Helena Public Schools

A great place to learn

CURRICULUM, INSTRUCTION, AND ASSESSMENT GUIDE

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2022-2023

CURRICULUM, INSTRUCTION, and ASSESSMENT GUIDE 2022-2023

Helena Public Schools Teaching and Learning Priorities

Curriculum

1. HPS Curriculum, Instruction, and Assessment Continuous Improvement Cycle (CIC)
2. Syllabus Content Example
3. Supplementary Resource
4. Board Policy on Curriculum Adoption
5. Recommendation for Parent Notification-Human Sexuality Instruction
6. Links to HPS Standards, Curriculum, and Core Resources

Instruction

1. HPS Instructional Model
2. Instructional Framework
3. School Leadership Team (SLT)
4. Professional Learning Communities (PLC)

Assessment

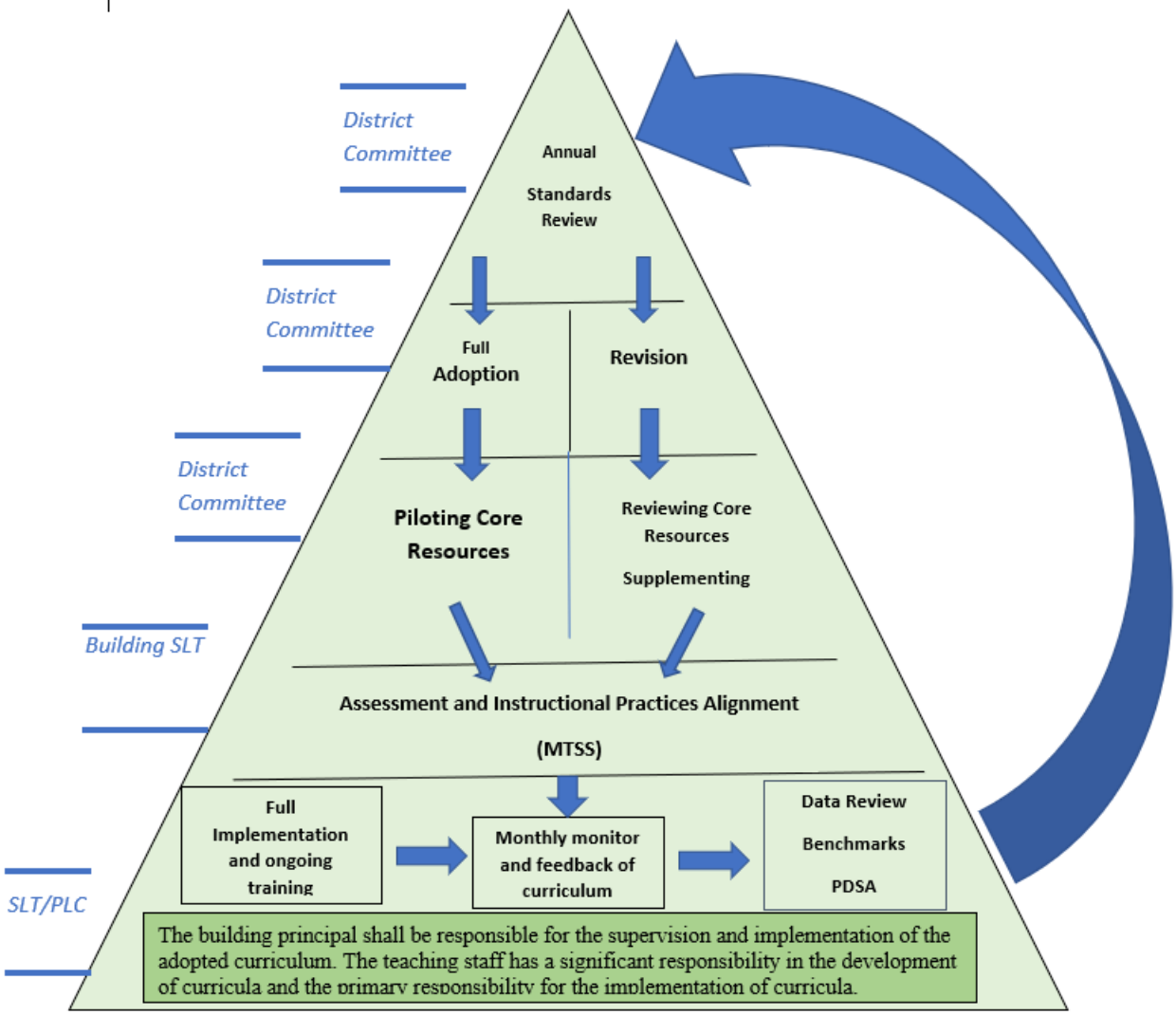
1. 2022-2023 Assessment Calendars
2. Assessment Glossary
3. Intervention Flow Chart Example
4. PDSA K-5 Worksheet
5. PDSA 6-12 Worksheet

HELENA PUBLIC SCHOOLS Teaching and Learning Strategic Priorities 2022-2023 (DRAFT)

Priority #1: Each student will grow at least 1 grade level (or more) through quality instruction.	
Actions	**Outcomes and Indicators for Success**
All students will experience a consistent Instructional Framework across all content areas.	Monitoring through walkthroughs Provide professional development based on gaps in walkthroughs Evaluation tool tied to framework
All students will have access to literacy instruction and experiences in all content areas to build skills critical to ongoing success in academics and the workplace.	Professional development Integration of literacy standards embedded within content standards
District and building leadership will consistently utilize survey and assessment data to make decisions regarding the necessary systems and resources to promote individual student success academically, emotionally, and socially.	PLC time WIN Groups and PDSA Cycles Instructional Coaching Support and Cycles

Curriculum

Helena School District Curriculum, Instruction, and Assessment Continuous Improvement Cycle (CIC)



[1] Helena School District Curriculum Development, Content, and Assessment Policy (2015)

[1] The OPI Curriculum Review Policy

HELENA PUBLIC SCHOOLS: CURRICULUM DEFINITIONS

Standards: State mandated expectations/statements to define what is to be learned (Montana Content Standards)

Essential Standards: Standards necessary for student success – the response to the question, "What must our students learn?" To identify essential standards, the significance of each standard should be assessed according to the following three characteristics: 1) Does it have endurance? 2) Does it have leverage? 3) Does it develop readiness for the next level of learning?

I Can Statements/Learner Targets: What we intend a student to learn

Curriculum: Program approved by local board of trustees to insure standards-based instruction

Unit: Body of instruction that is focused on specific content standards with identified learner targets

Lesson: Daily instructional plans that comprise a unit

Core Curricular Resources: District resources or online resources identified and/or purchased through the curriculum department.

Supplementary Resources: Resources purchased to specifically support identified components of the curriculum and core resources.

Scope and Sequence: The breadth, depth and order of the curriculum to be taught throughout the year

Pacing: Instructional time needed to teach units throughout the school year

Instructional Framework: All approaches that a teacher may take to actively engage students in learning –drive teachers' instruction as they work to meet specific learner targets

Fidelity: Use of core curricular resources in conjunction with scope, sequence, and pacing, as identified in the curriculum, to guide instructional practices, consistently and accurately, as they were intended to be used to best meet standards

Class Syllabus: Information to parents and students which provides the class description, unit scope sequence and pacing for the year and identifies core and supplementary resources used in each unit. Syllabus should also contain information on classroom policy and procedures. (Example provided on next page).

EXAMPLE OF UNIT DESCRIPTIONS TO INCLUDE IN A SYLLABUS

Unit Descriptions

Below is a tentative list of what we will be working with this year. The schedule is subject to change based on necessity and student input.

Summer Assignment: Good vs. Evil

Foundational Text: *Book of Choice or Ender's Game by Orson Scott Card*

Assessment: Introduction to key aspects of the Argumentative Essay

ACT/AP Prep

Unit 1: The Narrative Essay and Defining Style

Foundational Text: Springboard Anthology

Assessment: Interview Narrative and Beginning of Authorial Style Analysis

ACT/AP Prep

Unit 2: Coming of Age

Foundational Text: *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie

Assessments: Introduction to Literary Criticism as a writing genre

Unit 3: Defining Style

Foundational Text: The Short Stories of Edgar Allan Poe and the films of Tim Burton

Assessments: Style Analysis of Poe

Style Analysis of Burton

Unit 4: Forms of Literary Criticism

Foundational Text: *Animal Farm* by George Orwell

Assessments: Presentation of literary criticism genre

Literary Criticism Essay through the lens choses school of thought

ACT/AP Prep

District Guidelines for Selection and Use of Supplemental Resources

Supplementary resource selection is the responsibility of teachers and departments and must address the needs of the school, curriculum, and students. The selection of supplementary books, novels, or other materials will go through a department process and be included on course syllabi.

The basis for selecting supplemental materials is that these resources further an educational purpose and are directly related to course goals and objectives. Supplementary resources should provide access to information and resources in a variety of formats and facilitate the development of skills necessary to become lifelong learners in an information rich society. The use of supplementary instructional materials that are relevant to curriculum standards and compatible with district goals and objectives can be essential for engaging students in learning. By using such materials, teachers can introduce content and use instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate intellectual growth. When selecting supplementary materials, teachers review their content and consider the appropriateness of the content and its alignment to standards.

Teachers in the district are committed to evaluating, selecting, organizing, and managing supplementary resources to ensure that students will have access to a wide variety of information and ideas. These materials are an extension of the core resource, and present opportunities for enhanced curricular opportunities for students to gain knowledge and insight in a format suitable to the student's maturity and interest level. Materials often represent multiple points of view. Supplementary resources must be aligned with state content standards and content-specific grade-level learning progressions. Selections can provide for a wide range of materials and technology on appropriate levels of difficulty with a diversity of appeal and with a presentation of a variety of viewpoints.

When using supplementary materials, teachers will provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of the adopted curriculum.

Curriculum

Board Policy for Curriculum Development and Content

Helena School District **2015**

STUDENT INSTRUCTION

Curriculum Development, Content and Assessment Policy

The Superintendent shall recommend a comprehensive curriculum that is designed to accomplish the learning objectives and goals for excellence contained in the District's educational philosophy, mission statement, objectives and goals. The Board must approve all changes to the curriculum. New course proposals, changes in existing course names, and suspension or elimination of courses will be approved by the Superintendent.

Written sequential curricula that aligns with the appropriate content standards, grade-level progressions, and the District's educational goals shall be developed for each program area. A curriculum review cycle and time lines for curriculum development and evaluations shall be established by the Superintendent.

The District shall assess student progress toward achieving content standards and content- specific grade-level learning progressions including: content and data; accomplishment of appropriate skills; development of critical thinking and reasoning; and attitude.

The District will use assessment results to improve the educational program, and use effective and appropriate tools for assessing such progress. This may include, but is not limited to:

standardized tests; criterion-referenced tests; teacher-made tests; ongoing classroom evaluation; actual communication assessments such as writing, speaking, and listening assessments; samples of student work and/or narrative reports passed from grade to grade; samples of students' creative and/or performance work; and surveys of carry-over skills to other program areas and outside of school.

The District may receive and/or provide distance, online and technology-delivered learning programs, as provided in Montana law. Distance, online and technology-delivered learning programs and/or courses shall meet the learner expectations adopted in the District and shall be aligned with state content standards and content-specific grade-level learning progressions. The Superintendent is

directed to develop procedures regarding the District's distance, online and technology-delivered learning.

The building principal shall be responsible for the supervision and implementation of the adopted curriculum. The teaching staff has a significant responsibility in the development of curricula and the primary responsibility for the implementation of curricula.

Legal References:	§ 20-7-602	MCA Textbook Selection and Adoption
	10.55.603	ARM Curriculum development and assessment
	10.55.701	ARM Board of Trustees
	§ 20-7-902	MCA School district programs to identify and serve the gifted and talented child

Cross References:

Policy History:

Adopted on: 2/28/2012

Revised on: 2/13/2018

Human Sexuality Instruction

The District recognizes the right of a parent or guardian to withdraw a child from instruction or an organized school function regarding human sexuality instruction. Such withdrawals will be classified as an excused absence.

“Human sexuality instruction" means teaching or otherwise providing information about human sexuality, including intimate relationships, human sexual anatomy, sexual reproduction, sexually transmitted infections, sexual acts, sexual orientation, gender identity, abstinence, contraception, or reproductive rights and responsibilities.

48 Hour Notice

Parents and guardians will be notified no less than 48 hours prior to holding an event or assembly or introducing material for instructional use.

This notice will contain:

1) the basic content of the district's or school's human sexuality instruction; and 2) the right to withdraw the student from the instruction

Annual Availability of Materials

The District will make curriculum materials used in human sexuality instruction available for public inspection before use. This will occur on an annual basis.

No Abortion Curriculum

In compliance with Montana law, the District will not allow personnel to offer, sponsor, or furnish any course materials or instruction relating to human sexuality or sexually transmitted infections if the person or entity provides abortion services.

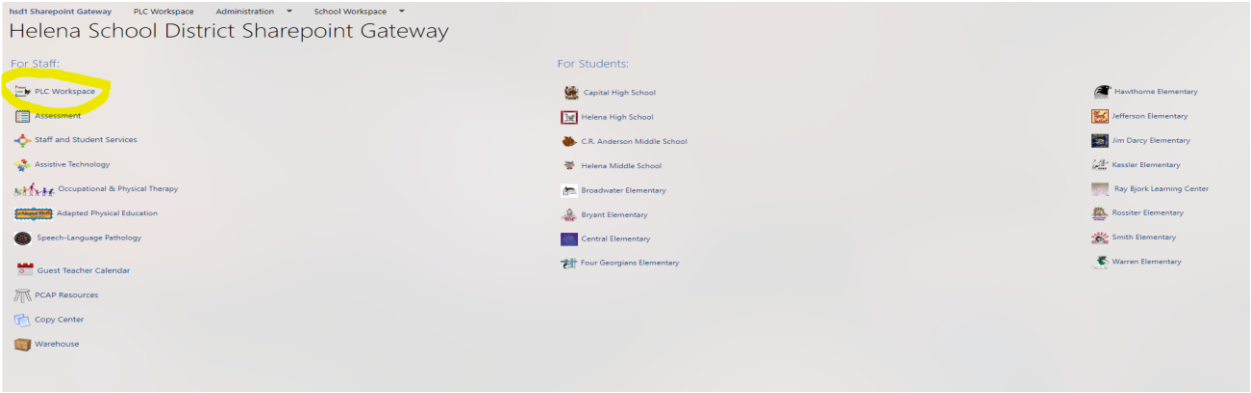
Legal References:	Senate Bill 99	Parameters for K-12 Human Sexuality Education
	§ 20-5-103, MCA	Compulsory attendance and excuses *(Revised by Senate Bill 99)*
	10.55.701, ARM	Board of Trustees
Cross References:	Policy 2015	Curriculum Development, Content, and Assessment

<u>Policy History</u>:
Adopted on: 11.9.2021
Revised on:

WHERE TO FIND HPS STANDARDS AND ADOPTED CURRICULUM

MONTANA STATE STANDARDS Link

Helena Public Schools Year-at-a-Glance and Scope, Sequence, and Pacing Guides Link



Helena Public Schools Core Resources

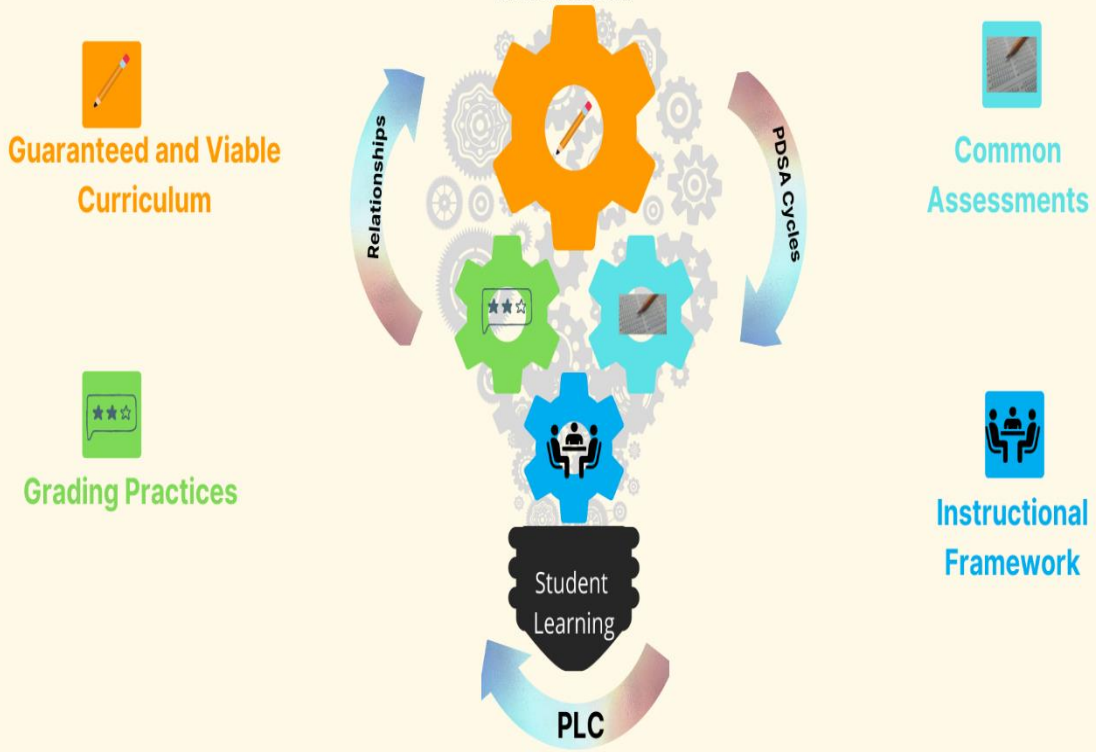
	K-5	6-8	9-12
ELA	Into Reading/Journeys	Collections/Common Lit	Collections/Springboard
Math	Math Expressions	Under Review	Under Review
Social Studies	Montana: A History of our Home	TCI	Under Review
Science	Mystery Science	Amplify	Under Review

Instructional Framework

A blueprint that provides a structure supporting teachers in the design and delivery of effective instruction.

HPS Instructional Model

The Helena Public Schools Instructional Model identifies and describes those practices that have been found to be essential in providing a comprehensive-standards based education that increases student achievement.



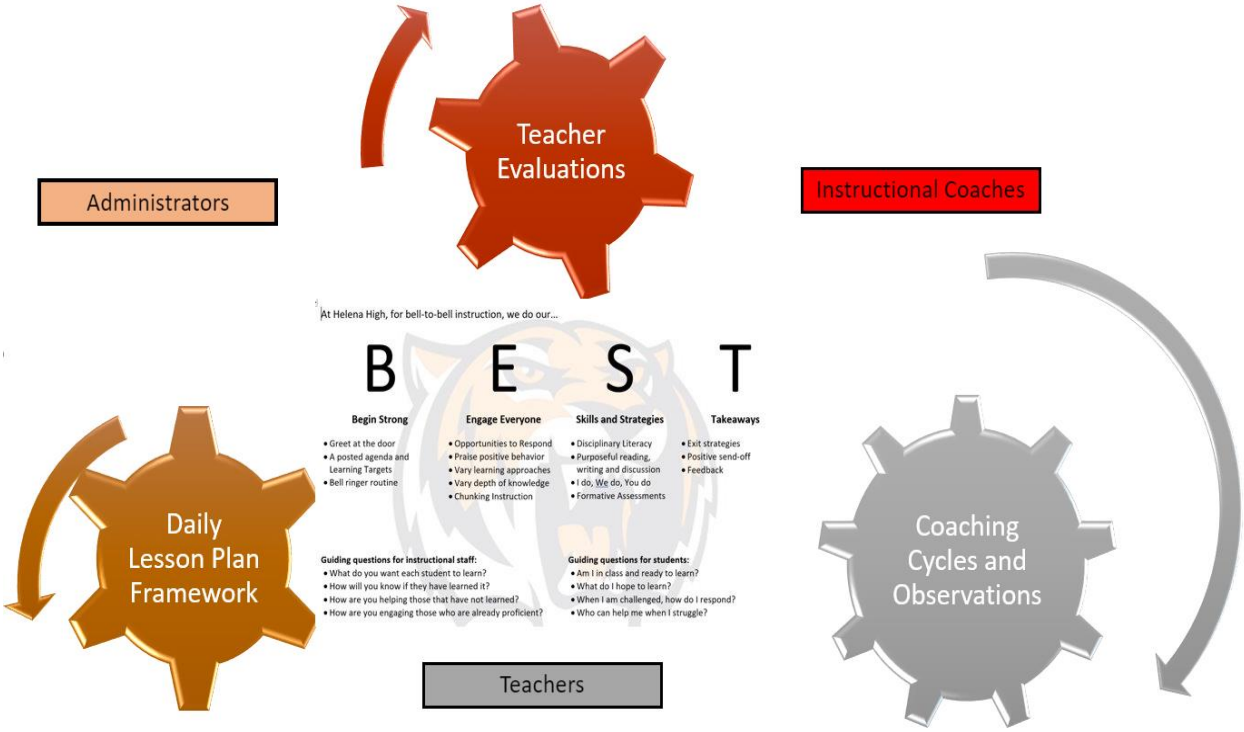
INSTRUCTIONAL FRAMEWORK

"Maximizing learning time is one of the most effective means for increasing student achievement." Mel Riddile

EVERY DAY IN EVERY CLASSROOM

1. Consistent Beginning
2. Solid Ending
3. Engaged Students
4. Checks for Understanding and Feedback

AND Purposeful reading, writing, and discussion



SCHOOL LEADERSHIP TEAM (SLT

Purpose of a SLT

- Developing, coordinating, and leading a school-improvement initiative. (Action Plan with SMART goals attached to student data)
- Analyzing student-performance data and proposing specific strategies to address programs, courses, or instructional areas in need of improvement.
- Encouraging, facilitating, and supporting greater collaboration among teachers in the school, particularly through the PLC process.
- Overseeing and improving professional development opportunities for educators in the building.

Instructional Coach

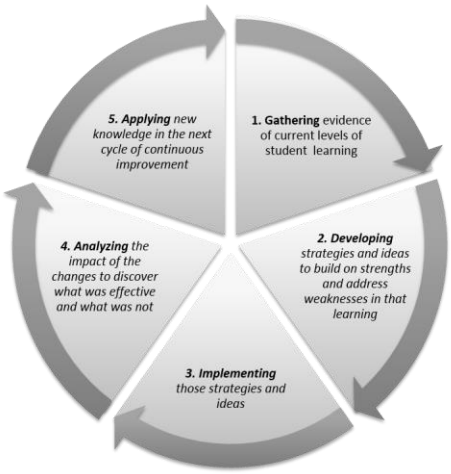
- Model lessons in classrooms on a daily/weekly basis.
- Support the instructional development of all teachers in understanding the CCSS curriculum and varied assessments, the Framework for Teaching, and data analysis.
- Build strong relationships with teachers, administrators, and other coaches.
- Provide direction and coordination for how the curriculum is taught consistent with District initiatives and recognized best instructional practices.
- Create an articulated schedule with building administration.
- Assist teachers with resources, materials, tools, information, etc. to support classroom instruction and planning, including new resources.
- Support teachers and administrators in using data to improve instruction on all levels.
- Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.
- Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.
- Develop staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs.
- Develop coaching plans for teachers to ensure student improvement.

PROFESSIONAL LEARNING COMMUNITIES (PLC)

WHY A PROFESSIONAL LEARNING COMMUNITY?

The teams in a PLC engage in collective inquiry into both best practices in teaching AND best practices in learning.

"Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of the following:"



"The goal is not simply to learn a new strategy, but instead to create conditions for perpetual learning ~ an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business, forever.

Members of a PLC realize that all of their efforts…must be assessed on the basis of results rather than intentions." (DuFour et al. 13)

(graphic created by Dr. Deb Jacobsen, Hawthorne School Principal, using information from *Learning by Doing*)

WHAT IS A PROFESSIONAL LEARNING COMMUNITY?

A Professional Learning Community (PLC) "is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour et al. 11).

The process begins with norm setting and establishing an accountability protocol and is driven by continuously reflecting on the **four critical questions (CQ).** Each PLC team's work will vary depending on which one of the critical questions it is pursuing.

HOW DO PLC'S MAKE COLLECTIVE DECISIONS REGARDING INSTRUCTION?

A PLC utilizes the Plan, Do, Study, Act model for identifying gaps in student learning based on assessment data, determining what strategies are best for targeting that gap, analyzing the effectiveness of the strategy and deciding whether to continue using it or move on to another standard or strategy. You can find more

Helena Public Schools PLC Dates-2022-2023

September:

12-Whole Staff PLC Kickoff (Info to come)

19-Specials* (Specialists, school counselors, Montessori, SPED, etc.)

26-Grade Levels/Content Areas

October:

3-Whole Staff PLC (Professional development)

10-Specials

17/24/31-Grade Levels/Content Areas

November:

7- Whole Staff PLC (Professional development)

14-Specials

21/26-Grade Level/Content Areas

December

5- Whole Staff PLC (Professional development)

12-Specials

19-Grade Levels/Content Areas

*Non-specialist teachers should meet with grade level or content area teams.

January

9-Whole Staff

23-Specials

30-Grade Level/Content Areas

February

6-Whole Staff

13-Specials

27-Grade Level/Content Areas

March

6-Whole Staff

13-Specials

20-Grade Level/Content Areas

April

3-Whole Staff

10-Specials

17/24-Grade Level/Content Areas

May

1-Whole Staff

8-Specials

15/22-Grade Level/Content Areas

June

5-Whole Staff

PLC Pre-Work Checklist

(graphic created by Jonna Schwartz and Marissa Graybill, Capital High School Instructional Coaches)

☐ Create PLC Teams
☐ Update/Establish Team Norms
☐ Appoint Team Liaison
  ○ Lead facilitator during meeting
  ○ Completes weekly from (i.e., PDSA Form)
  ○ Check in person with Instructional Coaches and Admins
	INSTRUCTIONAL FRAMEWORK

CHS 2022-2023 Draft Checklist

Implement **Plan and Do** from Plan, Do, Study, Act (PDSA) cycle for the first 2 PLC founding questions:	
PLC Founding Questions	**Checklist**
What do we want students to learn?	☐ Select/refine/review essential standards ☐ Define/refine/review common scope and sequence ☐ Create/refine/review essential questions for each unit ☐ Create/refine/review Learning Targets and success criteria
How will we know if they learn it?	☐ Create/refine/review common pre, formative and summative assessments ☐ Define/refine/review proficiency based on assessments ☐ Administer common pre, formative or summative assessment ☐ Assess proficiency of learning targets and success criteria
Implement **Study and Act** from Plan, Do, Study, Act (PDSA) cycle for the last 2 PLC founding questions:	
PLC Founding Questions	**Checklist**
What will we do if they haven't learned it?	☐ Review student work on common assessments ☐ Bring student work to discuss and analyze ☐ Share best practices and effective strategies to support students who are struggling ☐ Coordinate any interventions (within class, during school day, or afterschool)
What will we do if they've demonstrated proficiency?	☐ Review student work on common assessments ☐ Bring student work to discuss and analyze ☐ Share best practices and effective strategies to support students who demonstrate proficiency ☐ Implement deeper learning (within class, during school day, or afterschool)

Assessment

PreK-5 Helena Public Schools Curriculum and Assessment Calendar | 2022 to 2023

Sep 2022

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Jun 2023

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August 2022

August 8-9 Number Sense Training
August 12 and 19 Into Reading
August 15-K-1 HWT Training
August 17-K-1 Intervention Flowchart
August 18-2-5 Intervention Flowchart
August 25- Journeys Training

Benchmark Assessment

K-5 Grade Level Meeting

Standards Based Grading

Into Reading Task Force

BASC-BESS

CogAT

AMSA/MSAA

6-12 Helena Public Schools Curriculum and Assessment Calendar | 2022 to 2023

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Oct 2022						
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Nov 2022						
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Jan 2023						
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Feb 2023						
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Mar 2023						
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Apr 2023						
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May 2023						
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Jun 2023						
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August 2022

August 9-10 Math

Benchmark Assessment

ACT

6-12 Science Standards and Curriculum

BASC/BESS Social and Emotional Screener

6-12 Social Studies Standards and Curriculum

6-12 Math Standards and Curriculum Work

Helena Public Schools: Assessment Glossary

Benchmark: district assessment, administered two to three times per year, to measure grade-level proficiency and student growth**. (Acadience, iReady)**

Common: the same assessment (formative/summative), given to all students in a specific course by all teachers of that course, to cover commonly taught/learned information **. (Developed during PLC and grade level meetings).**

1. **Formative:** "The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

   - help students identify their strengths and weaknesses and target areas that need work
   - help faculty recognize where students are struggling and address problems immediately

   Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

   - draw a concept map in class to represent their understanding of a topic
   - submit one or two sentences identifying the main point of a lecture
   - turn in a research proposal for early feedback" ("Whys & Hows of Assessment")

2. **Summative:** "The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

   Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

   i. a midterm exam
   ii. a final project

   Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses" ("Whys and Hows of Assessment").

HSD K-11 Assessments

	PreK	K	1	2-5	6-11
Benchmark	Teaching Strategies Gold	Math: ESGI ELA: Acadience	Math: iReady ELA: Acadience	Math/ELA: iReady	iReady (grade 11 will only take it in the fall and winter)
Progress Monitor (Tier 2 and 3)		Math: Universal Number Sense Screeners (pilot) ELA: Journeys Progress Monitoring Assessment/ESGI	Math:Universal Number Sense Screeners (pilot) ELA: Journeys Diagnostic Phonics Screener	Math: Universal Number Sense Screeners (pilot) ELA: Journeys Diagnostic Phonics Screener	iReady standards mastery or common unit assessments as determined in PLCs.

Benchmark Window(s):

- Benchmark assessments are given three times a year and windows are created by the district in coordination with the state. These are necessary for all students to take.
- This is already assigned for all students in the assigned for all students at the same time.
- Benchmarking for K and 1 will be completed with Acadience three times a year.
- Grade 11 will only take iReady in the fall and winter. They take the ACT in the spring.

Progress Monitoring Window(s):

- Progress monitoring windows are times in between benchmarking windows and serve as a check-in to see how students are growing. In PDSA cycles, a progress monitor occurs every 4-6 weeks. In K-5 they should match what students are doing in their WIN groups to justify a change in group or different instructional goal. PLC groups in K-12 should be analyzing this data to make instructional decisions.
- The Progress Monitoring tool will vary based on the grade level (See chart above). Teachers are encouraged to use the tool that gives them the most actionable data to make instructional decisions.

Growth Monitoring

- This option is available in iReady. Past use of this tool has not given us the actionable data necessary to inform instruction. Please see the chart on the top of the page for alternative options to this. However, for Tier 3 students where teachers are tracking the scaled score, this might be helpful to assign. Teachers should work with the instructional coach in their building to determine if this is the right tool for a student. Only available in grades 2-8.

Standards Mastery Assessments

- Standards Mastery assessments are used to monitor understanding of ONE INDIVIDUAL STANDARD. Think of this assessment like a weekly test. It could also be used every two weeks to check on the understanding of a standard. These also work well for grade level assessments. All grade levels using iReady can assign these.
- Coaches and principals are the only ones able to assign these at this point.

SBAC Interims (Grades 3-8)

- They are intended to provide educators and students the ability to check student performance at any given moment in time, and educators can use results to determine next steps for instruction
- Each SBAC Interim is associated with a Connections Playlist that supports teachers as they determine next instructional steps for helping students based on their performance on the assessment. The playlists include links to instructional resources in Tools for Teachers that support the formative assessment process by providing tools, resources, and instructional strategies to use in the classroom.
- Test questions are developed using the same rigorous methods as those items found on the summative assessment.

BASC-BESS

A behavioral and emotional screening system that offers a systematic way to determine behavioral and emotional strengths and weaknesses of students.

Cognitive Abilities Test (CogAT)

The Cognitive Abilities Test (CogAT) is a multiple-choice test designed to measure a child's academic aptitude and gifted abilities. This is only given to 2nd graders.

AMSA/MSAA

Alternative Montana State Assessment for students in grades 3-8 and 11 who have cognitive impairments.

Data Analysis Protocol

Part 1: Understand Your Data

Ask
Formulate a question you want to answer from your data and choose the report that will provide this data. Generate the report and review.

Get Data & Observe
Write down or share observations.

Infer & Question
Interpret the data by making inferences about what the data means. Note additional questions worth exploring and consider additional data sources and resources

Part 2: Make Data-Driven Instructional Decisions

Focus
Which student(s) will be the focus? What is the area of need (domain, skill, or sub-skill) for this student or group of students?

Reflect
What instructional or intervention strategies have been used? What was the effect of these strategies?

Brainstorm Solutions
Using instructional resources you have available, what are some possible solutions?

Take Action
When and what instruction or intervention will happen? When and how will you review you actions for impact/effectiveness?

i-Ready

ACCESS TO ASSESSMENTS

iReady: Accessed through Clever If you had school building rights as a principal, instructional coach, title teacher, or SPED teacher, access through i-Ready Login. If you need building access, contact Kaitlyn Hess at khess1@helenaschools.org.

Acadience: Accessed through Clever if you are a teacher.

SBAC: Smarter Balanced (cambiumast.com). Contact your principal or instructional coach if you need access.

CoGAT: Erin Maxwell and Kaitlyn Hess will send information out on this as the time gets closer.

AMSA: Accessed through the Smarter Balanced site. Smarter Balanced (cambiumast.com)

MSAA: Accessed through Home (msaastates.com)

INTERVENTION FLOW CHART FOR K-5 WIN GROUPS (EXAMPLE)
(All grade levels found on Sharepoint pages)

www.howdoiplanandteachreadinggroups.com

i-READY Third grade flowchart- Fall, Winter, Spring

The i-ready flowchart is used for the year based on the scale score ranges (at grade level, one grade level below, two or more grade levels below, and above grade level). Use this flowchart to layer the sticky notes 3 x a year to show progress in achieving at grade level or above grade level scale score ranges.

Step 1

Write each student's name on a sticky note indicating his or her level or tier based upon the overall reading placement score *(pink for intensive, yellow for strategic, green for core, and blue for above core). If a student has an overall scale score of 603 or above, write his or her name on a blue sticky note. If a student has an overall scale score between 514-602, write his or her name on a green sticky, and so on for yellow and pink.* ***Write each student's overall scale score and Lexile on the sticky note and then move onto step 2.***

If...	475 or below Pink sticky note	476-513 Yellow/Orange sticky note	514-602 Green sticky note	603 or above Blue sticky note

Step 2

Sort Sticky Notes by Profile

Profile 1= Group A1	Profile 2=Group A2	Profile 3= Group B	Profile 4=Group C	Profile 5=Group D

Use the Instructional Grouping Profile Report, and place students from profile 1 into group A1, profile 2 into group A2, profile 3 into group B, profile 4 into Group C, and profile 5 into group D1 or D2 (based on Lexile scores)

***IN ADDITION**, look at the group focus for each group on the focus folder and use additional data to help ensure correct placement, including i-ready subtests, Lexile, an oral reading fluency (ORF) or MAZE measure.*

Example: If a student is scoring way below grade level on i-READY but on-grade level with other measures (i.e., ORF, district and state assessments), they would most likely be placed in group B (below grade level) and not A 1 or A2 (way below grade level) or C (on-grade level). Example: If a student scored above grade level on i-READY, but continually performs below grade level on district and state assessments, unit and weekly assessments or ORF they would most likely be placed in group C (on-grade level) and not group B (below grade level) or D (above grade level), until they show continued progress.

80% is the data and 20% is what else you know about your students, including using additional data points

Step 3

Determine placement of each student's sticky note:

Way below grade level		Below grade level	On-grade level	Above grade level	
Group A **Profile 1 & 2**		**Group B** **Profile 3**	**Group C** **Profile 4**	**Group D** **Profile 5**	
A1 Profile 1 or 0-418	**A2** Profile 2 or 419-475			**D1** **Lexile 700 or below**	**D2** **Lexile 700+**

Notice: Differentiate further with group D if personnel, time and resources are available. Students with higher Lexile scores can be placed in D2.
3rd grade Lexile band: 520-820

PDSA CYCLE SHEET FOR K-5 WIN GROUPS
(Found on Sharepoint pages)

·Group Instructor: _____ ·Circle Day/Time: _____ ·2 week cycle | Day 1 _____ Day 10_____

·Grade: K 1 2 3 4 5 ·Focus Group: A B C D M T W TH F

PLAN

- Plan | Identify the area of need(s) from the five components of reading • **Circle** | PA P V F C
- Goal | The learners will _____ by: _____

DO

- Strategy | Identify time allotted for intervention block _____
- Strategies to be used during intervention block with time allotments for each strategy. (EX : ORF/ cold read - 5 mins-- phrasing)

1. 4.
2. 5.
3. 6.

STUDY

- Implementation | Strategies are implemented and monitored. Please keep a record of progress.
- Source | Curriculum or resource used _____

Students	Pre											Post

✓ = on target/correct strategies += too easy - = too hard *= not focused A= absent B=Behavior *More notes may be taken on the back*

ACT

- Next Steps | Data Analysis: Was the goal met? Y / N What are some next steps? _____

Highlight learners ready to move with green, students to watch in yellow and students staying or of concern pink

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6-12 PDSA CYCLE WORKSHEET

Data-Driven Instruction: PDSA

Instructions: Complete steps 1-3 after a baseline has been established (iReady, in-class pre-assessment, etc).

Teacher: _____ **or** **PLC Group Name:** _____

Is this Tier 1 (whole class) or Tier 2 (group of students)? Tier 1 Tier 2

If Tier 2, what criteria was used to choose the group? Grades iReady Skill Gaps Other: _____

Step 1: PLAN -Look at your data (iReady, grades, formative checks, etc).
If you need help pulling data from somewhere, ask Meghan or Kayla!
Student Outcome Goal # 1:

Student Outcome Goal #2 (optional):

Step 2: DO- Identify targeted activities to use with this group throughout the unit before the summative.
Remember, these should go beyond what you just "do" in class already. Think of scaffolds you might have to provide, spiraling skills, solid tier 1 instruction, etc.

Skill being taught (think learning targets – Essential, Power)	Strategy to implement (some strategies can hit on multiple skills)	Step 3: STUDY Formative Assessment of Skill (some formative checks can cover multiple skills)
		Summative: **Date of Assessment:**

Step 4: Act

You will complete this after everyone in the PLC has given the summative assessment. It will be typed on a separate page and can be in a format that best fits your area.

Please answer the following questions:

- What are the data results of our summative (create a table or some summary of the data)?
- Who needs reteaching? More time?
- Who moves on to another different targeted activity?
- How do I know the skill was mastered?
- What are our next steps?

Materials Needed	Coaching Support Desired

If you have any questions or are looking for materials found in this guide, please see your building administrator or instructional coach for assistance or reach out to Joslyn or Kaitlyn.