



Elementary Grade Level Problem Solving

(GLPS) Day2

Live Zoom Remote Learning

Winter 2021

mimtsstac.org



Acknowledgments

The content for this training day was developed based on the work of:

- Anita Archer
- Roland Good & Ruth Kaminski
- Stephanie Stollar
- David Kilpatrick
- Positive Behavioral Intervention & Supports (PBIS)
- Oregon RTI

Group Expectations - Virtual

Be Responsible

- Return from breaks on time
- Active Participation
 - Use participant features of raise hand, thumbs up, etc.
 - Type short answer or questions in chat box
 - Respond to poll questions, if provided

Be Respectful

- Limit use of chat box to essential communication
- Please refrain from email and internet browsing
- Place your phone and other devices on mute and out-of-sight

Training Effectiveness

- At the end of the session you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- Trainers will provide a preview of the survey and provide you with the link at the end of this session

Diversity and Equity

- One of the feedback questions you will see for all of our professional learning sessions is:
 - The session promoted and positively portrayed diversity among educators and learners (strongly agree, agree, unsure, disagree, strongly disagree, optional comments)
- We are collecting baseline data to inform improvements to our MTSS professional learning to promote equity and inclusion

Team Roles

- Facilitator: lead discussions and activities to keep the team moving forward
- Recorder: keep written documentation of key discussion points, decisions, and next steps
- Time Keeper: keep track of time and bring the team back together



Setting Up Our Time for Success

- GLPS Materials
 - GLPS Guide
 - Instructional Plan
- Partner & Team Time
- I Do, We Do, You Do
- Active Engagement
- Understand the process – **get ready to create** final products with your GL Team



Purpose

The SLT and grade-level representatives will review the purpose, structure and outcomes of successful grade-level team meetings for both behavior and reading

Intended Outcomes

- Practice Steps 3 (cont.) & 4 of the GLPS process
- Prepare to launch the benchmark data meeting after winter assessments are completed

Agenda

1.0 Step #3: Whole & Small Group Instruction

2.0 Step #4: Plan Implementation & Evaluation

3.0 Now What? Take Action

1.0 Whole & Small Group Instruction

Making the plan come to life in YOUR classroom

In Module 1.0, we will...

- Connect the GLPS process to classroom specific planning
- Use data to identify:
 - whole group differentiation
 - resources for small group instruction

Linking Grade Level Plan to Classroom

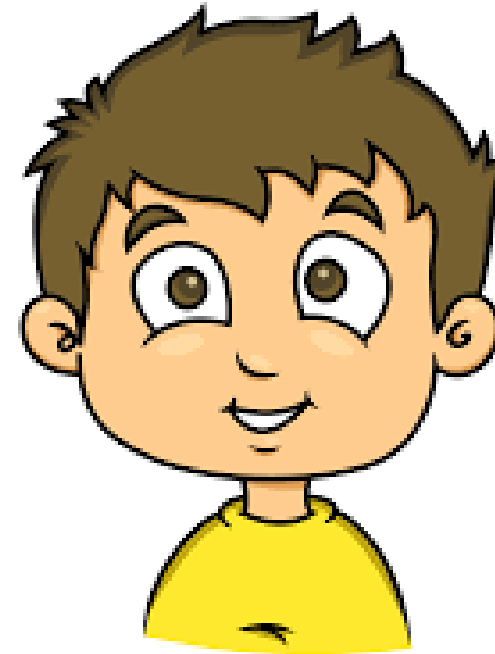
- Every teacher at your grade level has the same Instructional Plan, including:
 - An overall goal
 - A measure specific goal
 - A plan of action (curriculum, instruction, engagement)
- However, this plan might look different in each classroom
 - Use your data to help determine whole group & small group needs

It is All About Perspective

Beginning of 1st Grade

- LNF 14
- PSF 8 (Goal 40)
- NWF-CLS 10 (Goal 27)
- NWF-WWR 0 (Goal 1)

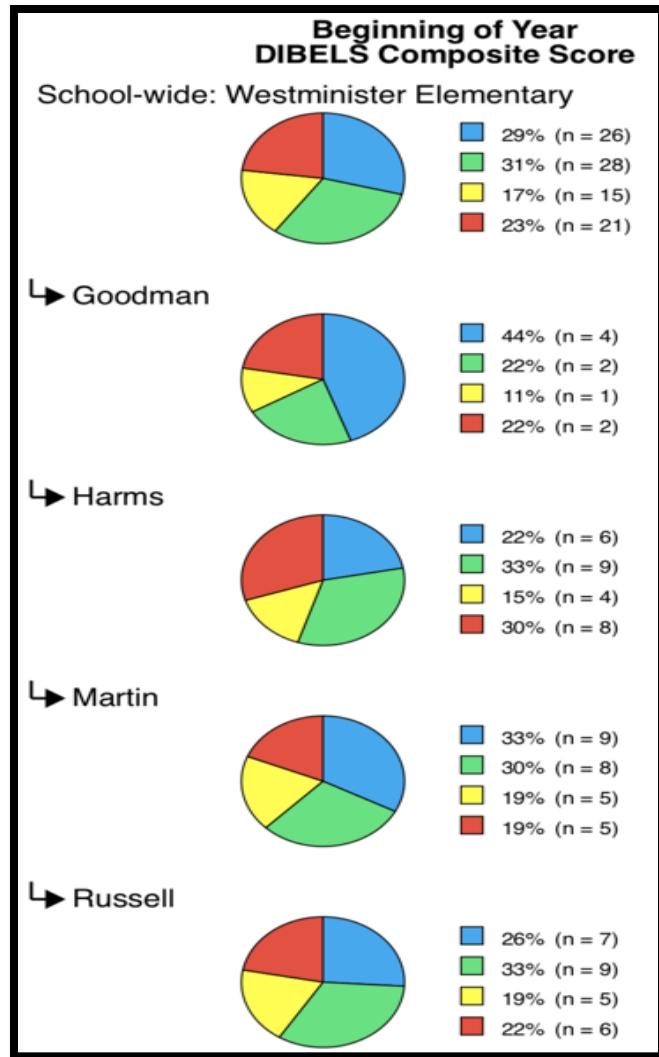
Does this student need instructional support?



A View of Logan's Class

At or Above Benchmark / Likely to Need Core Support		Below Benchmark / Likely to Need Strategic Support				Well Below Benchmark / Likely to Need Intensive Support						
DIBELS Next		LNF		PSF		NWF				DIBELS Composite Score		
Name	Student ID	Score	Local Percentile	Score	Local Percentile	CLS	Local Percentile	WWR	Local Percentile	Score	Local Percentile	Score Level
Horne, Indie	440000585											
Mcconnell, Isaac	440000000											
Chan, Logan	440000122	14	4	8	4	10	8	0	31	32	3	Well Below Benchmark
Berry, Callum	440000222	31	13	4	1	8	6	0	31	43	4	Well Below Benchmark
Mays, Skylar	440000493	36	22	11	5	14	16	0	31	61	8	Well Below Benchmark
Dodson, Finlay	440000233	41	35	13	6	14	16	0	31	68	9	Well Below Benchmark
Salazar, Riley	440000268	47	53	19	9	15	18	0	31	81	15	Well Below Benchmark
Lam, Thomas	440000280	29	10	42	41	16	21	0	31	87	18	Well Below Benchmark
Scott, Oscar	440000231	40	31	41	37	11	9	1	66	92	21	Well Below Benchmark
Ray, Alexander	440000047	41	35	35	21	19	27	5	82	95	23	Well Below Benchmark
Carlson, Caioime	440000492	32	15	48	63	22	43	8	31	102	25	Below Benchmark
Heath, Cole	440000292	48	57	29	13	26	53	0	31	103	31	Below Benchmark
Macias, Ollie	440000105	52	67	35	21	16	21	0	31	103	31	Below Benchmark
Kelly, Blake	440000270	36	22	50	77	20	32	0	31	106	35	Below Benchmark
Huang, Louisa	440000515	44	47	43	47	29	63	0	31	116	46	At or Above Benchmark
Reese, Ezra	440000283	44	47	44	52	28	58	0	31	116	46	At or Above Benchmark
Dixon, Avery	440000226	56	76	43	47	18	24	0	31	117	49	At or Above Benchmark
Compton, Sophie	440000241	57	79	35	21	27	54	4	79	119	53	At or Above Benchmark
Davidson, Andrew	440000287	45	51	45	54	29	63	0	31	119	53	At or Above Benchmark
Fletcher, Wren	40000307	41	35	38	29	44	88	7	86	123	61	At or Above Benchmark
Oconnell, Lewis	440000117	62	91	30	14	32	72	6	84	124	64	At or Above Benchmark
Sosa, Jordan	440000204	52	67	51	82	21	39	0	31	124	64	At or Above Benchmark
Moses, Noah	440000284	57	79	36	24	34	78	0	31	127	69	At or Above Benchmark
Miller, Angus	440000301	56	76	42	41	34	78	0	31	132	74	At or Above Benchmark
Murphy, John	440000034	58	83	46	60	28	58	2	72	132	74	At or Above Benchmark
Sanford, Aaron	440000173	52	67	46	60	34	78	0	31	132	74	At or Above Benchmark
Stafford, Ethan	440000225	56	76	52	86	25	51	7	86	133	77	At or Above Benchmark
Nichols, Lucas	440000125	63	92	51	82	21	39	1	66	135	78	At or Above Benchmark
Harmon, Amelie	440000436	57	79	37	26	54	94	10	91	148	88	At or Above Benchmark
Goal:				40		27		1		113		
Average:		46.2		36.1		24.0		1.6		106.3		

Is it Only Logan?



- Status Report by Class
- What does this report show us?
- What do we need to know next?

Other Data Resources to Consider

- For both whole & small group instruction, consider using the following:
- Initial Grouping Reports
 - Acadience Data Management (acadiencelarning.net)
 - Already done for you once data is entered
- Open the student booklets
 - Analyze student response patterns to inform instructional needs

Initial Grouping Suggestions: Sorting

Initial grouping based on performance on two key indicators.

Grade Level	BOY	MOY	EOY
Kindergarten	FSF Composite	PSF NWF CLS	PSF NWF CLS
First Grade	PSF NWF CLS	NWF WWR ORF Words Correct	NWF WWR ORF Words Correct
Second Grade	NWF WWR ORF Words Correct	ORF Accuracy ORF Words Correct	ORF Accuracy ORF Words Correct
Third-Sixth Grades	ORF Accuracy ORF Words Correct	ORF Accuracy ORF Words Correct	ORF Accuracy ORF Words Correct

Four Initial Groups

Group 1

Above benchmark goal on both key indicators

Group 2

Above benchmark goal on one key indicator; below/well below on the other (opposite of Group 3)

Group 3

Below/well below benchmark goal on one key indicator; above on the other (opposite of Group 2)

Group 4

Below/well below benchmark goal on both key indicators

Why Use This Report?

- Provides a grade level perspective
 - What group is majority of our grade level?
 - Does this match up with our focus skill(s) selection?
 - Where might we need the most support?
- Provides a classroom perspective
 - Identify where majority of the group falls to help determine needs for whole group instruction
 - How much modeling, practice, guidance, & independent time is needed for students to own that skill(s)?
 - Provides a starting place to figure out small groups

Is This Report Enough?

- No. Its title is “Initial Grouping *Suggestions*”
 - Some thinking is required
- It is determined by the two indicators & the numbers
- We must open the booklets to gather more information on response patterns
 - PSF, NWF, ORF

PSF Response Patterns

- Fully Segmented Words (FS)
- Onset Rime (OR)
- Partially Segmented (PS)
- No Segmentation (NS)

PSF Insight from Student Booklets

				Score
▶ hall <u>/h/</u> <u>/o/</u> <u>/l/</u>	song <u>/s/</u> <u>/o/</u> <u>/ng/</u>	count <u>/k/</u> <u>/ow/</u> <u>/n/</u> <u>/t/</u>	wave <u>/w/</u> <u>/ai/</u> <u>/v/</u>	8 /13
mind <u>/m/</u> <u>/ie/</u> <u>/n/</u> <u>/d/</u>	mouse <u>/m/</u> <u>/ow/</u> <u>/s/</u>	birds <u>/b/</u> <u>/er/</u> <u>/d/</u> <u>/z/</u>	moon <u>/m/</u> <u>/oo/</u> <u>/n/</u>	9 /14
noise <u>/n/</u> <u>/oy/</u> <u>/z/</u>	since <u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/s/</u>	give <u>/g/</u> <u>/i/</u> <u>/v/</u>	knee <u>/n/</u> <u>/ea/</u>	8 /12
creek <u>/k/</u> <u>/r/</u> <u>/ea/</u> <u>/k/</u>	foot <u>/f/</u> <u>/uu/</u> <u>/t/</u>	nice <u>/n/</u> <u>/ie/</u> <u>/s/</u>	runs <u>/r/</u> <u>/u/</u> <u>/n/</u> <u>/z/</u>	8 /14
join <u>/j/</u> <u>/oy/</u> <u>/n/</u>	plant <u>/p/</u> <u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/t/</u>	main <u>/m/</u> <u>/ai/</u> <u>/n/</u>	have <u>/h/</u> <u>/a/</u> <u>/v/</u>	3 /14
share <u>/sh/</u> <u>/e/</u> <u>/r/</u>	signs <u>/s/</u> <u>/ie/</u> <u>/n/</u> <u>/z/</u>	lit <u>/l/</u> <u>/i/</u> <u>/t/</u>	nail <u>/n/</u> <u>/ai/</u> <u>/l/</u>	 /13
Total: 36				

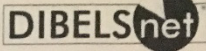
				Score
▶ hall <u>/h/</u> <u>/o/</u> <u>/l/</u>	song <u>/s/</u> <u>/o/</u> <u>/ng/</u>	count <u>/k/</u> <u>/ow/</u> <u>/n/</u> <u>/t/</u>	wave <u>/w/</u> <u>/ai/</u> <u>/v/</u>	12 /13
mind <u>/m/</u> <u>/ie/</u> <u>/n/</u> <u>/d/</u>	mouse <u>/m/</u> <u>/ow/</u> <u>/s/</u>	birds <u>/b/</u> <u>/er/</u> <u>/d/</u> <u>/z/</u>	moon <u>/m/</u> <u>/oo/</u> <u>/n/</u>	14 /14
noise <u>/n/</u> <u>/oy/</u> <u>/z/</u>	since <u>/s/</u> <u>/i/</u> <u>/n/</u> <u>/s/</u>	give <u>/g/</u> <u>/i/</u> <u>/v/</u>	knee <u>/n/</u> <u>/ea/</u>	10 /12
creek <u>/k/</u> <u>/r/</u> <u>/ea/</u> <u>/k/</u>	foot <u>/f/</u> <u>/uu/</u> <u>/t/</u>	nice <u>/n/</u> <u>/ie/</u> <u>/s/</u>	runs <u>/r/</u> <u>/u/</u> <u>/n/</u> <u>/z/</u>	 /14
join <u>/j/</u> <u>/oy/</u> <u>/n/</u>	plant <u>/p/</u> <u>/l/</u> <u>/a/</u> <u>/n/</u> <u>/t/</u>	main <u>/m/</u> <u>/ai/</u> <u>/n/</u>	have <u>/h/</u> <u>/a/</u> <u>/v/</u>	 /14
share <u>/sh/</u> <u>/e/</u> <u>/r/</u>	signs <u>/s/</u> <u>/ie/</u> <u>/n/</u> <u>/z/</u>	lit <u>/l/</u> <u>/i/</u> <u>/t/</u>	nail <u>/n/</u> <u>/ai/</u> <u>/l/</u>	 /13
Total: 36				

Acadience Learning Data Interpretation

Whole Group Plan: Phonemic Awareness

School: Westminister Elementary
 Grade: Kindergarten, Middle of Year
 Year: 2011-2012
 Class: Dyer AM

Initial Grouping Suggestions



DIBELS Next

These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Group 1: Likely to Need Core Support

Phonemic Awareness	At or Above Benchmark	
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Name	PSF	NWF-CLS
	20+	17+
Blankenship, Zofia	OR 45	22
Dawson, Elena	PS 32	18
Deleon, Edith	PS 47	21
Duran, Alexa	PS 44	19
Hanna, Abby	PS 52	36
Jenkins, Anya	PS 46	25
Jordan, Myla	PS 47	18
Waller, Arabella	PS 55	45
Zavala, Savannah	PS 47	26

Group 2: Additional support on alphabetic principle and basic phonics skills

Phonemic Awareness	At or Above Benchmark	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Name	PSF	NWF-CLS
	20+	0-16
Logan, Katherine	PS 39	9
Marsh, Nicole	OR 35	9
Norman, Rowan	OR 35	13
Reeves, Jasmine	OR 52	6
Salinas, Mamie	PS 37	3
Shaw, Keira	OR 35	7
Zamora, Aoife	OR 50	11

Group 3: Additional support on phonemic awareness skills

Phonemic Awareness	Below or Well Below Benchmark	
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Name	PSF	NWF-CLS
	0-19	17+
Booker, Kara	OR 13	34
Griffin, Tilly	OR 13	17

Group 4: Additional support on phonemic awareness and alphabetic principle and basic phonics skills

Phonemic Awareness	Below or Well Below Benchmark	
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Name	PSF	NWF-CLS
	0-19	0-16
Bright, Maci	PS 11	11
Dennis, April	PS 8	11
Gonzales, Annabel	OR 18	8

*If a student's score on PSF is 0, check FSF to provide guidance on instruction.

Whole Group: Phonemic Awareness (cont.)

- Overall, what is the dominant PSF pattern for my class?
- What instructional routines are needed for my whole group?



Activity 1.1

- PA Response Pattern Analysis
- Review the coded Initial Grouping Suggestions report for this K class.
- What is important for the teacher to know regarding whole group instruction?
- Based on the small groups identified, do you see any students who might need to move groups & why?

1.1 Answer Key

- Important for teacher to know:
 - Almost half the class has the Onset/Rime (OR) pattern – they are able to isolate the 1st sound – need to move towards individual phonemes with instruction
- Implications for small group instruction:
 - Consider grouping based on response patterns & scores to help target instruction
 - Based on responses, some students could be moved to a different group (ex. Zofia)

NWF CLS Response Patterns

- Are students accurate or inaccurate?
 - Highlight students who are inaccurate.

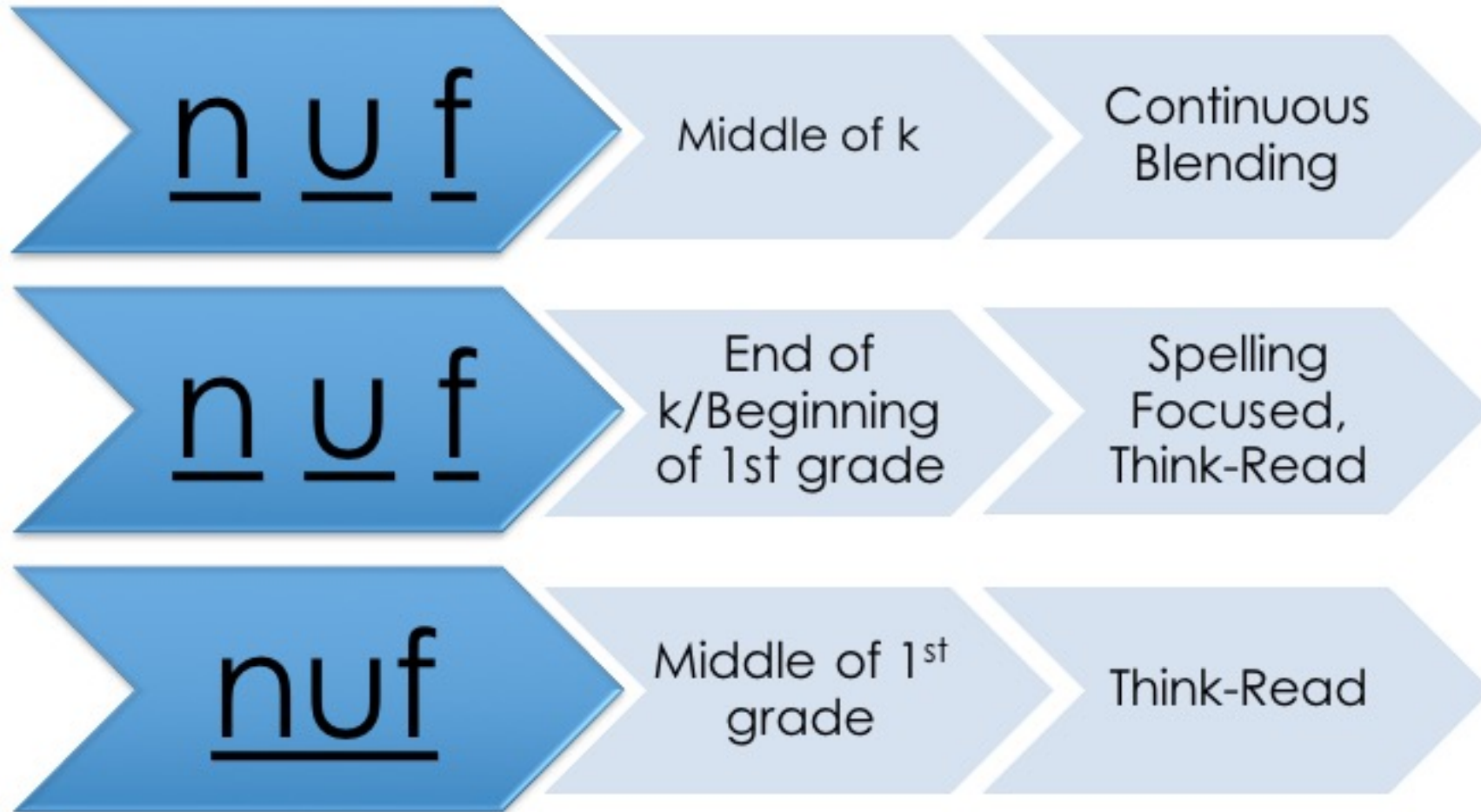
NWF CLS Response Patterns (cont.)

- Are students accurate or inaccurate?
 - Highlight students who are inaccurate.

Then look for the following patterns:

- Sound by Sound (S)
- Sound by Sound with Recoding (R)
- Whole Word Reading (W)

Acadience Reading NWF Look Fors



NWF CLS: Student Booklet Insight

NAME	LNF		PSF		NWF				DIBELS COMPOSITE SCORE		
	Score	Local Percentile	Score	Local Percentile	CLS	Local Percentile	WWR	Local Percentile	Score	Local Percentile	Score Level
Alfred, Christine	26	10	36	29	18	13	0	20	80	14	Well Below Benchmark
Day, Connor	26	10	36	29	18	13	0	20	80	14	Well Below Benchmark

Christine's Booklet:

bol	kiv	ul	jac	lel	14	14	0
fij	kig	jat	oj	deg	4	14	0
wav	pek	yos	mub	fiv		15	
ec	faj	vog	kif	puk		14	
og	wap	fec	pim	fuj		14	
kag	vov	nil	pev	zub		15	
seb	av	zup	pij	bok		14	
ful	fav	zec	sic	ot		14	
sop	tuv	zev	tib	zak		15	
zoc	ac	bej	lik	fuf		14	
Total Correct Letter Sounds (CLS):					18		
Total Whole Words Read (WWR):					0		

Connor's Booklet:

bol	kiv	ul	jac	lel	9	14	0
fij	kig	jat	oj	deg	9	14	0
wav	pek	yos	mub	fiv		15	
ec	faj	vog	kif	puk		14	
og	wap	fec	pim	fuj		14	
kag	vov	nil	pev	zub		15	
seb	av	zup	pij	bok		14	
ful	fav	zec	sic	ot		14	
sop	tuv	zev	tib	zak		15	
zoc	ac	bej	lik	fuf		14	
Total Correct Letter Sounds (CLS):					18		
Total Whole Words Read (WWR):					0		

Acadience Learning Data Interpretation

What about this?

	CLS	WWR
▶ <u>s</u> u t k i z <u>e</u> s j a l d o s	14 /14 (14)	
<u>l</u> a v <u>m</u> u k v o s i j h e p	4 /14 (28)	
j o v k u l j i t l e s l a j	/15 (43)	
i m r o v v a k n e l h u s	/14 (57)	
i p v u f f e s h a n d o v	/14 (71)	
t o f y a j l e c s i j y u c	/15 (86)	
f i f u z w a b t o z b e p	/14 (100)	
s o c n e z v u g f a k i c	/14 (114)	
r u c n a v j o j k e p j i d	/15 (129)	
j i l a p r e z f u m d o l	/14 (143)	
Total correct letter sounds (CLS): <u>18</u>		
Total whole words read (WWR): <u>0</u>		

NWF Response Patterns:

Acadience 2nd Grade NWF

Instructional Routine Options

Routines:	Sounds Like?	How?
Continuous	You say the sound as I touch the letter, don't stop between sounds.	map stamp admit
Spelling Focused	What sound? What word?	map stamp admit
Think Read	Think. (point in front of the word) Read. (slash under the word)	map stamp admit

Whole Group Plan: Basic Phonics

These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Group 1: Likely to Need Core Support				
Alphabetic Principle and Basic Phonics		At or Above Benchmark		
Accurate and Fluent Reading of Connected Text		At or Above Benchmark		
Name	CLS	NWF-WWR A/I 8+	DORF Words Correct 23+	
Dixon, Avery	94	A 9 W/R	76	26
Fletcher, Wren	62	A 13 W/R	97	71
Harmon, Amelie	111	A 36 W	86	91
Horne, Indie	55	I 15 W	73	33
Huang, Louisa	32	A 8 W/R	74	28
Moses, Noah	88	A 28 W	85	41
Nichols, Lucas	54	A 17 W	86	51
Oconnell, Lewis	81	A 34 W	91	42
Reese, Ezra	54	A 14 W/R	82	37
Salazar, Riley	66	I 13 W	83	24
Sanford, Aaron	70	I 11 W	89	59

Group 2: Additional support on accurate and fluent reading of connected text skills				
Alphabetic Principle and Basic Phonics		At or Above Benchmark		
Accurate and Fluent Reading of Connected Text		Below or Well Below Benchmark		
Name	CLS	NWF-WWR A/I 8+	DORF Words Correct 0-22	
Lam, Thomas	58	A 20 W	77	20
Murphy, John	42	A 14 W	73	22

Group 3: Additional support on alphabetic principle and basic phonics skills				
Alphabetic Principle and Basic Phonics		Below or Well Below Benchmark		
Accurate and Fluent Reading of Connected Text		At or Above Benchmark		
Name	CLS	NWF-WWR A/I 0-7	DORF Words Correct 23+	
Carlson, Caoimhe	39	A 3 R	74	29
Compton, Sophie	54	A 0 R	93	39
Davidson, Andrew	65	A 4 R	81	40
Dodson, Finlay	45	A 0 R	83	29
Heath, Cole	96	A 6 R	82	28
Miller, Angus	48	A 2 R	76	25
Rosa, Jordan	43	A 1 R	94	50

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills				
Alphabetic Principle and Basic Phonics		Below or Well Below Benchmark		
Accurate and Fluent Reading of Connected Text		Below or Well Below Benchmark		
Name	CLS	NWF-WWR A/I 0-7	DORF Words Correct 0-22	
Berry, Callum	45	I 0 S	39	7
Chan, Logan	25	I 0 S	42	8
Kelly, Blake	35	A 2 R	63	17
Macias, Ollie	36	I 0 S	47	8
Mays, Skylar	48	A 0 R	51	12
Ray, Alexander	26	A 1 R	19	22
Scott, Oscar	39	I 2 R	65	11

Whole Group: Basic Phonics (cont.)

- Overall, are they accurate or inaccurate, & with what sounds?
- What type of response pattern is most common?
- What instructional routine should be selected for my whole group?



Activity 1.2

- Review the coded Initial Grouping Suggestions report for this 1st grade class.
- What is important for the teacher to know regarding whole group instruction?
- Based on the small groups identified, do you see any students who might need to move groups & why?

1.2 Answer Key

- Important for teacher to know:
 - Almost half the class represents the Recoding pattern (saying the sounds, then reading the word)
 - More Spelling Focused & Think Read in decoding routine might be needed
- Implications for small group instruction:
 - Consider grouping based on response patterns & scores to help target instruction
 - Based on responses, some students could be moved to a different group (ex. Avery & Wren)

Third Grade Universal Screening Data

School:

Westminister Elementary

Grade:

Third Grade, Beginning of Year

Year:

2014-2015

Class:

MacArthur

acadience™

data management

Acadience Reading K-6

Above Benchmark / Likely to Need Core Support

At Benchmark / Likely to Need Core Support

Below Benchmark / Likely to Need Strategic Support

Well Below Benchmark / Likely to Need Intensive Support

NAME	STUDENT ID	ORF						MAZE		READING COMPOSITE SCORE		
		Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score	Local Percentile	Score Level
Cooley, Caileb	440001080											
Gonzales, Annabel	440000382	16	< 1	57%	16	11	2	2	9	56	< 1	Well Below Benchmark
Logan, Katherine	440000402	33	9	87%	13	7	1	3	14	87	8	Well Below Benchmark
Sharp, Natalia	440000227	31	7	86%	12	4	2	8	44	95	9	Well Below Benchmark
Chambers, Devon	440000785	50	19	88%	18	18	1	0	3	110	11	Well Below Benchmark
Jacobson, Arielle	440000937	50	19	93%	17	13	2	2	9	156	16	Well Below Benchmark
Griffin, Tilly	440000472	68	38	97%	8	1	1	4	19	196	26	Below Benchmark
Montes, Carmen	440000206	78	56	96%	8	1	1	4	19	198	27	Below Benchmark
Howell, Caitlin	440000405	70	40	93%	24	43	2	6	31	206	31	Below Benchmark
West, Carly	440000274	56	28	93%	13	7	1	17	85	214	33	Below Benchmark
Reid, Aimee	440000476	62	33	97%	24	43	2	8	44	238	44	At Benchmark
Yang, Bethany	440000471	84	59	95%	26	49	2	8	44	248	46	At Benchmark
Duran, Alexa	440000210	68	38	97%	23	38	2	10	58	250	47	At Benchmark
Hall, Eleanor	440000474	71	43	97%	33	74	4	7	36	261	52	At Benchmark
Owen, Faith	440000473	76	54	99%	27	51	2	9	53	278	57	At Benchmark
Lloyd, Bonnie	440000321	87	63	97%	18	18	2	15	79	279	58	At Benchmark
Porter, Penelope	440000477	74	49	94%	53	91	3	7	36	280	59	At Benchmark
Carpenter, Eliana	440000827	106	79	95%	32	68	3	8	44	282	61	At Benchmark
Hays, Nora	440000487	82	57	99%	29	59	2	9	53	288	62	At Benchmark
Montoya, Ariannah	440000936	73	48	100%	32	68	2	8	44	289	63	Above Benchmark
Case, Hayley	440000262	107	82	98%	30	63	2	8	44	303	69	Above Benchmark
Marsh, Nicole	440000224	119	89	98%	21	29	2	13	71	317	74	Above Benchmark
Salas, Lyla	440000470	103	74	97%	32	68	2	16	83	327	77	Above Benchmark
Craig, Sadie	440000385	98	70	98%	38	79	3	15	79	338	81	Above Benchmark
Castillo, Emilie	440000294	117	87	97%	25	46	2	21	94	347	84	Above Benchmark
Guerra, Ella-Louise	440000791	146	93	99%	54	94	4	21	94	450	93	Above Benchmark
Hill, Aryia	440000469	174	98	99%	48	89	3	22	96	470	96	Above Benchmark
Schroeder, Harley	440000272	140	92	99%	71	> 99	3	22	96	482	97	Above Benchmark
GOAL		70		95%	20		2	8		220		
AVERAGE		82.9		94.3%	27.6		2.1	10.1		260.9		

ORF Accuracy & Words Correct

- Provides insight on how students are doing with advanced phonics, fluency & comprehension
- Reaffirms the connection to basic phonics
- Indicates how well students are applying reading skills
- Response patterns play a role

ORF Words Correct Sneak Peak

NAME	Words Correct	Local Percentile	Accuracy	Retell	Local Percentile	Retell Quality	Adjusted Score	Local Percentile	Score	Local Percentile	Score Level
N, River	86	29	92%	11	5	1	19	50	240	17	Well Below Benchmark
K, Brian	86	29	98%	27	33	3	13	22	298	32	At or Above Benchmark

River 86 WC 92% Accuracy

Brian 86 WC 98% Accuracy

The Power of Magnets

0 Long ago, a shepherd stepped onto a large black rock and found he 13
13 couldn't move his feet or his walking staff. An invisible power held the 26
26 nails in his shoes and the metal tip of his staff to the rock! He pulled his 43
43 feet free and stepped away. Then he dug up the strange rock and showed 57
57 it to his neighbors. The rock he had found was lodestone, a natural 70
70 magnet. 71
71 The Greeks started telling this story four thousand years ago. That 82
82 was when people first learned that lodestone attracted anything that had 93
93 iron in it. Soon stories about the power of the rock spread. Some said that 108

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48
49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Total **93**
Errors **7**
Retell Total: **11** Words Correct **86**

The Power of Magnets

0 Long ago, a shepherd stepped onto a large black rock and found he 13
13 couldn't move his feet or his walking staff. An invisible power held the 26
26 nails in his shoes and the metal tip of his staff to the rock! He pulled his 43
43 feet free and stepped away. Then he dug up the strange rock and showed 57
57 it to his neighbors. The rock he had found was lodestone, a natural 70
70 magnet. 71
71 The Greeks started telling this story four thousand years ago. That 82
82 was when people first learned that lodestone attracted anything that had 93
93 iron in it. Soon stories about the power of the rock spread. Some said that 108

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48
49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71
72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94

Total **87**
Errors **1**
Retell Total: **27** Words Correct **86**

3rd Grade Sort

School: Westminister Elementary
Grade: Third Grade, Beginning of Year
Year: 2014-2015
Class: MacArthur

Initial Grouping Suggestions



Acadience Reading K-6

These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Group 1: Likely to Need Core Support			
Accurate and Fluent Reading of Connected Text		At or Above Benchmark	
Reading Comprehension		‘X’ if At or Above Benchmark	
Name	ORF Accuracy 95%+	ORF Words Correct 70+	Retell 20+
Carpenter, Eliana	95%	106	X
Case, Hayley	98%	107	X
Castillo, Emilie	97%	117	X
Craig, Sadie	98%	98	X
Guerra, Ella-Louise	99%	146	X
Hall, Eleanor	97%	71	X
Hays, Nora	99%	82	X
Hill, Aryia	99%	174	X
Lloyd, Bonnie	97%	87	
Marsh, Nicole	98%	119	X
Montes, Carmen	96%	78	
Montoya, Ariannah	100%	73	X
Owen, Faith	99%	76	X
Salas, Lyla	97%	103	X
Schroeder, Harley	99%	140	X
Yang, Bethany	95%	84	X

[illegible]

Group 3: Additional support on accurate reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	At or Above Benchmark	
Name	ORF Accuracy 0-94%	ORF Words Correct 70+
Howell, Caitlin	93%	70
Porter, Penelope	94%	74

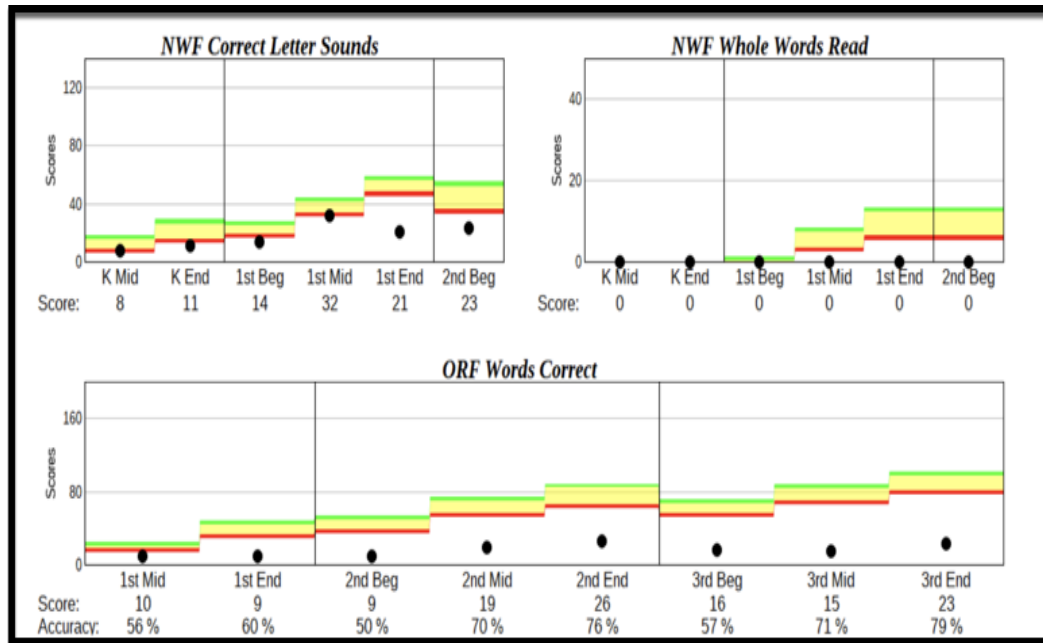
Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	ORF Accuracy 0-94%	ORF Words Correct 0-69
Chambers, Devon	88%	50
Gonzales, Annabel	57%	16
Jacobson, Arielle	93%	50
Logan, Katherine	87%	33
Sharp, Natalia	86%	31
West, Carly	93%	56

Quadrant 4: Off Track with Both

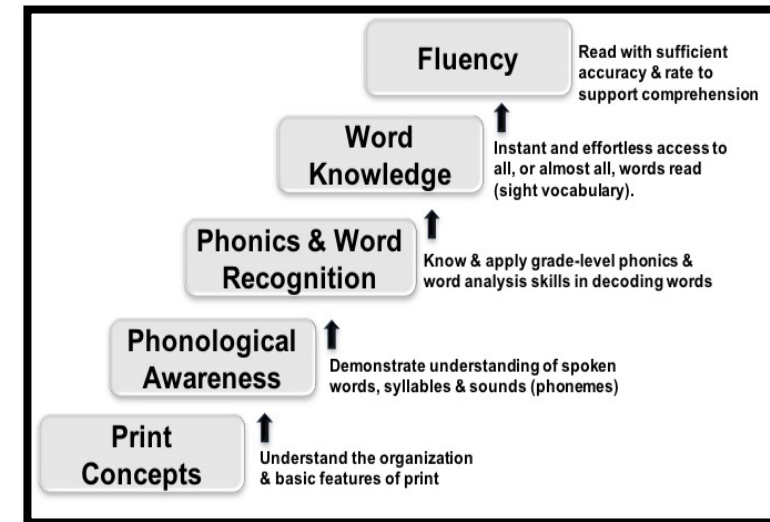
Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	ORF Accuracy 0-94%	ORF Words Correct 0-69
Chambers, Devon	88%	50
Gonzales, Annabel	57%	16
Jacobson, Arielle	93%	50
Logan, Katherine	87%	33
Sharp, Natalia	86%	31
West, Carly	93%	56

Quadrant 4: Why?

Student Benchmark History



Peel Back the Layers



Quadrant 4: Peeking at a Probe

A Triple Challenge

0	Do you know people who like to do several different sports? If so,	13
13	a race with three stages or parts might be just the type of athletic event	28

Quadrant 3: What Is Going On Here?

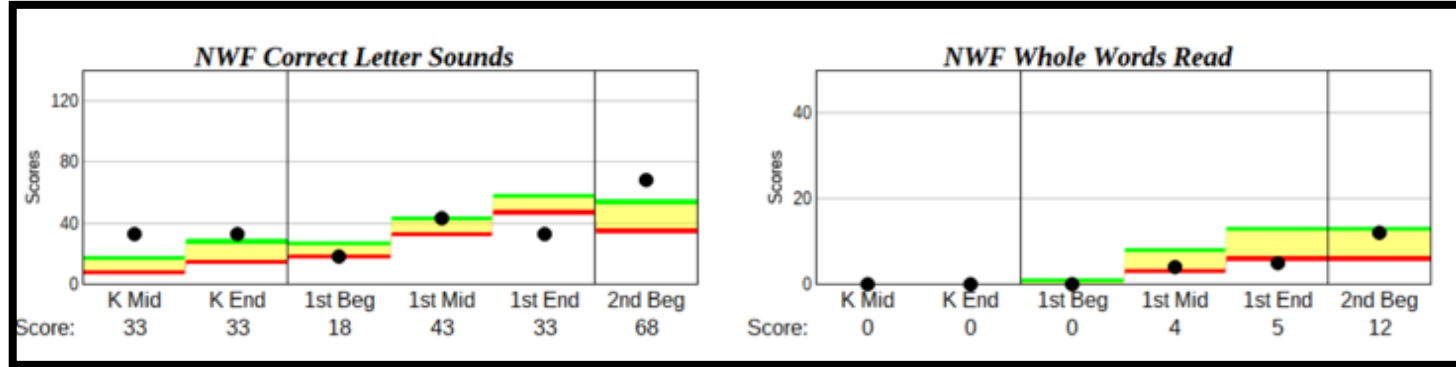
Group 3: Additional support on accurate reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	At or Above Benchmark	
Name	ORF Accuracy 0-94%	ORF Words Correct 70+
Howell, Caitlin	93%	70
Porter, Penelope	94%	74

toppings

marching

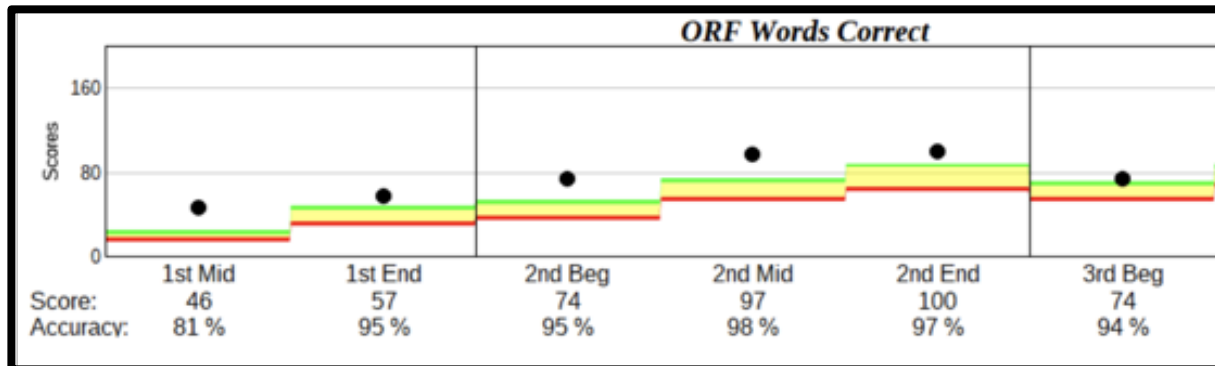
tomato

Quadrant 3: Why?



Student
Benchmark
History NWF

Student
Benchmark History
ORF



Quadrant 2: Accurate but not Automatic

Group 2: Additional support on fluent reading of connected text skills		
Accurate Reading of Connected Text	At or Above Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	ORF Accuracy 95%+	ORF Words Correct 0-69
Duran, Alexa	97%	68
Griffin, Tilly	97%	68
Reid, Aimee	97%	62

3rd Grade Analysis Results

School: Westminster Elementary
 Grade: Third Grade, Beginning of Year
 Year: 2014-2015
 Class: MacArthur

Initial Grouping Suggestions

These groupings are initial suggestions. The teacher must further revise these groupings based on other information about students' skill levels, available resources, and magnitude of student need.

Group 1: Likely to Need Core Support			
Accurate and Fluent Reading of Connected Text		At or Above Benchmark	
Reading Comprehension		"X" if At or Above Benchmark	
Name	ORF Accuracy 95%+	ORF Words Correct 70+	Fluency 20+
Carpenter, Eliana	95%	106	X
Casen, Hayley	96%	107	X
Castillo, Emille	97%	117	X
Craig, Sadie	98%	98	X
Guerra, Ella-Louise	99%	146	X
Hall, Eleanor	97%	71	X
Hays, Nora	99%	85	X
Hill, Anya	99%	174	X
Lloyd, Bonnie	97%	87	X
Marsh, Nicole	98%	119	X
Montes, Carmen	96%	75	X
Montoya, Ariannah	100%	75	X
Owen, Faith	99%	75	X
Salas, Lyla	97%	103	X
Schroeder, Harley	99%	140	X
Yang, Bethany	95%	83	X

Group 2: Additional support on fluent reading of connected text skills		
Accurate Reading of Connected Text		At or Above Benchmark
Fluent Reading of Connected Text		Below or Well Below Benchmark
Name	ORF Accuracy 95%+	ORF Words Correct 0-69
Duran, Alexa	97%	68
Giffin, Tilly	97%	68
Heid, Almee	97%	62

Group 3: Additional support on accurate reading of connected text skills		
Accurate Reading of Connected Text		Below or Well Below Benchmark
Fluent Reading of Connected Text		At or Above Benchmark
Name	ORF Accuracy 0-94%	ORF Words Correct 70+
Howell, Caitlin	93%	70
Porter, Penelope	94%	74

Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills		
Accurate Reading of Connected Text		Below or Well Below Benchmark
Fluent Reading of Connected Text		Below or Well Below Benchmark
Name	ORF Accuracy 0-94%	ORF Words Correct 0-69
Chambers, Devon	88%	50
Gonzales, Annabel	57%	16
Jacobson, Arielle	93%	50
Logan, Katherine	87%	33
Sharp, Natalia	86%	31
West, Carly	93%	56



Activity 1.3

- ORF Accuracy & WC Response Pattern Analysis
- Review the Initial Grouping Suggestions report for this 3rd grade class.
- What is important for the teacher to know regarding whole group instruction?
- Based on the small groups identified, what might you need to know regarding their reading development?

1.3 Answer Key

- Important for teacher to know:
 - Keep a focus on accuracy – most of the students are close to “just okay” with it – monitoring practice is key as well as decoding routine
- What else do we need to know regarding reading development?
 - Who owns the skills of PSF & NWF? Might there still be a deficit there we need to target? Use historical data if possible or use a 1st grade PM probe to find out
 - (See slide 48 for Annabel example)



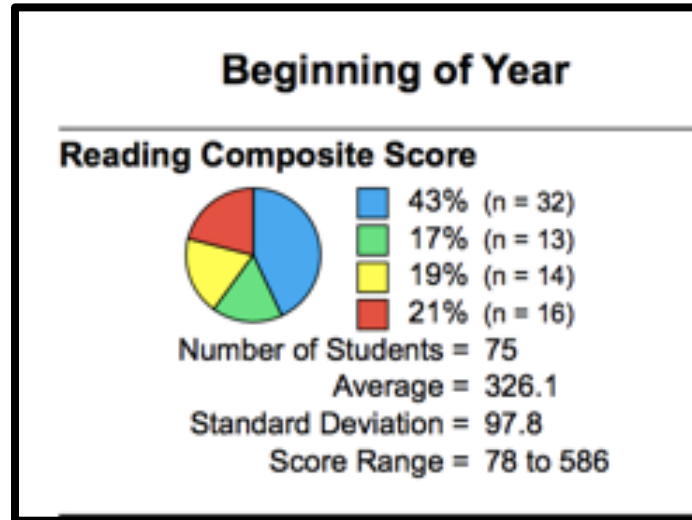
Activity 1.4

- Initial Grouping Suggestions Report
- With your partner, review one grade level's initial grouping reports from [acadiencelearning.net](https://www.acadiencelearning.net)
 - Think about what additional information you may need to know (response patterns)
 - If you brought along any student booklets with you, review the response patterns and discuss findings with your partner
- Be prepared to share with your group

Grade Level Plan to Classroom

- Every teacher at your grade level has the same Instructional Plan, including:
 - An overall goal
 - A measure specific goal
 - A plan of action (curriculum, instruction, engagement)
- However, this plan might look different in each classroom
 - Use your data to help determine whole group & small group needs

I Do: Grade Level to Classroom Example



4th Grade at Westminster Elementary

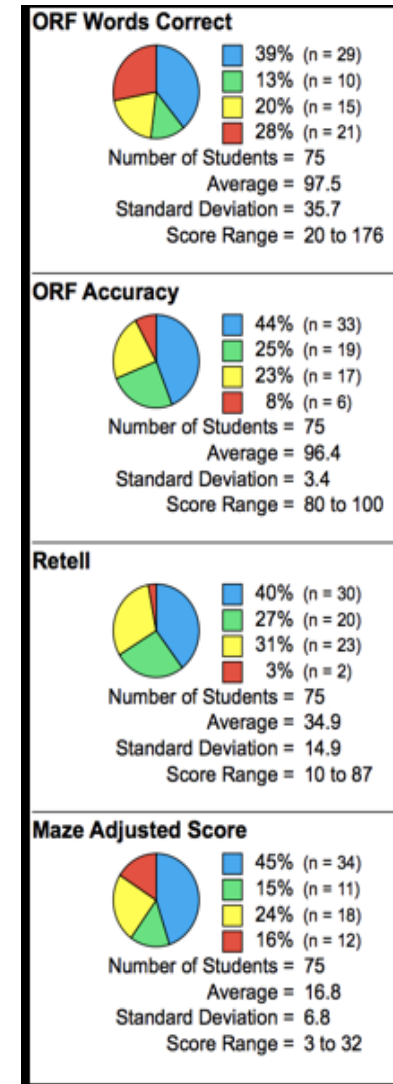
1. Problem Identification: By the winter benchmark, 80% of our 4th graders will be at or above benchmark on their composite score.

4th Grade: Focus Skill

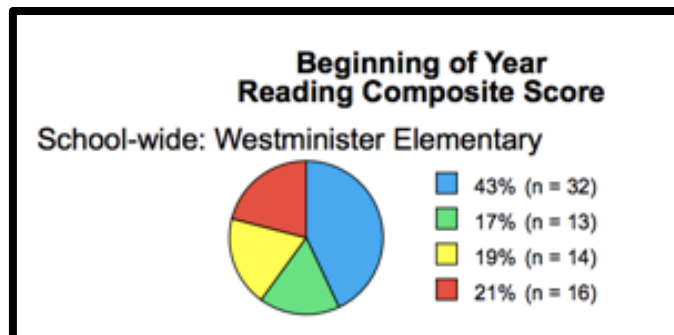
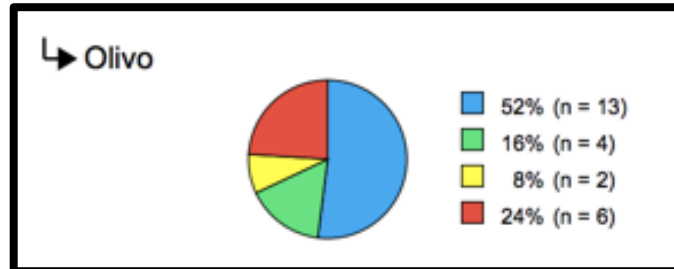
2. Problem Analysis: By MOY benchmark, 4th graders will increase their Accuracy scores from 69% to 92% & their Words Correct scores from 52% to 72% as measured by Acadience Reading K-6.

3. Plan Development:

- Curriculum: daily core reading & content area lessons
- Instruction: multisyllabic word reading & agreed to apply the Loop Loop Strategy & Word Study
- Engagement strategy: Verbal Responses



Focus on Instruction – Class #1

[illegible]

4th Grade: Class #1 in Action

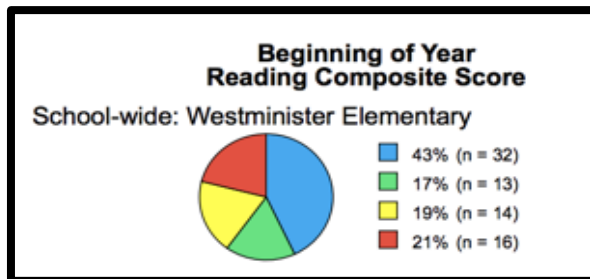
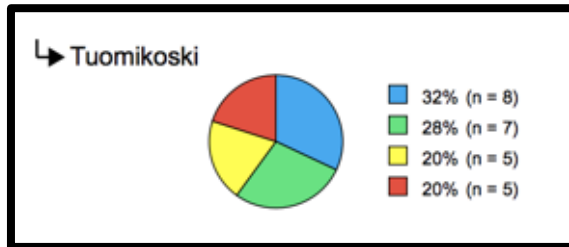
Whole Group Focus:

- Loop Loop/Word Study routines led by teacher initially with more opportunities for partner practice & independent work time.

Small Group Options:

- Accuracy & Rate: Looks Great
 - Oral reading practice with comprehension strategies & monitor accuracy rates
- Accuracy Great, but Rate Okay
 - Routine revisit (modify Step #2)- focus on automaticity & accuracy
- Accuracy Okay, but Rate Great
 - Oral reading practice with monitoring of accuracy rates, modify Step #2 of routine
- Accuracy Needed First, Then Rate
 - Routine revisit (modify Step #2)-focus on accuracy of word read

Focus on Instruction Class #2



Group 1: Likely to Need Core Support			
Accurate and Fluent Reading of Connected Text		At or Above Benchmark	
Reading Comprehension		'X' if At or Above Benchmark	
Name	ORF Accuracy 96%+	ORF Words Correct 90+	Retell 27+
Dawson, Elena	99%	122	X
Dickson, Mollie	97%	96	X
Goodwin, Asha	99%	151	X
Ho, Brendan	98%	101	X
Horn, Bella-Rose	96%	103	
Lloyd, Bonnie	99%	127	X
Owen, Faith	99%	102	X
Randall, Nina	100%	124	X
Rodgers, Ashlyn	99%	114	X
Vazquez, Darcy	98%	118	X
Wu, Morgan	99%	95	X
Yang, Bethany	99%	108	

Group 2: Additional support on fluent reading of connected text skills		
Accurate Reading of Connected Text		At or Above Benchmark
Fluent Reading of Connected Text		Below or Well Below Benchmark
Name	ORF Accuracy 96%+	ORF Words Correct 0-89
Hensley, Neve	97%	71
Mccarthy, Amna	97%	67
Moody, Aniela	99%	70
Poole, Flora	98%	83

Group 3: Additional support on accurate reading of connected text skills		
Accurate Reading of Connected Text		Below or Well Below Benchmark
Fluent Reading of Connected Text		At or Above Benchmark
Name	ORF Accuracy 0-95%	ORF Words Correct 90+
Glover, Callie	95%	123

Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills		
Accurate Reading of Connected Text		Below or Well Below Benchmark
Fluent Reading of Connected Text		Below or Well Below Benchmark
Name	ORF Accuracy 0-95%	ORF Words Correct 0-89
Chambers, Devon	93%	65
Cooley, Cailleb	93%	82
Gonzales, Annabel	80%	20
Hamilton, Alexis	94%	74
Logan, Katherine	88%	52
Montgomery, Sara	95%	72
Sharp, Natalia	94%	65
Zamora, Aoife	94%	66

4th Grade: Class #2 in Action

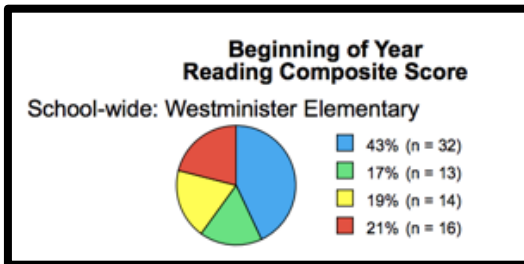
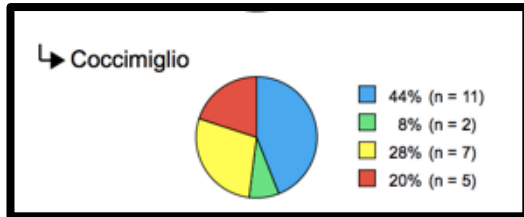
Whole Group Focus:

- Loop Loop/Word Study routines led by teacher with guided practice and more repetitions than Class #1. Then time to practice with a partner is provided.

Small Group Options:

- Accuracy & Rate: Looks Great
 - Oral reading practice with comprehension strategies & monitor accuracy rate
- Accuracy Great but Rate Just Okay or Below
 - Oral reading practice with routine revisit (modify Step #2)
- Accuracy Okay/Below, but Rate Above
 - Routine revisit (modify Step #2)-focus on automaticity and accuracy
- Accuracy Needed First, Then Rate
 - Routine revisit (modify Step #2)-focus on accuracy of word reading

Focus on Instruction – Class #3



Group 1: Likely to Need Core Support			
Accurate and Fluent Reading of Connected Text		At or Above Benchmark	
Reading Comprehension		*C* If At or Above Benchmark	
Name	ORF Accuracy 96%+	ORF Words Correct 90+	Retention
Clayton, Penny	98%	107	X
Craig, Sadie	98%	107	X
Dudley, Annelise	97%	127	X
Glenn, Halle	99%	174	X
Griffin, Tilly	100%	101	X
Guerra, Ella-Louise	100%	176	X
Jenkins, Anya	99%	109	X
Potts, Carlo	99%	131	X
Shepherd, Annie	97%	101	X
Waller, Arabella	98%	121	X
Zavala, Savannah	96%	141	X

Group 2: Additional support on fluent reading of connected text skills		
Accurate Reading of Connected Text	At or Above Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	ORF Accuracy 96%+	ORF Words Correct 0-89
Booker, Kara	97%	73
Duran, Alexa	97%	66
Fernandez, Luna	96%	64
Hines, Lena	100%	58
Jacobson, Arielle	96%	69
Montes, Carmen	98%	87
Reid, Aimee	99%	67

[illegible]

Group 4: Additional support on accurate reading of connected text and fluent reading of connected text skills		
Accurate Reading of Connected Text	Below or Well Below Benchmark	
Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	ORF Accuracy 0-95%	ORF Words Correct 0-89
Knight, Martha	95%	79
Norman, Rowan	93%	54
Patrick, Elise	94%	44
Sandoval, Gabriella	95%	42
Shaw, Keira	94%	61
Solomon, Lara	91%	52

4th Grade: Class # 3 In Action

Whole Group Focus:

- Loop Loop/Word Study routines led by teacher with multiple repetitions & whole class participation. More practice opportunities are provided than in Class #1 & #2.

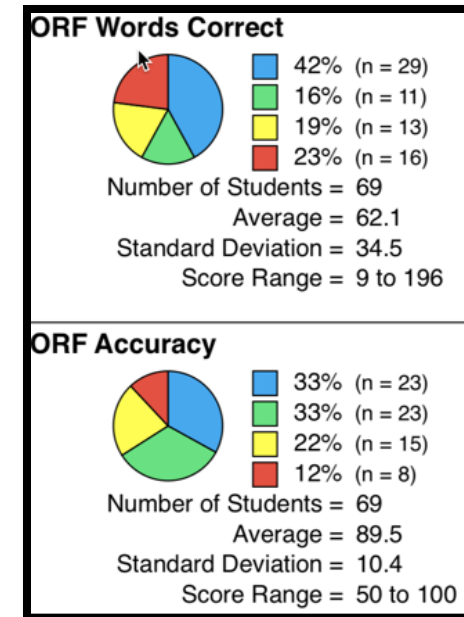
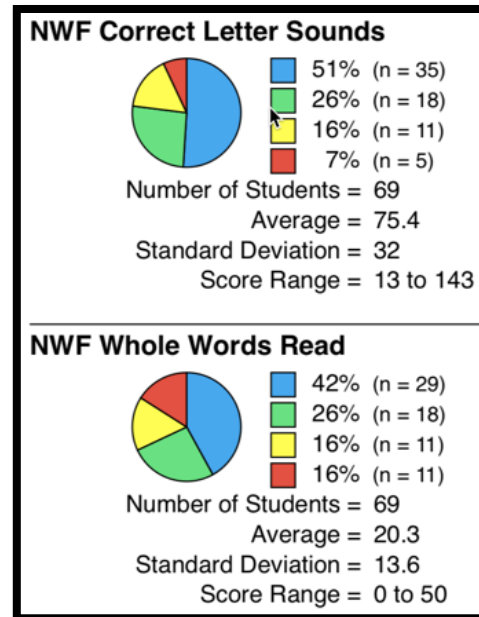
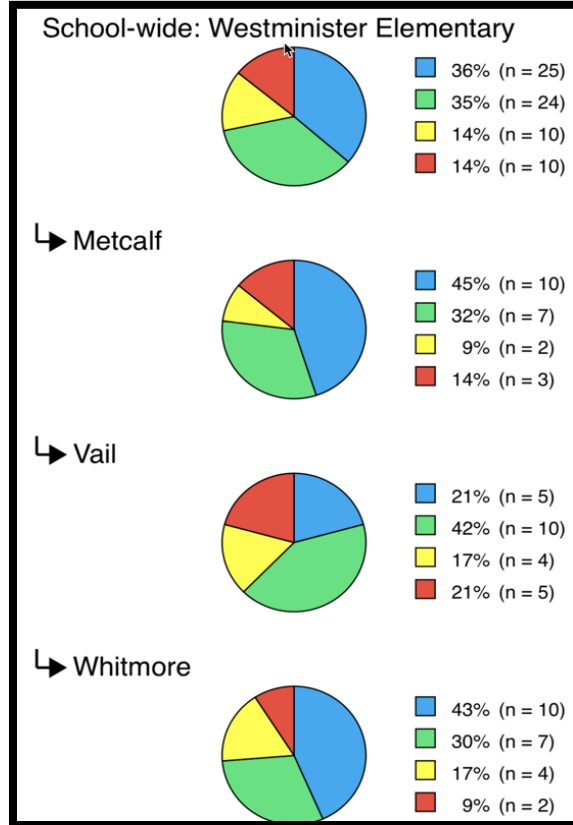
Small Group Focus:

- Accuracy & Rate: Looks Great
 - Oral reading practice with comprehension strategies & monitor accuracy rates
- Accuracy Great, but Rate Just Okay or Below
 - Oral reading practice with routine revisit (modify Step #2)
- Accuracy Okay/Below, but Rate Below
 - Routine revisit (modify Step #2)-focus accuracy, then build on automaticity
- Accuracy Need First, Then Rate
 - Routine revisit (modify Step #2)-focus on accuracy of word reading

4th Grade Differentiation Plan

Classroom	Differentiation
Olivo (Class #1)	Loop Loop/Word Study routines led by teacher initially with more opportunities for partner practice & independent work time.
Tuomikoski (Class #2)	Loop Loop/Word Study routines led by teacher with guided practice & more repetitions than Class #1. Then time to practice with a partner is provided.
Coccimiglio (Class #3)	Loop Loop/Word Study routines led by teacher with multiple repetitions & whole class participation. More practice opportunities are provided than Class #1 & #2 .

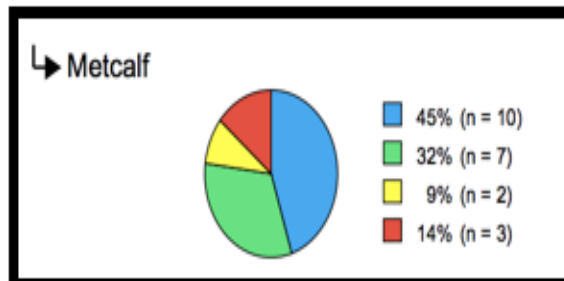
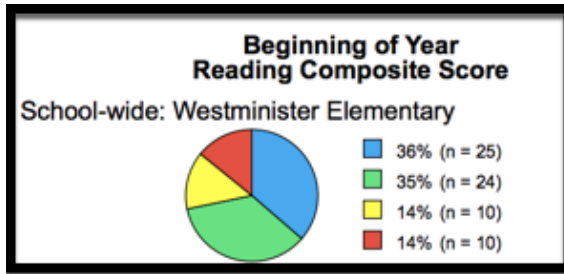
We Do: 2nd Grade



2nd Grade Level Instructional Plan

1. Problem Identification: By the winter benchmark, 85% of 2nd graders will be at/above benchmark on the composite score.
2. Problem Analysis: By December, 2nd graders will increase their NWF-CLS scores from 77% to 95% and their NWF-WWR scores from 68% to 95% as measured by progress monitoring. By MOY benchmark, 2nd graders will increase their ORF Accuracy from 66% to 88% at/above benchmark as measured by Acadience Reading K-6.
3. Plan Development: Teachers used ICE to determine that there was a need for explicit instruction on basic phonics skills. They plan on implementing a research based decoding routine that will align with their core program.

2nd Grade Class #1



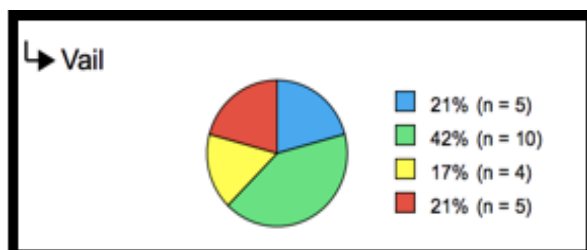
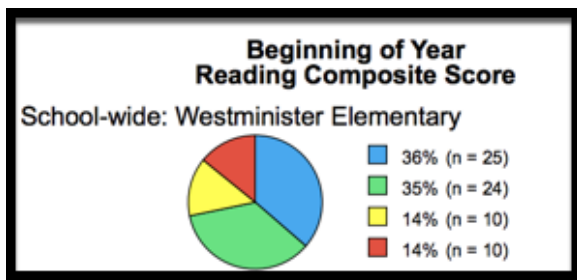
Group 1: Likely to Need Core Support		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Name	NWF-WWR 13+	DORF Words Correct 52+
Carpenter, Eliana	24	54
Clayton, Penny	20	83
Craig, Sadie	18	97
Duran, Alexa	36	68
Estes, Orlaith	18	77
Glenn, Halle	47	196
Randall, Nina	45	83
Salas, Lyla	41	85
Shepherd, Annie	28	79
Thompson, Kyla	14	112

Group 2: Additional support on accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 13+	DORF Words Correct 0-51
Dickson, Mollie	21	47
Jordan, Myla	22	51
Patrick, Elise	15	19
Shaw, Keira	20	29
Warren, Evelyn	16	39
Wu, Morgan	15	41

Group 3: Additional support on alphabetic principle and basic phonics skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Name	NWF-WWR 0-12	DORF Words Correct 52+
Dean, Aurora	7	52
Guerra, Ella-Louise	11	116
Lynch, Neave	10	80
Montgomery, Sara	12	55

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 0-12	DORF Words Correct 0-51
Gonzales, Annabel	0	9
Reeves, Jasmine	10	25

2nd Grade Class #2



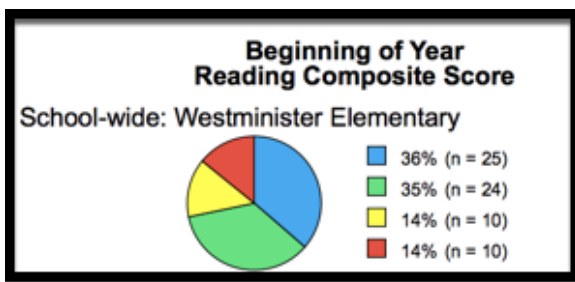
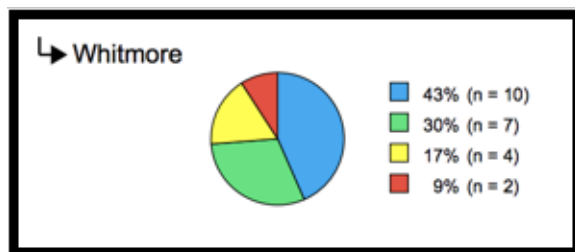
Group 1: Likely to Need Core Support		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Name	NWF-WWR 13+	DORF Words Correct 52+
Dawson, Elena	43	68
Garner, Hazel	47	128
Glover, Callie	17	73
Hanna, Abby	25	64
Hays, Nora	22	67
Jenkins, Anya	25	69
Schroeder, Harley	50	141
Yang, Bethany	25	77

Group 2: Additional support on accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	At or Above Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 13+	DORF Words Correct 0-51
Griffin, Tilly	20	42
Hensley, Neve	16	40
Nixon, Zuzanna	29	41
Reid, Aimee	25	49
West, Carly	13	42
Zamora, Aoife	14	36

Group 3: Additional support on alphabetic principle and basic phonics skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	At or Above Benchmark	
Name	NWF-WWR 0-12	DORF Words Correct 52+
Blankenship, Zofia	4	52
Hamilton, Alexis	12	66
Porter, Penelope	12	74

Group 4: Additional support on alphabetic principle and basic phonics and accurate and fluent reading of connected text skills		
Alphabetic Principle and Basic Phonics	Below or Well Below Benchmark	
Accurate and Fluent Reading of Connected Text	Below or Well Below Benchmark	
Name	NWF-WWR 0-12	DORF Words Correct 0-51
Chambers, Devon	0	23
Franco, Lucie	5	11
Logan, Katherine	2	20
Mendez, Esther	5	40
Sandoval, Gabriella	3	17
Sharp, Natalia	8	31
Solomon, Lara	0	20

2nd Grade Class #3

[illegible]



Activity 1.5

- Turn to your partner and discuss the following:
 - Do all classes have the same Grade Level Instructional Plan?
 - Which class may need more repetitions & practice?
 - What else might be helpful to know about these three classes?

2nd Grade: Class #1 in Action

Whole Group Focus:

- Decoding routines led by teacher with guided practice & repetitions. Then time to practice with a partner is provided.

Small Group Options:

- Basis Phonics Strong, Rate Great
 - Oral reading practice with comprehension strategies & monitor accuracy rates.
- Basic Phonics Strong, Rate Okay/Below
 - Oral reading practice with routine revisit (modify Step #2)
- Basis Phonics Below, Rate High
 - Routine revisit (modify Step #2)-focus on accuracy, then rate
- Basic Phonics Below, Rate Low
 - Routine revisit (modify Step #2)-focus on accuracy of word reading

2nd Grade: Class #2 in Action

Whole Group Focus:

- Decoding routines led by teacher with whole group practice & more repetitions. Once group is responding accurately, partner practice is provided.

Small Group Options:

- Basis Phonics Strong, Rate Great
 - Oral reading practice with comprehension strategies & monitor accuracy rates.
- Basic Phonics Strong, Rate Okay/Below
 - Routine revisit (modify Step #2) with oral reading practice: focus on accuracy
- Basis Phonics Below, Rate Okay/Great
 - Routine revisit (modify Step #2)-focus on accuracy, then rate
- Basic Phonics Below, Rate Low
 - Routine revisit (modify Step #2)-focus on accuracy of word reading

2nd Grade: Class #3 in Action

Whole Group Focus:

- Decoding routines led by teacher with guided practice & repetitions. Then time to practice with a partner is provided.

Small Group Options:

- Basis Phonics Strong, Rate Great
 - Oral reading practice with comprehension strategies & monitor accuracy rates.
- Basic Phonics Strong, Rate Okay/Below
 - Routine revisit (modify Step #2) with oral reading practice: focus on accuracy, build automaticity
- Basis Phonics Below, Rate Okay/Great
 - Routine revisit (modify Step #2)-focus on accuracy, then rate
- Basic Phonics Below, Rate Low
 - Routine revisit (modify Step #2)-focus on accuracy of word reading

2nd Grade Differentiation Plan

Classroom	Status Report % At/Above Benchmark	Differentiation of the Instructional Focus Routine
Grade Level	71%	Decoding routine daily for whole group instruction. Teacher led with practice opportunities.
Metcalf (Class #1)	77%	Decoding routines led by teacher with guided practice & repetitions. Then time to practice with a partner is provided.
Vail (Class #2)	63%	Decoding routines led by teacher with whole group practice & more repetitions. Once group is responding accurately, partner practice is provided.
Whitmore (Class #3)	73%	Decoding routines led by teacher with guided practice & repetitions. Then time to practice with a partner is provided.

Grade Level to Classroom Summary

- Grade level plan is differentiated based on classroom data
- Start with Initial Grouping report
- Open student booklets to analyze response patterns
- Regroup students as needed
- Use the grade level plan to guide your whole & small group instruction

Small Group Focus: Grade Level Instructional Plan

- Individual classroom teachers form their small groups
- Together, teachers work on developing a list of resources to access for small group instruction
- Important: Students should be placed into small groups based on skills, not by composite scores
- Teams create a list (menu) of options to help design their small group instruction

Small Group Differentiation

- On the GL Instructional Plan, **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
PA				
Phonics				
Fluency				
Comprehension				

Small Group Example

Instructional Focus	Well Below	Below	At	Above
PA	PA Warm Up with continuous sounds cvc routine	PA Warm Up with continuous sounds cvc routine	PA Warm Up Advanced Skills	PA Warm Up – Advanced Skills
Phonics	Step #2 of Decoding: Sound by Sound Continuous to Think Read Segment & Spell	Step #2 of Decoding: – Spelling Focused to Think Read Segment & Spell	Step #2 of Decoding: Spelling Focused to Think Read	Step #2 of Decoding Routine – Think Read – more multisyllabic words
Fluency	Practice reading sounds, words, & decodable text	Practice reading words & decodable text	Practice reading decodable text	Practice reading connected text
Comprehension	Basic retell from decodable text	Basic retell from decodable text	After reading questions	After reading questions



Activity 1.6

- Partner #1: What are the benefits of having GL teams create a menu of small group options?
- Partner #2: How should a teacher form small groups in his/her classroom? (Hint: It is NOT the composite score.)
- Be prepared to share your answers with each other

2.0 Plan Implementation & Evaluation

Hey, is it working?

In Module 2.0, we will...

- Review the steps for Plan Implementation & Evaluation
- Practice the steps with our 2nd grade data set

Plan Implementation

- Create an action plan to capture on-going tasks & discussion items
 - Who Will Do It?
 - By When?
 - Status
- Share communication updates with SLT
 - Celebrations
 - Barriers

The Action Plan

- Keeps the Instructional Plan going strong
- Provides focus for the team's on-going meetings
- Needs to be easily accessed by all

Action Item	Who Will Do It?	By When?	Status

Example from 2nd Grade Team

Action Item	Who Will Do It?	By When?	Status
Bring core materials to mtgs.	All 2 nd grade teachers	Each on-going meeting	In progress
Work together to develop decoding routine using materials – divide up lessons to assign once framework is established	All 2 nd grade teachers	February	Started in Jan.
Lesson 12	Deb & Courtney	March	In progress
Lesson 13	Keith & Liz	March	In progress
Model lessons in classroom – team teach to see what routine looks like in action	Courtney – Keith's room	March	Scheduled for 3/13

Communication Update

Communication Update	Who Will Do It?	By When?	Status
Team is working to develop decoding routines & goals have been set	Courtney to SLT	By February	Done
Core materials- hard to find complete sets for all teachers – creating daily routines for each week, but taking time – might need more time to create	Courtney to SLT	By February	Done – ½ day granted for creating plans a 2nd grade team on 3/4
Might want to start considering updating core program due to out of date materials	Principal to DIT	By February	In progress



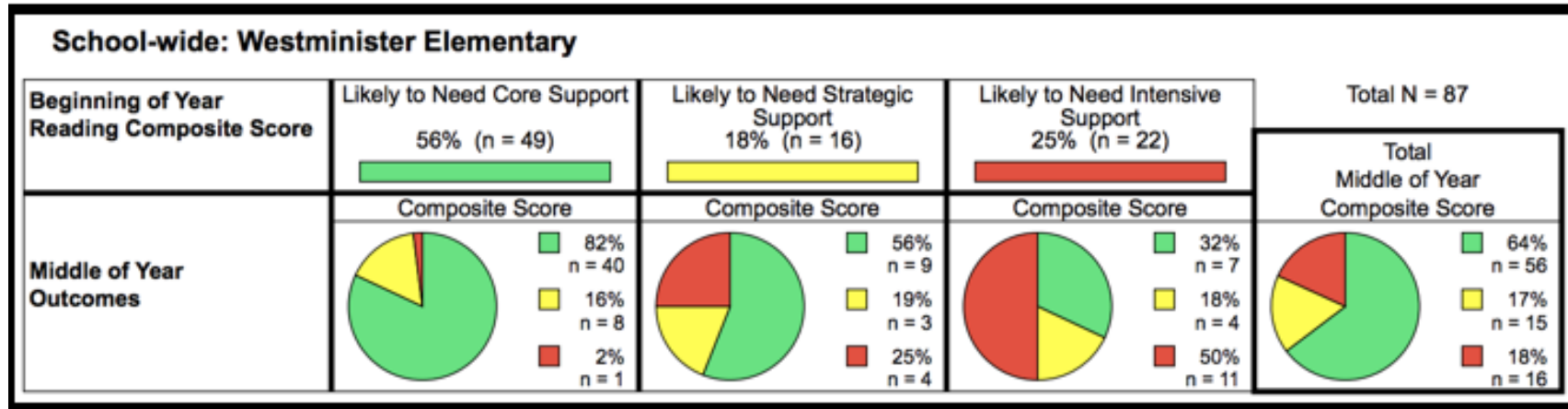
Activity 2.1

- Partner 1: Focus on the Action Plan & answer the questions below:
 - What is the power of having an on-going action plan?
 - How important are the on-going meetings? Why carve out time for these meetings?
- Partner #2: Focus on the Communication Plan & answer the questions below:
 - Why communicate with other teams (SLT, DIT, etc.)?
 - How important is this step in continuing the work and/or helping to knock down barriers?
- Share your answers with each other

Plan Evaluation

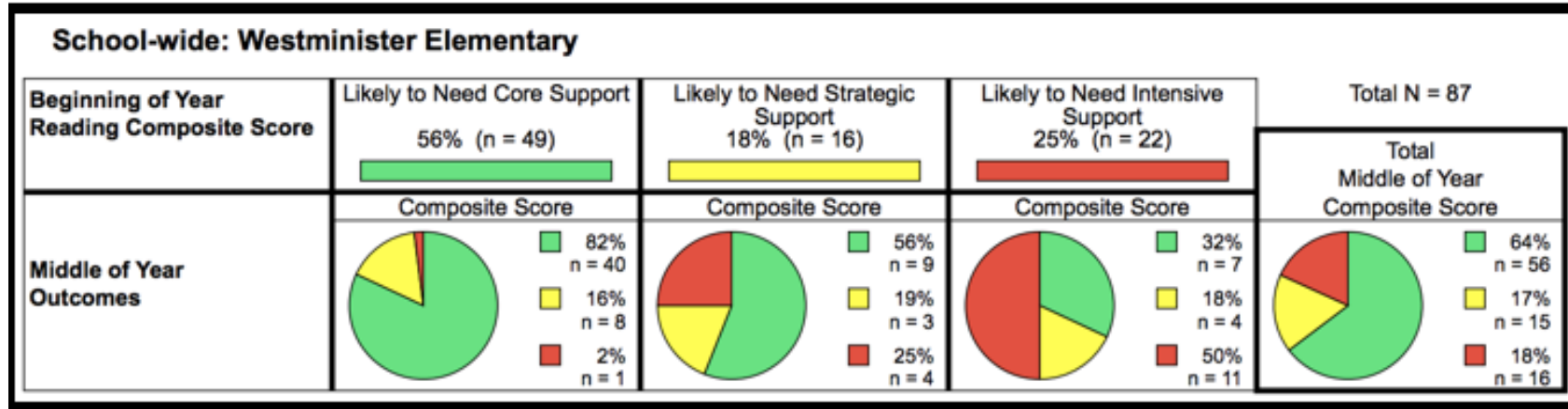
- There comes a time when we get to ask: Did our plan work as we intended?
- The Effectiveness of Instructional Support Report is a great tool to help us determine the answer
 - School & District Reports
 - Effectiveness of Instructional Support Levels

I Do: 1st Grade BOY to MOY (Core)



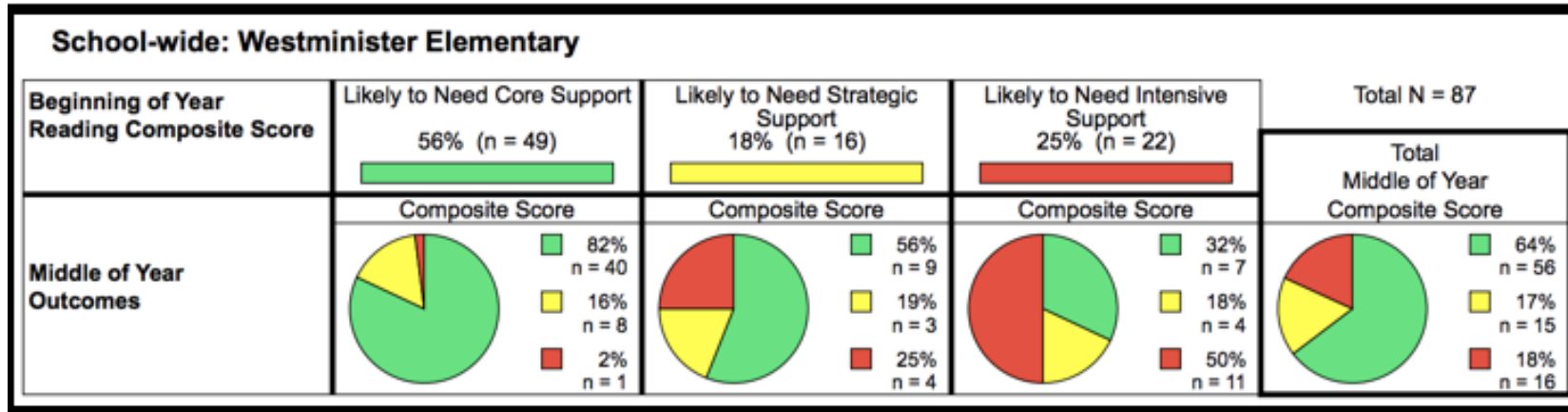
- Likely to need core support:
 - % of students still At/Above Benchmark:
 - Did we meet the goal of maintaining 95%?

I Do: 1st Grade BOY to MOY (Strategic)



- Likely to need strategic support:
 - % or students who moved to At/Above Benchmark:
 - Did we meet the goal of moving 80-100%?

I Do: 1st Grade BOY to MOY (Intensive)



- Likely to need intensive support:
 - % of students who moved to At/Above Benchmark:
 - % of students who moved to Below Benchmark:
 - Did we meet the goal of moving 80-100%?

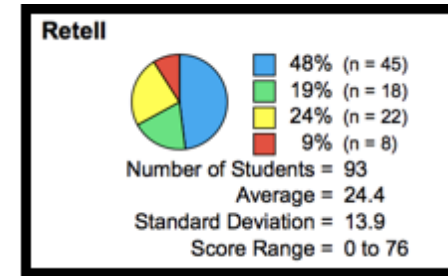
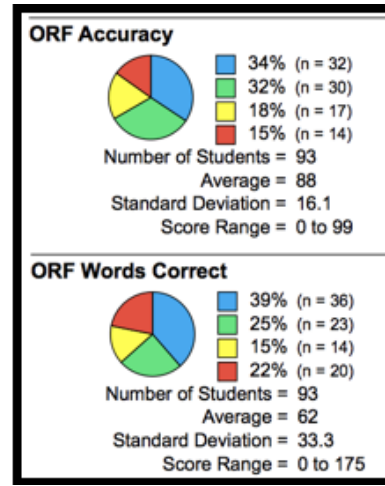
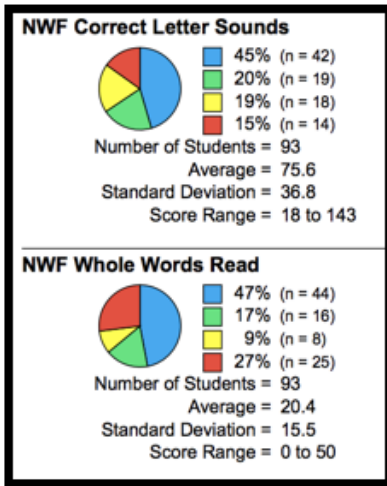
Questions to Ask

- Is our plan being implemented as intended? How do we know?
- Is the plan resulting in the desired change? Have we established our goal?
- Does student data indicate the plan needs to be modified? If yes, how?

When There Are Barriers...Ask...

- Does everyone understand how & 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?

We Do: 2nd Grade



By MOY, 85% of 2nd graders will be At/Above Benchmark as measured by Acadience Reading K-6.

- By the MOY, 95% of our students will be At/Above Benchmark as measured by NWF WWR progress monitoring.
- By the MOY benchmark, 80% of our students will be At/Above Benchmark as measured by ORF Accuracy.



Activity 2.2

- Find another partner
- Use the We Do Data Set to practice Step #4 Evaluation with the 2nd grade data
- Be prepared to discuss results

Step #4: Check In (Core)

BOY	BOY-MOY
% of Students At/Above Benchmark: 71%	% of students still At/Above Benchmark: 98%

Did we meet the goal of maintaining 95%?

Circle: Yes or No

Step #4: Check In (Discussion)

- Is our plan being implemented as intended?
 - **Maintained 98% at core, still need more time to work on routine development**
- Is the plan resulting in the desired change? Have we established our goal?
 - **Not yet, good gain in NWF WWR PM – 61% to 83%, getting closer**
- Does student data indicate the plan needs to be modified? If yes, how?
 - **More time to develop routines & practice delivery of them**
 - **Adjust goals for EOY**

Step #4: Barrier Questions

- Does everyone understand how & when to use the plan?
 - **We each implemented in a different way – need to redefine**
- Is the plan feasible to implement?
 - **More time to plan lessons to include all 5 steps**
- Are there ways that the plan can be modified to make implementation more likely?
 - **More support from Reading Specialist (model routines, review routine development, help find decodable text)**
- What supports can be provided to the implementers?
 - **Time to plan, practice, & observe**
 - **We only met once – we need to meet every 3 weeks**

After All of This...We Cycle Back to Step #1

- Use the information from the evaluation results & questions to capture what worked well & what may need to be adjusted or changed
- Modify the plan/goals as needed
- Continue to create, revise & update action items

BOY-MOY 2nd Grade Goals

By MOY, 85% of 2nd graders will be At/Above Benchmark as measured by Acadience Reading K-6.

- By the MOY, 95% of our students will be At/Above Benchmark as measured by NWF WWR progress monitoring
- By the MOY benchmark, 80% of our students will be At/Above Benchmark as measured by ORF Accuracy



Activity 2.3

- This 2nd grade team reviewed their MOY data & now will revisit their Composite Score (overall goal) & Measure Specific Goals to determine if they need to be updated
- With your table partner, discuss whether you think this team needs to update their goals
- What might you suggest to this team regarding EOY goals?

3.0 Now What? Take Action

Let's do this!

In Module 3.0, we will...

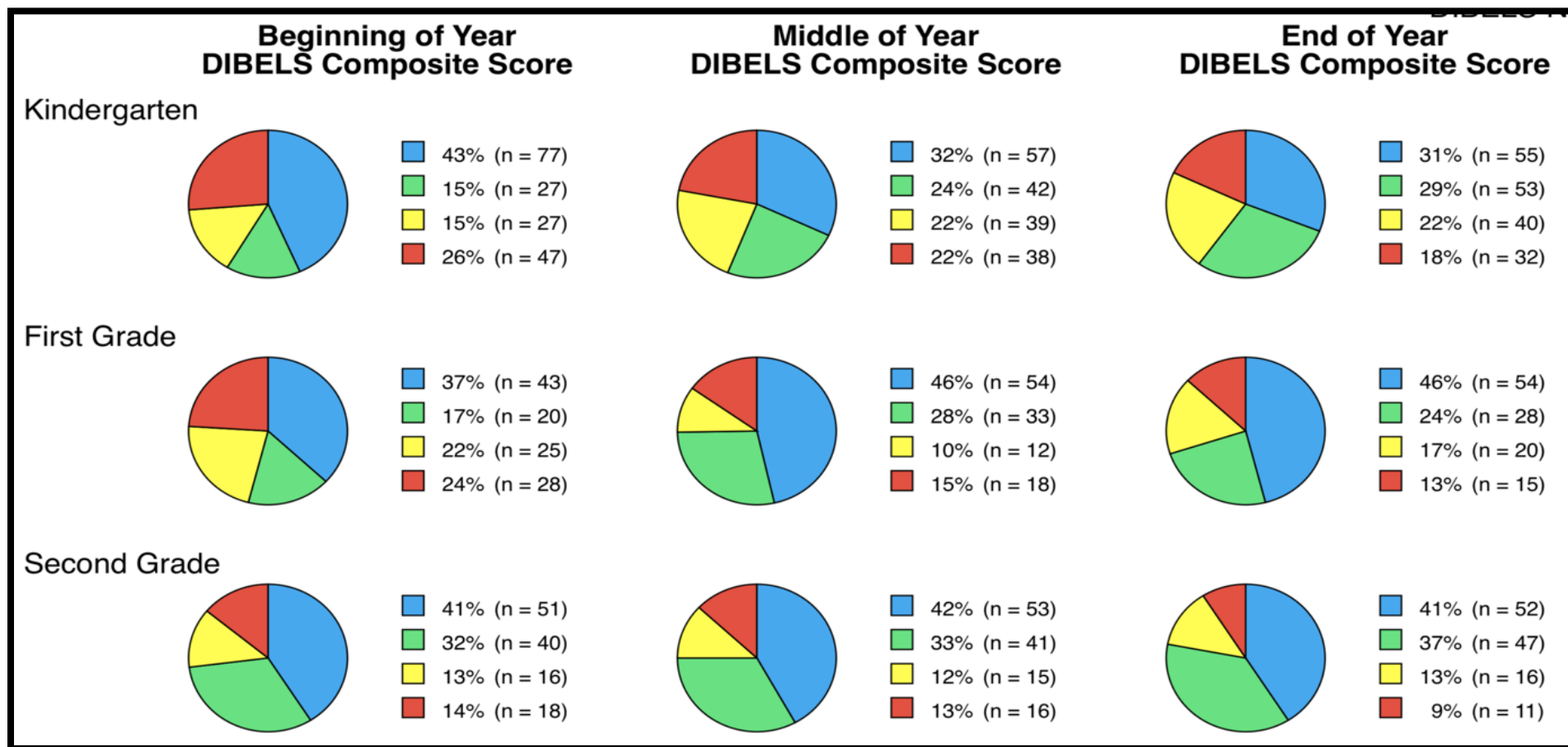
- Review tools & resources related to GLPS
- Provide time to reflect & plan with your team

GLPS Tools & Resources

Game: Who uses this tool?

- GLPS Guide
- GL Instructional Plan
- Common Instructional Needs Chart
- Instructional Support Tool

What Could Happen? Outcomes



Year 2: Tier 1 Reading Systems, GLPS, & Elementary Intervention Systems, Day 1

GLPS Goals

- Launch this process after the MOY benchmark assessments with at least one grade level team (or all of them!)
- Practice using the guide, facilitating the discussion, & providing the framework for teams to meet to plan between MOY & EOY
- Provide time at the EOY to complete Step #4 & create a plan for the following school year



Activity 3.1

- As a school team, reflect on the following questions together:
 - What is the next step we should take to move our GLPS process forward?
 - What is our goal for GLPS after the MOY benchmark?
- Add any action items to your MTSS Implementation Plan

Closing Review

- Step #3: Whole & Small Group Instruction
- Step #4: Plan Implementation & Evaluation
- Now What? Take Action

SESSION EVALUATION