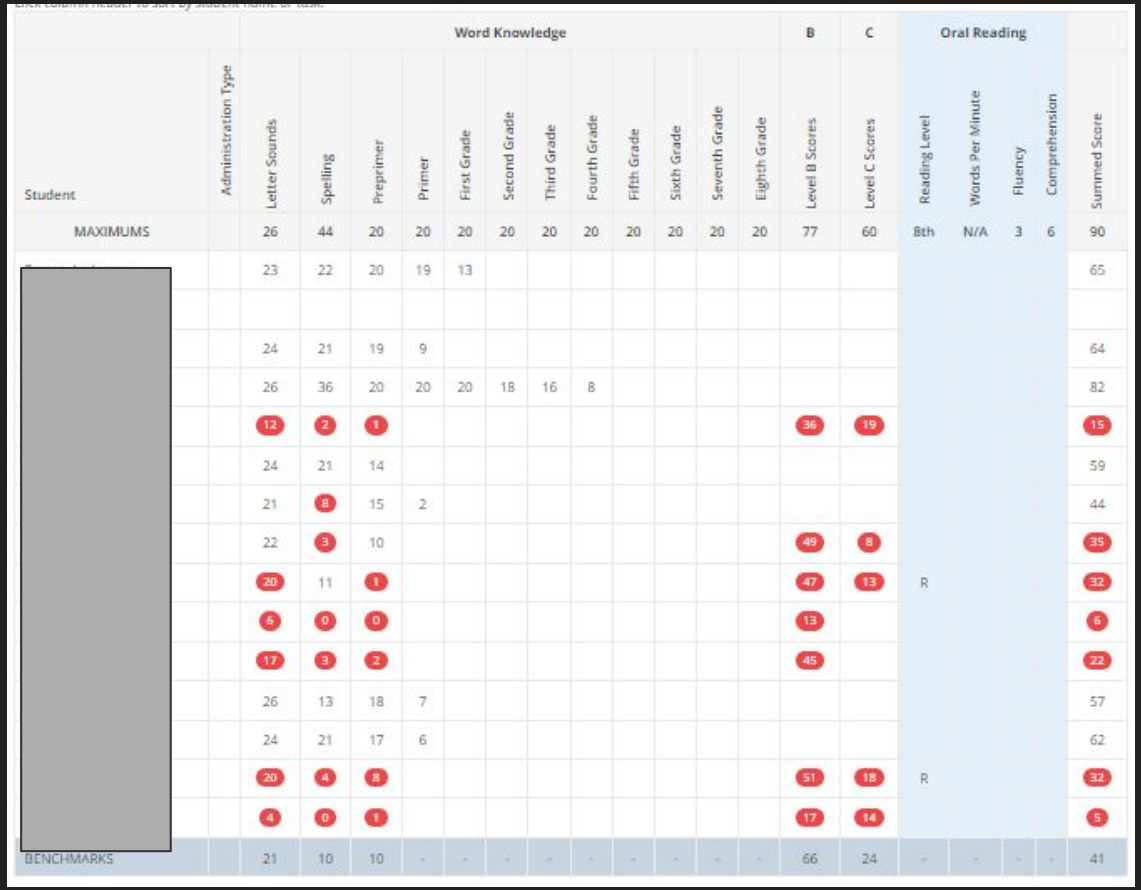
First Grade Power of PLC

Increasing student learning

Ms. Gachnang, Mrs. Moore, and Mrs. Stone

The Need: This year's Data



Student	Administration Type	Word Knowledge: Letter Sounds	Spelling	Preprimer	Primer	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	B: Level B Scores	C: Level C Scores	Oral Reading: Reading Level	Words Per Minute	Fluency	Comprehension	Summed Score
MAXIMUMS		26	44	20	20	20	20	20	20	20	20	20	20	77	60	8th	N/A	3	6	90
[redacted]		23	22	20	19	13														65
		24	21	19	9															64
		26	36	20	20	20	18	16	8											82
		12	2	1										36	19					15
		24	21	14																59
		21	8	15	2															44
		22	3	10										49	8					35
		20	11	1										47	13	R				32
		6	0	0										13						6
		17	3	2										45						22
		26	13	18	7															57
		24	21	17	6															62
		20	4	8										51	18	R				32
		4	0	1										17	14					5
BENCHMARKS		21	10	10	-	-	-	-	-	-	-	-	-	66	24	-	-	-	-	41

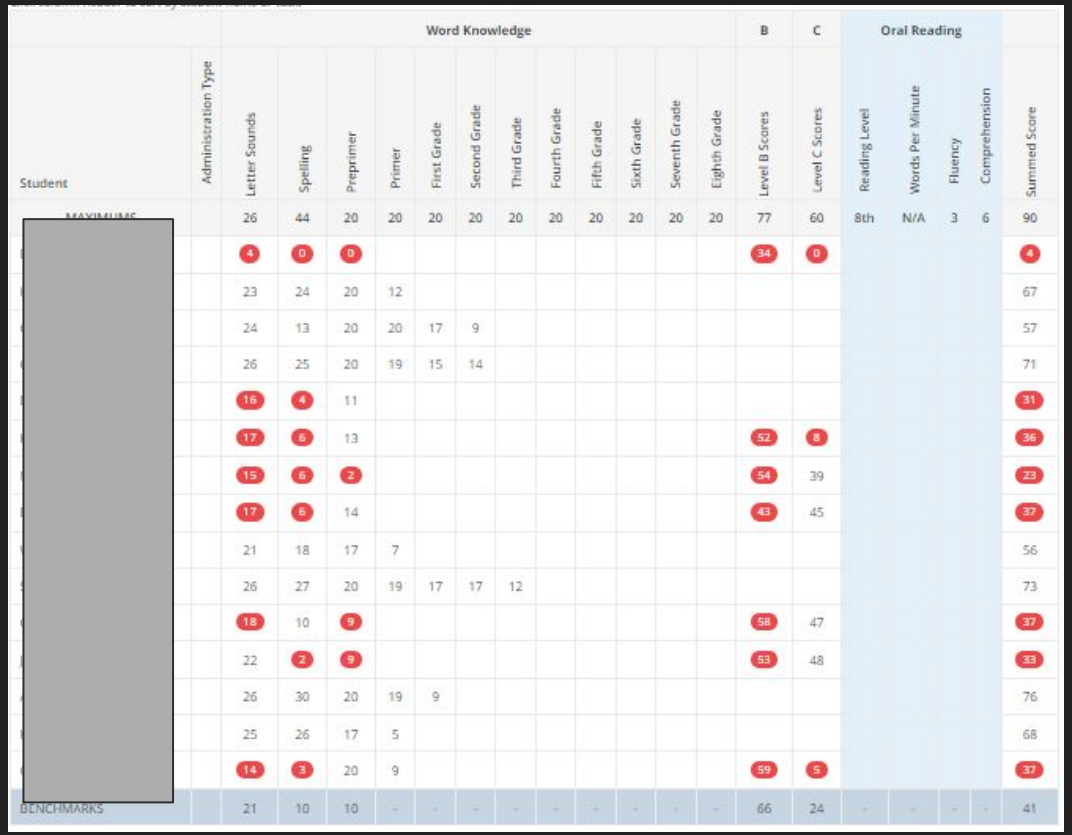
Mrs. Stone's data:

8 students identified in need of urgent intervention

- 2 of those students are receiving services for speech
- 1 of those students has an IEP and works with Mrs. Kremer
- 1 of those students works virtually
- 1 student attendance concerns

3 students are receiving urgent intervention

The Need: This year's Data



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		18	10	9										58	47					37
		22	2	9										53	48					33
		26	30	20	19	9														76
		25	26	17	5															68
		14	3	20	9									59	5					37
BENCHMARKS		21	10	10	-	-	-	-	-	-	-	-	-	66	24	-	-	-	-	41

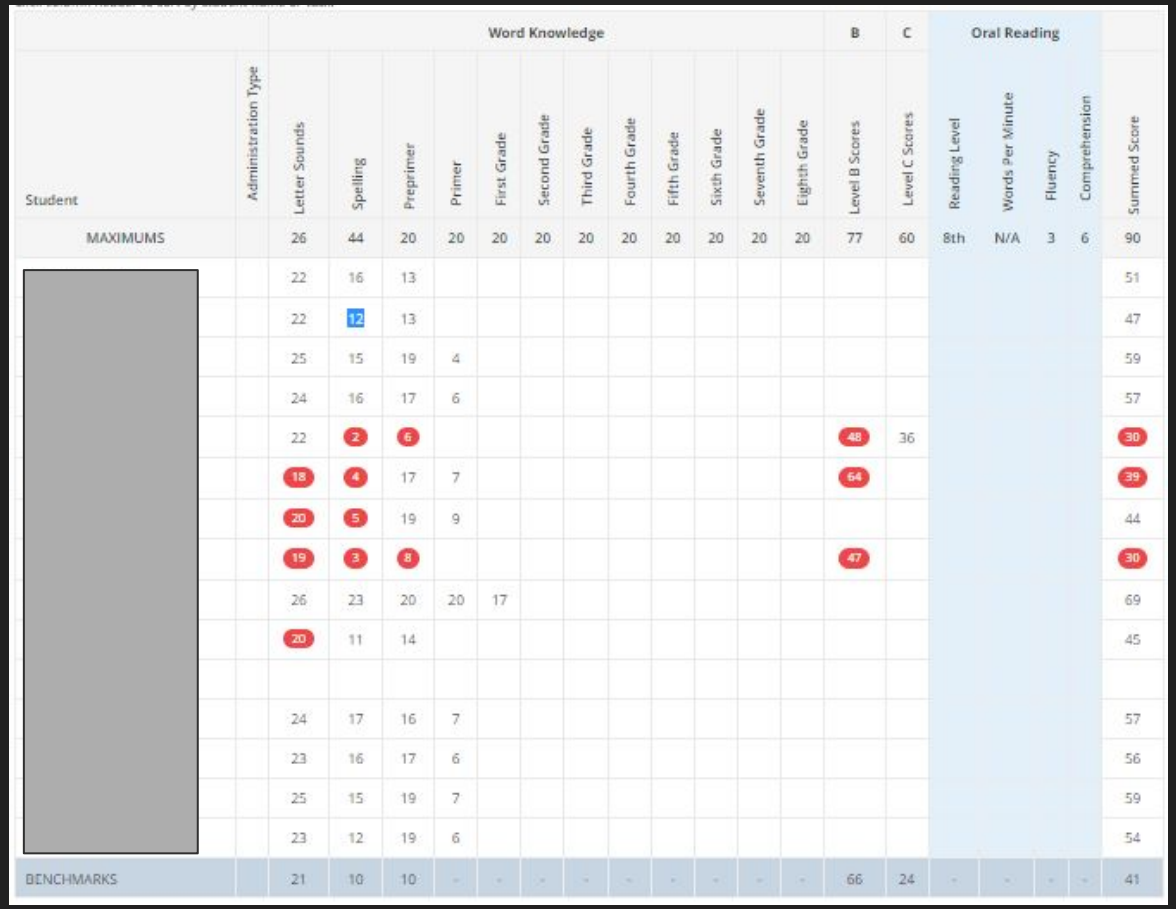
Mrs. Moore's data:

8 students identified in need of urgent intervention

- 3 of those students are receiving services for speech
- 1 of those students is nonverbal with an IEP
- 1 student is an English Language Learner

1 is receiving urgent intervention

The Need: This year's Data



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Mrs. Gachnang data:

4 students identified in need of urgent intervention

- 1 of those students are receiving services for speech
- 1 student has an IEP
- 1 student with attendances concerns

0 are receiving urgent intervention

Possible causes in this spike

- Large Kindergarten class sizes last year
- Increasing student behaviors interfere with academic focus
- Change in phonics programs takes time to find strengths and weaknesses
- Covid restrictions:
  - reduced contact days in 4K
  - use of teacher masks until February in Kindergarten

First Grade Historical Data

	Fall Students Identified	Spring Students Identified
2013-2014	1 / 46	0 / 44
2014-2015	1 / 24	2 / 26
2015-2016	4 / 46	1 / 45
2016-2017	2 / 43	2 / 44
2017-2018	3 / 36	4 / 34
2018-2019	Implemented AIMS	Implemented AIMS
2019-2020	2 / 31	Data unavailable
2020-2021	6 / 35	11 / 35
2021-2022	5 / 27	4 / 27
2022-2023	18 / 43 = 42%	Not Administered Yet

The Requirements: First Grade Standards

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Know the spelling-sound correspondences for common consonant digraphs.
b. Decode and encode regularly spelled one-syllable words (e.g., cat, fox, bet, cup, fit, etc.).
c. Know final -e and common vowel team conventions for representing long vowel sounds (Examples include but are not limited to: ai, ay, oa, ea, ee, ie, ue, ow).
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
e. Decode two-syllable words following basic (known) patterns by breaking the words into syllables.
f. Read words with inflectional endings (i.e., -s, -ed, -ing). g. Recognize and read grade-appropriate irregularly spelled words.

Vertical Team's Power

In our monthly vertical PLC we have also discussed this alarming data. The meeting includes 4K, K, 1st, 2nd and 3rd grade teachers. We've reviewed the Kindergarten Standards and are focusing on where the needs are the highest. Based on our data here are the kindergarten standards we are focusing on.

Recognize and name all upper and lowercase letters
RF.K.1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet

Demonstrate the 26 Letter sounds
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Associate the long and short sounds with common spellings for the 5 major vowels
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Vertical Team's Power

In our monthly vertical PLC we have also discussed this alarming data. The meeting includes 4K, K, 1st, 2nd and 3rd grade teachers.

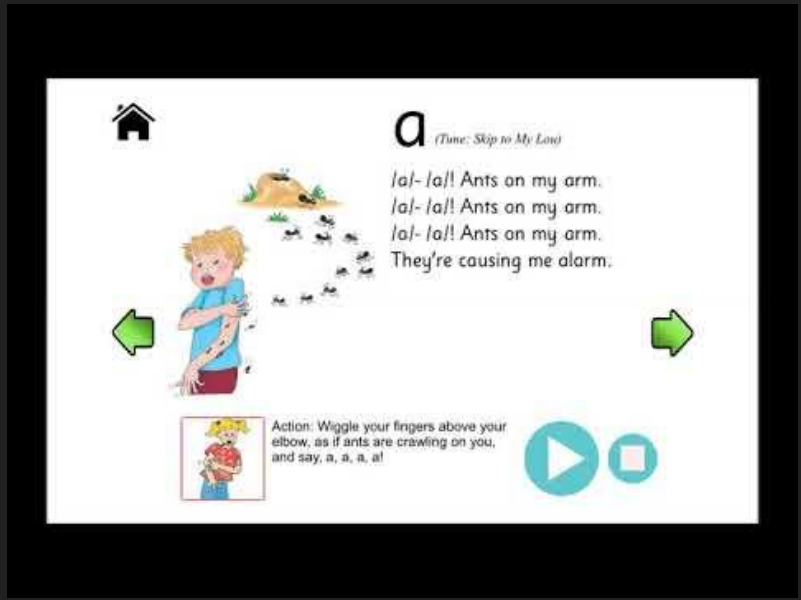
Our action steps to help:

-Bring back Jolly Phonics beginning in 4K

-More alphabet practice to strengthen letter

knowledge and sound knowledge

-More short vowel practice

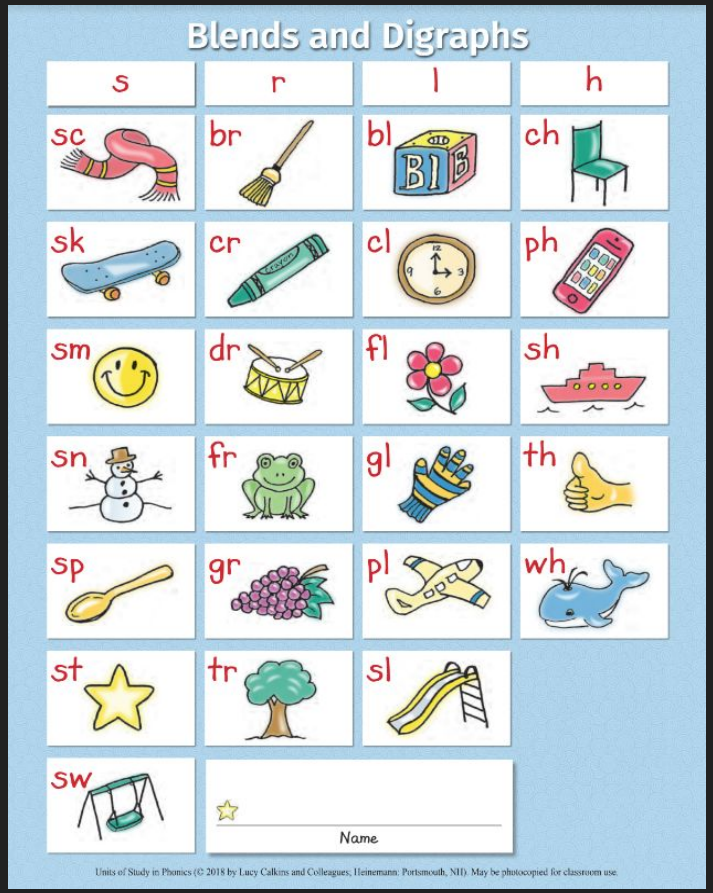


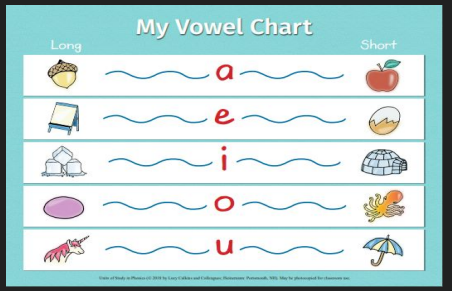
Anchor Charts for Universal Instruction

Anchor Charts are created with students and referenced often.

Daily Learning Targets are read aloud to students.

Universal Instruction

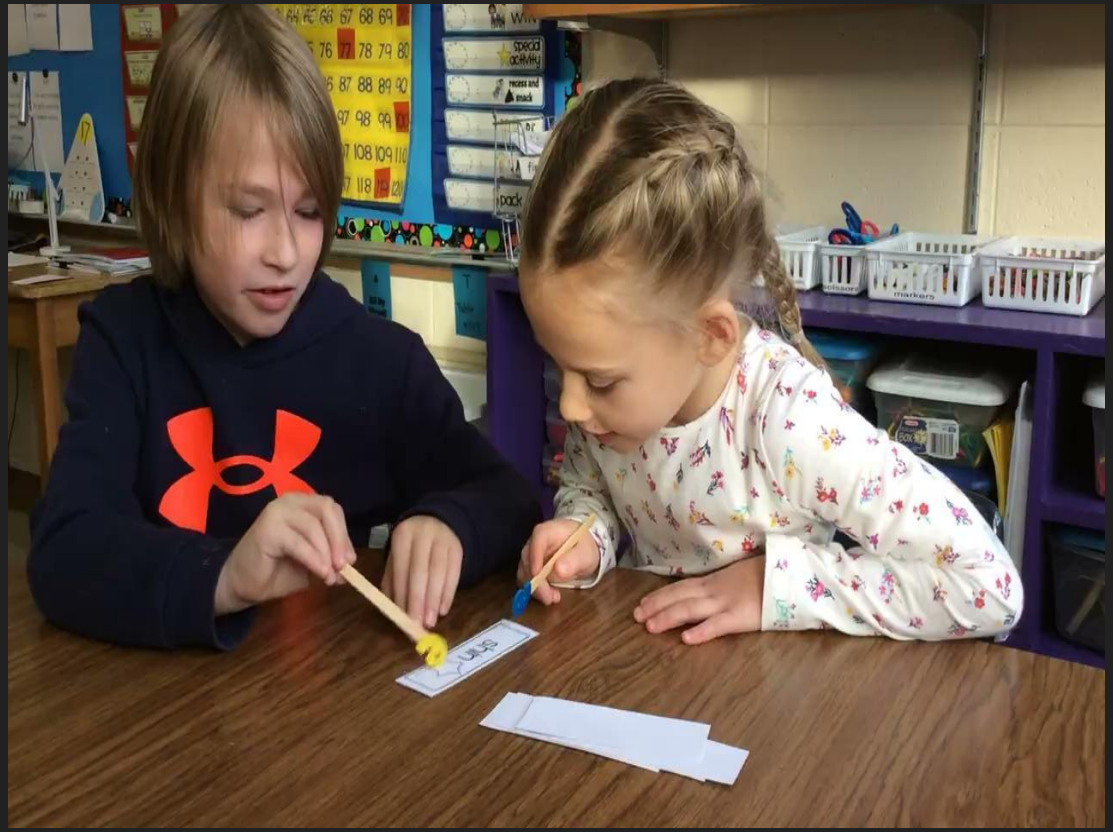


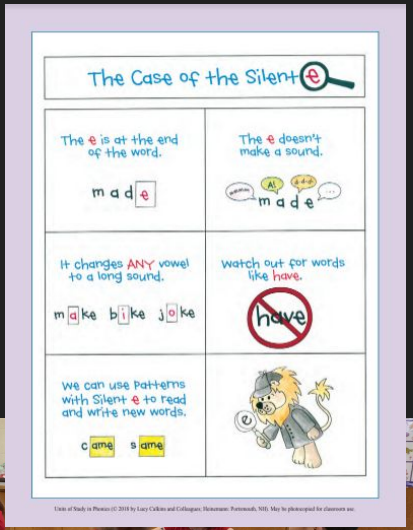


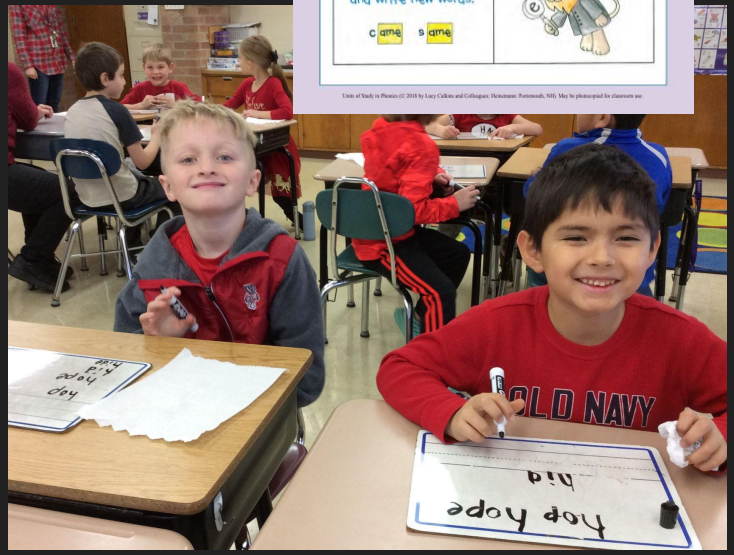
These large posters hang in our rooms K-2, with increasing difficulty.

First grade students also have the charts in their writing folders, in their book boxes, and maybe even at home to help there too!

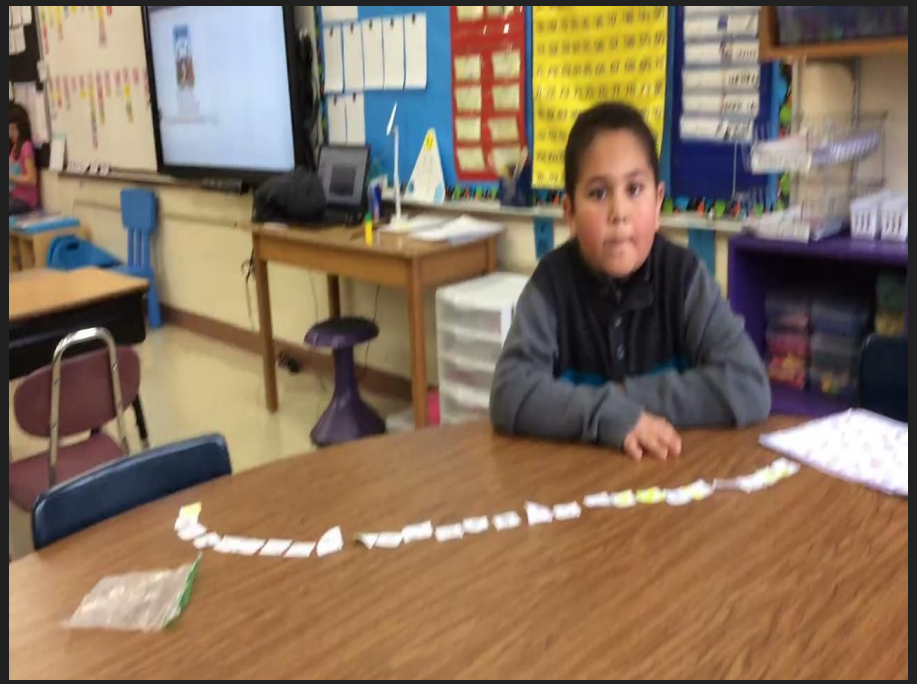
Universal Instruction







Targeted Instruction to meet individual needs

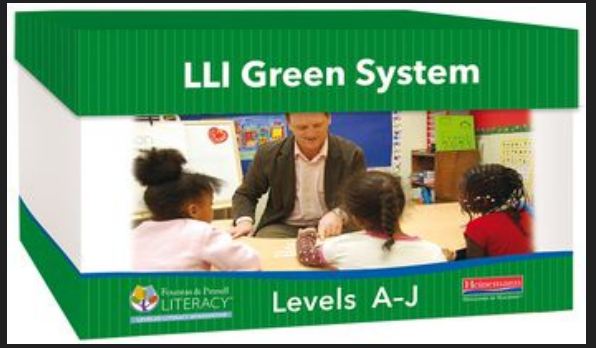


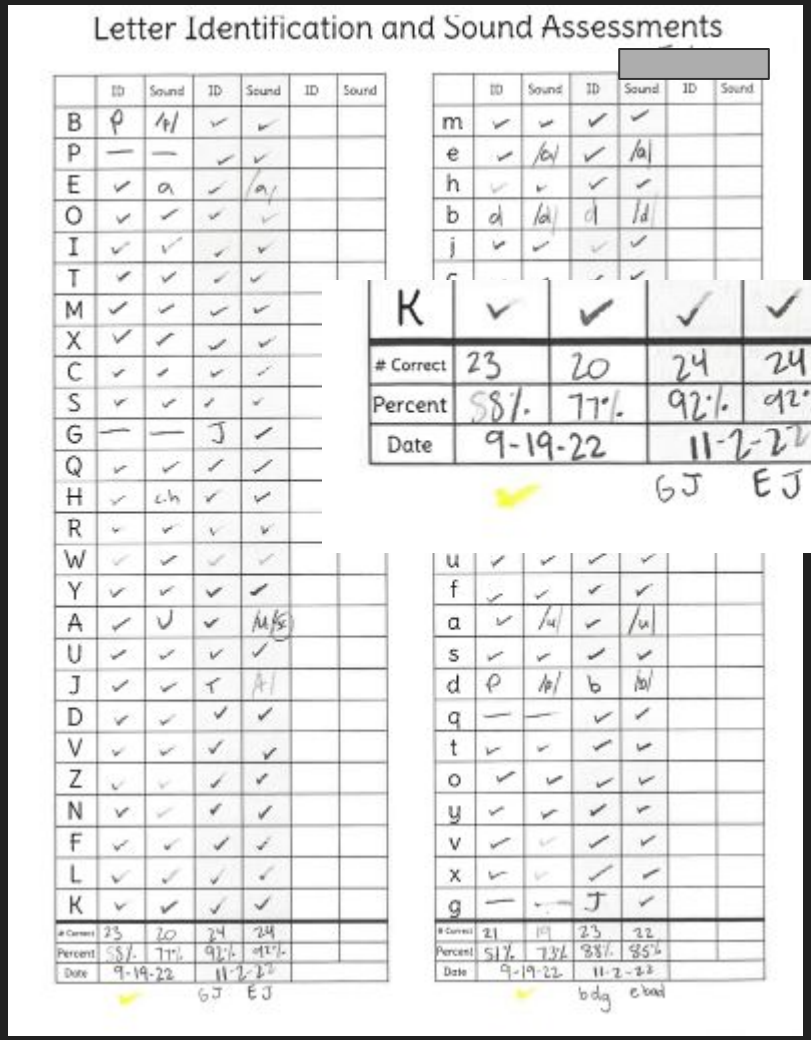
Targeted Instruction to meet individual needs: WIN

Typically 6-8 students receive urgent intervention with 2 reading interventionists during the 45 minute What I Need (WIN) time.

This year only 4 students can meet with a reading interventionist because we only have 1 interventionist position.

To help with the overwhelming need, 2 of the 3 classrooms are using the intervention program LLI during WIN time. Usually the target number of students in each group is 4, but each group has 9 or 10 students to max out the materials.





Progress Monitoring Data for those students

Mrs. Stone: 5/8 are now proficient

Mrs. Moore: 7/8 are now proficient

Mrs. Gachnang: 1/4 are now proficient

Next possible steps

- We could focus on the application of these sounds in spelling scores. It would target the same first grade standards.

- We could focus on sight word knowledge and scores.

Both of these have data points on the PALS assessment and are used to red flag students.