



## Grade Level Problem Solving: Sample Data Set, Day 2

The purpose of this document is to have grade level teams practice how to use DIBELS Next data to make grade level instructional plans.

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### The Foundations of Classroom PBIS & Effective Instruction

Table 1. Use the table below to record the number of classrooms that have each component of Classroom PBIS in place.

Classroom PBIS	Participated in the Classroom PBIS training	Routines and Procedures Written	Matrix Completed	Taught and/or Re-taught
BOY				
MOY				
EOY				



## Grade Level Reading Components

### Current Status

Table 2. Record end of the year (EOY) DIBELS Next Composite scores in the table below.

DIBELS Composite Score	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
BOY	<b>38%</b>	<b>34%</b>	<b>5%</b>	<b>23%</b>
MOY	<b>47%</b>	<b>26%</b>	<b>11%</b>	<b>16%</b>
EOY				

### DIBELS Next Composite Score

#### BOY Goal:

By the middle of the year (MOY) benchmark assessment, 85% of our students will be At/Above Benchmark as measured by DIBELS Next.

Based on the BOY goal and the data added to Table 2, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.



MOY Goal Update:

By the end of the year (EOY) benchmark assessment, \_\_\_\_ % of our students will be At/Above Benchmark as measured by DIBELS Next.

EOY Update:

Based on the MOY goal and the data added to Table 2, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

**Problem Analysis**

Table 3. Record each measure’s score below that apply to your grade level.

DIBELS Next Measure	% At & Above Benchmark	Big Idea (Instructional Focus)
FSF: First Sound Fluency		Phonological Awareness
PSF: Phoneme Segmentation Fluency		Phonemic Awareness
NWF CLS: Nonsense Word Fluency Correct Letter Sounds		Alphabetic Principle/Basic Phonics
NWF WWR: Nonsense Word Fluency Whole Words Read		Alphabetic Principle/Basic Phonics
DORF Accuracy: DIBELS Oral Reading Fluency Accuracy		Advanced Phonics
DORF Words Correct: DIBELS Oral Reading Fluency Rate		Advanced Phonics, Fluency, Vocabulary, Comprehension

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DIBELS Next Measure	% At & Above Benchmark	Big Idea (Instructional Focus)
Retell		Comprehension (oral reading)
Daze		Comprehension (silent reading)

**Measure Specific Goal**

Table 4. Fill in the DIBELS Next Measure the team will be using to set a goal and complete the table with the measure specific data.

DIBELS Next Measure: <b>NWF WWR &amp; DORF Accuracy</b>	% Above Benchmark	% At Benchmark	% Below Benchmark	% Well Below Benchmark
	<b>47%</b>	<b>17%</b>	<b>9%</b>	<b>27%</b>
BOY	<b>34%</b>	<b>32%</b>	<b>18%</b>	<b>15%</b>
MOY	<b>NWF WWR PM: 56%</b> <b>DORF Accuracy:43%</b>	<b>NWF WWR PM: 27%</b> <b>DORF Accuracy:26%</b>	<b>NWF WWR PM: 9%</b> <b>DORF Accuracy:11%</b>	<b>NWF WWR PM: 8%</b> <b>DORF Accuracy:20%</b>
EOY				

**BOY Measure Specific Goal(s):**

By January, **95%** of our students will be At/Above Benchmark as measured by this DIBELS Next **Progress Monitoring** Measure: **NWF WWR** (Whole Words Read).



By the middle of the year (MOY) benchmark assessment, **80%** of our students will be At/Above Benchmark as measured by this DIBELS Next Measure: **DORF Accuracy**.

MOY Measure Specific Goal(s) Update:

Based on the BOY Measure Specific Goal, and the data added to Table 4, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

By the EOY benchmark assessment, \_\_\_\_\_% of our students will be at At/Above Benchmark as measured by this DIBELS Next Measure: \_\_\_\_\_.

EOY Measure Specific Goal(s) Update:

Based on the MOY goal and the data added to Table 4, circle the best response below:

- We met our goal!
- We did not meet our goal, but we are on track to reaching it.
- We did not meet our goal, and we are not on track to reaching it.

## **Plan Development**

### **Grade Level Decisions**

The following are the grade level decisions made regarding:

- Core program and/or supplemental materials
- Instructional routine based on the focus
- Engagement strategy



### Curriculum

Table 5. Record grade level decisions related to curriculum in the table below

Curriculum Materials	Grade Level Decision
Core reading materials that all grade level teachers will use	<b>Use core reading program as a starting place – even though it is outdated.</b>
If needed, list any supplemental materials all grade level teachers may need to use	<b>Access to decodable text (might have to sue some passages from Phonics for Reading to provide daily practice).</b>

### Instruction

Identify the common instructional routine agreed upon by the grade level team: **Decoding Routine to be developed from scope and sequence of core reading program (make sure to include PA Warm Up with blend, segment, add, delete, and substitute).**

### Environment (Engagement)

Identify the agreed upon category of engagement strategies that your grade level has committed to focus on: **Verbal responses.**



**Whole Group Differentiation for Instructional Focus**

Table 6. List each classroom teacher's name and how the common instructional routine will be differentiated

Grade/Classroom	Status Report % At/Above Benchmark	Differentiation of the Instructional Focus Routine
Grade Level		
Metcalf		<b>Decoding routines led by teacher with guided practice &amp; repetitions as needed. Then time to practice with a partner is provided (strategic partnerships.) Partners – read word lists and decodable text together after developing accuracy as whole class.</b>
Vail		<b>Decoding routines led by teacher with whole group practice &amp; more repetitions. Many opportunities to respond to build automaticity – focus on Think Read and decodable text practice. Once group is responding accurately, partner practice may be provided.</b>
Whitmore		<b>Decoding routines led by teacher with guided practice &amp; repetitions as needed. Then time to practice with a partner is provided (strategic partnerships.) Partners – read word lists and decodable text together after developing accuracy as whole class.</b>



## **Small Group Differentiation**

Table 7. List the agreed upon materials that grade level teams will use to guide small group instruction for the instructional focus

Instructional Focus	Well Below	Below	At	Above
Phonemic Awareness	<b>Heggerty Primary</b>	<b>Heggerty Primary</b>	<b>PA Warm Up – Advanced Skills (add, delete, substitute)</b>	<b>PA Warm Up – Advanced Skills (add, delete, substitute)</b>
Phonics	<b>Step #2 of Decoding Routine – Sound by Sound/Continuous to Think Read Segment &amp; Spell</b>	<b>Step #2 of Decoding Routine – Spelling Focused to Think Read Segment &amp; Spell</b>	<b>Step #2 of Decoding Routine – Spelling Focused to Think Read – more multisyllabic words</b>	<b>Step #2 of Decoding Routine – Think Read – more multisyllabic words</b>
Fluency	<b>Practice reading sounds, words, &amp; decodable text for accuracy</b>	<b>Practice reading words &amp; decodable text for accuracy</b>	<b>Practice reading decodable text for accuracy</b>	<b>Practice reading connected text for accuracy</b>
Comprehension	<b>Basic retell from decodable text</b>	<b>Basic retell from decodable text</b>	<b>After reading questions – sentence starters</b>	<b>After reading questions – sentence starters if needed</b>

## **Plan Implementation & Evaluation**

On-going team meetings will use the action plan below to review the tasks that connect to the grade level goals and instructional plan.

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Table 8. Capture the grade level team action items below and use the list to guide the on-going team meeting and discussions

Action Item	Who Will Do It?	By When?	Status
<b>See if the team could use a ½ to a full day of planning for decoding routines</b>	<b>Principal &amp; 2<sup>nd</sup> grade team</b>	<b>ASAP</b>	<b>Done – Meeting Nov 13 full day</b>
<b>Make sure all teachers have access to Heggerty Primary and are trained</b>	<b>Reading Specialist &amp; 2<sup>nd</sup> grade team</b>	<b>ASAP</b>	<b>In progress – modelling in classrooms on Nov. 1st</b>
<b>Team divides up lessons from core to write decoding lessons</b>	<b>Vail &amp; Whitmore – Les 3, 4 Metcalf &amp; Rdg Spec – Les 5, 6</b>	<b>Share at next on-going meeting on 11/30</b>	<b>In progress</b>

Communication is also a vital step in the process. Sharing specific celebratory successes, identifying potential barriers, and seeking insight and support from the School Leadership Team help to solidify the plan.

Table 9. Capture communication items to share with the School Leadership Team regarding the grade level instructional plan

Communication Update	Who Will Do It?	By When?	Status
<b>Our goals have been set and our action plan is taking shape!</b>	<b>Principal</b>	<b>Next SLT meeting</b>	<b>In progress</b>
<b>Core program is out of date – we are making due but wanted the team to know we are seeing gaps in foundational skills</b>	<b>Principal</b>	<b>Next DIT meeting</b>	<b>Not yet</b>

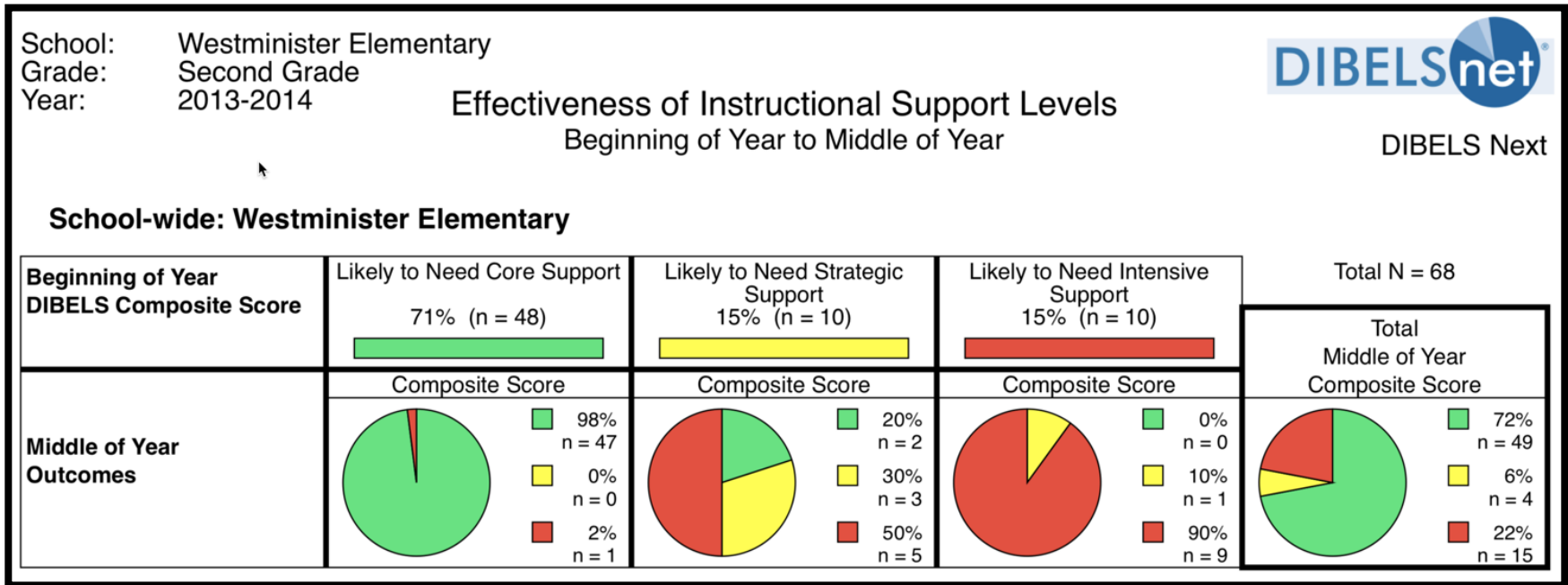


Figure 1. Use this Effectiveness of Instructional Support Report, to complete the table and review the following questions.

Table 10. Complete the table below to answer the question: How effective is our support for students who start the year scoring at/above benchmark?

<b>BOY</b>	<b>BOY-MOY</b>	<b>MOY-EOY</b>
% of Students At/Above Benchmark:	% of students still At/Above Benchmark:	% of students still At/Above Benchmark:
Did we meet the goal of maintaining 95%?	Circle: Yes or No	Circle: Yes or No

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Table 11. Complete the table below to answer the question: How effective is our support for students who start the year scoring below benchmark?

<b>BOY</b>	<b>BOY-MOY</b>	<b>MOY-EOY</b>
<b>% of Students Below Benchmark:</b>	% of students who moved to At/Above Benchmark:	% of students who moved to At/Above Benchmark:
<b>Did we meet the goal of moving 80-100%?</b>	Circle: Yes or No	Circle: Yes or No

Table 12. Complete the table below to answer the question: How effective is our support for students who start the year scoring well below benchmark?

<b>BOY</b>	<b>BOY-MOY</b>	<b>MOY-EOY</b>
<b>% of Students Well Below Benchmark:</b>	% of students who moved to At/Above Benchmark:  % of students who moved to Below Benchmark?	% of students who moved to At/Above Benchmark:  % of students who moved to Below Benchmark?
<b>Did we meet the goal of moving 80-100%?</b>	Circle: Yes or No	Circle: Yes or No

Questions to have teams discuss from the middle to end of the year:

- Is our plan being implemented as intended? How do we know?
- Is the plan resulting in the desired change? Have we established our goal?

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- Does student data indicate the plan needs to be modified? If yes, how?
- What is the date for the next Grade Level Team meeting?

Questions to guide conversations around barriers to implementation:

- Does everyone understand how and when to use the plan?
- Is the plan feasible to implement?
- Are there ways that the plan can be modified to make implementation more likely?
- What supports can be provided to the implementers?

**Cycle back to Step #1 and make any necessary updates or adjustments.**

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