

# Shorewood School District

## Results Monitoring Document

### R-2 (Grade 2 Reading & Math)

**Disposition of the Board :** Date: March XX, 2017 Re-monitoring: \_\_\_\_\_

\_\_\_\_\_ Making reasonable progress toward achieving the desired results

\_\_\_\_\_ Making reasonable progress with the exceptions noted

\_\_\_\_\_ Failing to make reasonable progress

**President:** \_\_\_\_\_ **Superintendent:** \_\_\_\_\_

Comments: \_\_\_\_\_

**Certification of the Superintendent:** *I certify this report to be accurate*

Comments: R2.2 – R2.5 are intentionally blank at this time. Through an Authentic Learning Work Group, discussions are occurring as to how a potential portfolio could meet and utilize these policies and in turn measure our progress. Our goal is to have a working pilot for the 17-18 school year.

**Signed:** \_\_\_\_\_, Superintendent **Date:** \_\_\_\_\_

\_\_\_\_\_ Making reasonable progress toward achieving the desired results

\_\_\_\_\_ Making reasonable progress with the exceptions noted

\_\_\_\_\_ Failing to make reasonable progress

#### R-2: Academic Mastery & Application

Superintendent

BoE

All students, regardless of their race, gender or socio-economic status, are able to demonstrate authentic learning by integrating their knowledge and skills through creative application to real-world challenges.

Reasonable  
Progress\*

Failing to  
make  
reasonable  
progress\*

Reasonable  
Progress\*

Failing to  
make  
reasonable  
progress\*

Superintendent Interpretation:

The board values that each and every student, regardless of who they are, is able to take what they've learned and use it with ingenuity to solve situations or problems they encounter in their lives.

- **Authentic Learning** shall mean students have a chance to become content experts, explore real-world/local problems, and present their connections of content to real-world/local problems through various mediums.
- **Creative Application** shall mean that students use their knowledge beyond the classroom in more meaningful ways.
- **Real-World Challenges** shall mean students solve problems that they encounter currently and in their futures. This can be local issues as well as issues they are solving with Shorewood partners.

Board Comments:

<b>R-2.1</b>  <b>Demonstrate mastery in a body of knowledge and skills within each discipline</b>				
<p>SUPERINTENDENT Interpretation:</p> <ul style="list-style-type: none"> <li> <b>Mastery in a body of knowledge and skills</b> shall mean that students achieve at a level of proficient or better in reading and math             <ul style="list-style-type: none"> <li>Grade 2 Math Knowledge and Skills:                 <ul style="list-style-type: none"> <li>Operations and Algebraic Thinking</li> <li>Number and Operations in Base Ten</li> <li>Measurement and Data</li> <li>Geometry</li> <li>Problem-Solving Strategies</li> <li>Communication</li> </ul> </li> <li>Grade 2 Reading Knowledge and Skills:                 <ul style="list-style-type: none"> <li>Selects and reads “just right” books</li> <li>Sustains focus when reading independently</li> <li>Retells important information</li> <li>Reads fluently with expression, appropriate pacing and attention to punctuation</li> <li>Applies comprehension strategies</li> <li>Applies word solving strategies and self-corrects</li> </ul> </li> </ul> </li> </ul>				
<p>SUPERINTENDENT Indicators:</p> <p><b>Math:</b></p> <ul style="list-style-type: none"> <li><b>“Everyday Math 4 End of Year Assessment”</b> including the number of students that are “Secure” or above. (Beginning 17-18)</li> <li><b>“Math Facts” (addition and subtraction timed test)</b> results including the number of students that are “Secure” or above.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li><a href="#">“High Frequency Words”</a> including the number of students at Grade 2 benchmark.</li> <li><a href="#">“Running Records”</a> including the number/percent of students who met the Grade 2 benchmark.</li> </ul> <p>SUPERINTENDENT Evidence:</p> <ul style="list-style-type: none"> <li></li> </ul>				
<p>Board Comments:</p>				
<b>R-2.2</b>  <b>Demonstrate higher order thinking, multiple perspectives and transfer of understanding.</b>				
<p>SUPERINTENDENT Interpretation:</p>				

<ul style="list-style-type: none"><li>•</li></ul>				
SUPERINTENDENT Indicators:				
<ul style="list-style-type: none"><li>•</li></ul>				
SUPERINTENDENT Evidence:				
<ul style="list-style-type: none"><li>•</li></ul>				
Board Comments:				
<b>R-2.3</b>				
<b>Create work that is accurate, elegant in concept and execution</b>				
SUPERINTENDENT Interpretation:				
<ul style="list-style-type: none"><li>•</li></ul>				
SUPERINTENDENT Indicators:				
<ul style="list-style-type: none"><li>•</li></ul>				
SUPERINTENDENT Evidence:				
<ul style="list-style-type: none"><li>•</li></ul>				
Board Comments:				
<b>R-2.4</b>				
<b>Demonstrate original thinking and voice, connect to real-world issues and formats, and create work that is meaningful to the community beyond the school.</b>				
SUPERINTENDENT Interpretation:				
<ul style="list-style-type: none"><li>•</li></ul>				
SUPERINTENDENT Indicators:				
<ul style="list-style-type: none"><li>•</li></ul>				
SUPERINTENDENT Evidence:				
<ul style="list-style-type: none"><li>•</li></ul>				
Board Comments:				

<b>R-2.5</b>  <b>Communicate clearly, and be able to write, speak and present ideas effectively in a variety of media within and across disciplines.</b>				
SUPERINTENDENT Interpretation:  •				
SUPERINTENDENT Indicators:  • SUPERINTENDENT Evidence:  •				
Board Comments:				