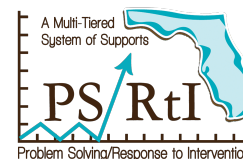


2024 Regional Literacy Institute

Using Problem Solving within a PLC to Improve Secondary Reading Outcomes: Practice Handout



Step 1: Problem Identification

- As of PM2 what percent of ninth graders at Sunnyville High School scored level 3 or above and how does this compare to the baseline data from PM1?
- Given the data, do you recommend approaching student needs from a Tier 1, 2 or 3 perspective?
- What other data might you want to review to confirm these findings?

PM2 Data

Average Score, Achievement Distribution and Average Points Earned on **Grade 9 FAST ELA Reading (PM2 2023-24)**, by Roster and Reporting Category

Filtered By **School:** All Schools | **Test Reasons:** PM2 2023-24 |

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution	Percent Level 3 or above	1. Reading Prose and Poetry	2. Reading Informational Text	3. Reading Across Genres & Vocabulary
State			215851		235		43%			
District			3728		232		41%			
School			519		226		26%			

PM1 Data

Average Score, Achievement Distribution and Average Points Earned on **Grade 9 FAST ELA Reading (PM1 2023-24)**, by Roster and Reporting Category:

Filtered By **School:** All Schools | **Test Reasons:** PM1 2023-24 |

Roster	Teacher	Total	Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution	Percent Level 3 or above	1. Reading Prose and Poetry	2. Reading Informational Text	3. Reading Across Genres & Vocabulary
State			215136		232		37%			
District			3690		230		34%			
School			502		220		18%			



The PLC generated multiple hypotheses across the domains of instruction, curriculum, environment, and learner. Review the hypothesis below and respond to the questions that follow.

- Which method(s) could the PLC team use to confirm the hypothesis? Review, Interview, Observe, or Test
- What specifically will they need to determine?

The figure shows two sample student report cards. The first report card is for 'On Grade?' and has a blue header with a blue circle containing the number 1. The second report card is for 'Weak or Strong?' and has a blue header with a blue circle containing the number 2. Both report cards have a light blue background and a white box for the student's name.

On Grade?

- ✓ Above the On Grade Standard
- At/Near the On Grade Standard
- ✗ Below the On Grade Standard
- ✱ Insufficient Information

Weak or Strong?

- ✚ Area of Strengths
- ≡ Performance is similar to performance on the test as a whole
- Area of Weakness
- ✱ Insufficient Information



Step 3: Intervention Design

Complete the “Support Plan” section of the Comprehensive Intervention Plan

How might the 9th grade teachers be supported?

Goal Statement: 41% of Sunnyville High School 9 th graders will score level 3 or above on the PM3 assessment by EOY 23/24.									
Intervention Plan	Support Plan	Fidelity Documentation	Progress Monitoring Plan						
<u>Who</u> is responsible? All 9 th grade ELA teachers <u>What</u> will be done? Provide explicit instruction in morphology and applying context and connotation using identified words from grade level reading material, following the weekly instructional routine below: Day 1: • Introduce and connect students’ background knowledge to identified words • Model Word Matrix for identifying root and affixes • Students practice and receive feedback Day 2: • Model sentence development using new words • Students practice and receive feedback Day 3: • Model determining connotation and denotation of new words through context clues, word relationships and/or figurative language • Students demonstrate understanding in written/verbal form and receive feedback <u>When</u> will it occur? Mondays, Tuesdays, and Thursdays, for 15 minutes per day as part of Tier 1 instruction <u>Where</u> will it occur? 9 th grade ELA Classrooms	<u>Who</u> is responsible? <u>What</u> will be done? <u>When</u> will it occur?	<u>Who</u> is responsible? Instructional support personnel and 9 th grade ELA teachers <u>What</u> will be done? • Instructional support personnel will observe instruction and provide feedback using School Leader’s Literacy Walkthrough Vocabulary tool on a rotating schedule • Teachers will review student notebooks for evidence of the activities outlined in the instructional routine <u>When</u> will it occur? • Walkthroughs conducted weekly on a rotating schedule • Daily notebook review <u>How</u> will data be shared? Teachers and Instructional support personnel will review and discuss fidelity data weekly	<u>Who</u> is responsible? All 9 th grade ELA teachers <u>What</u> data will be collected and <u>when</u> ? <table><tr><th>What</th><th>When</th></tr><tr><td>Brief common assessments of connotative and denotative meaning of words, and understanding of root words and affixes</td><td>Bi-weekly</td></tr><tr><td>Spring FAST data</td><td>5/31/24</td></tr></table> <u>How</u> will we decide if the plan is effective? The PLC will review common assessment data on 1/26, 2/23, 3/29, 4/26, 5/31 Spring FAST data will be reviewed on 5/31/24 to determine student Rtl based on % of students scoring level 3 or above and plan next steps. Rtl will be based on the following: Positive Response: ≥ 41% Questionable: 26 – 40% Poor: ≤25 %	What	When	Brief common assessments of connotative and denotative meaning of words, and understanding of root words and affixes	Bi-weekly	Spring FAST data	5/31/24
What	When								
Brief common assessments of connotative and denotative meaning of words, and understanding of root words and affixes	Bi-weekly								
Spring FAST data	5/31/24								



Step 4: Response to Intervention

Use the decision rules to determine the students’ response to intervention.

Goal Statement: 41% of Sunnyville High School 9th graders will score level 3 or above on the PM3 assessment by EOY 23/24.

- Decision Rules:**
- Positive Response: ≥ 41%
 - Questionable: 26 – 40%
 - Poor: ≤25%

PM3 Data

Average Score, Achievement Distribution and Average Points Earned on Grade 9 FAST ELA Reading PM3							by Roster and Reporting Category		
Filtered By School: All Schools Test Reasons: PM3									
Roster	Teacher	Total	Total				1. Reading Prose and Poetry	2. Reading Informational Text	3. Reading Across Genres & Vocabulary
			Student Count	Test Completion Rate	Average Scale Score	Achievement Distribution			
State			216357		240	Percent Count24%51.9K24%51.9K23%49.7K18%38.9K11%23.7K			
District			3768		241	Percent Count25%94224%94220%75418%67812%452			
School			540		228	Percent Count31%16729%15720%10814%766%32			

Average Score, Achievement Distribution and Average Points Earned on Grade 9 FAST ELA Reading (PM3 2023-24), by Roster and Reporting Category:												2023-2024
Filtered By School: All Schools Test Reasons: PM3 2023-24												
Roster	Teacher	3. Reading Across Genres & Vocabulary	Reading Across Genres & Vocabulary									
		Performance Distribution	Comparative Reading		Context and Connotation		Interpreting Figurative Language		Morphology		Understanding Rhetoric	
			On Grade?	Weak or Strong?	On Grade?	Weak or Strong?	On Grade?	Weak or Strong?	On Grade?	Weak or Strong?	On Grade?	Weak or Strong?
State		Percent 28% 42% 30% Count 60.5K 90.8K 64.9K	✓	=	✓	=	✗	+	✗	=	✗	-
District		Percent 32% 38% 30% Count 1206 1432 1130	✓	=	✓	-	✗	+	✗	=	✗	-
School		Percent 38% 41% 21% Count 205 221 114	✓	-	⊖	+	✗	=	⊖	+	✗	=

- Was the students’ response positive, questionable, or poor?
- What next steps would you recommend for the team?