects	Errors	Accuracy	Service Code ▲	Corrects	Errors	Accuracy	Service Code	Corrects	Errors	Accuracy	Service Code
Targets	114				129				143			
	169	1	99.4%	T	210	1	99.5%	T	227	1	99.6%	T
	106	4	96.4%	G								
									45	9	83.3%	G
	111	3	97.4%	G	178	2	98.9%	G	176	0	100.0%	G
	113	1	99.1%	G	132	1	99.2%	G	183	1	99.5%	G
	65	3	95.6%	G	84	2	97.7%	G	119	2	98.3%	G
	84	2	97.7%	G	109	0	100.0%	G	158	1	99.4%	G
	127	1	99.2%	G	151	0	100.0%	G	176	0	100.0%	G
	109	1	99.1%	G	121	1	99.2%	G	134	0	100.0%	G
	131	5	96.3%	G								
	83	2	97.6%	G	91	1	98.9%	G	123	0	100.0%	G
	128	2	98.5%	G	154	0	100.0%	G	185	0	100.0%	G
	52	9	85.2%	S								
	85	5	94.4%	G	90	8	91.8%	G	91	3	96.8%	G
	130	1	99.2%	G	134	2	98.5%	G	180	1	99.4%	G
	113	2	98.3%	G	126	1	99.2%	G	165	2	98.8%	G
Mean	107.0				132.0				151.0			
Median	111.0				131.0				165.0			
Number of Students Assessed	15				12				13			

Yellow = Did Not Meet Benchmark Targets

Note: Students appear once per classroom enrollment. Multiple classroom enrollment does not affect local normative data.

Thank you for your time and attention!

- ▶ [Handout with answers](#) Did you fill in all the blanks?
- ▶ Let's review!
- ▶ Any questions??

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