

Ohio's 5 Step Process	Strengths	Next Steps
<p>Step 1: Collect and Chart the Data (5 minutes to combine each classroom's data)</p> <ul style="list-style-type: none"> Data is ready and brought by all teachers Item analysis is done Includes # and % of students tested/proficient and not proficient Subgroup data is reported Determine your benchmark score for grouping criteria Use chart to compile each classroom's data 	<p>All SWD AA Kirk $\frac{1}{21}$ $\frac{3}{3}$ $\frac{0}{14}$ Marsh $\frac{5}{20}$ $\frac{2}{4}$ $\frac{1}{5}$ Bryant $\frac{4}{22}$ $\frac{0}{4}$ $\frac{0}{4}$ Forthost $\frac{5}{21}$ $\frac{1}{5}$ $\frac{0}{8}$ all 18% SWD 19% AA 5%</p>	<p>- bring pre-test of Math ^{Comp} Probe #1</p>
<p>Step 2: Analyze Questions & Student Responses (10-15 minutes)</p> <ul style="list-style-type: none"> Determine overall student strengths Were there common errors? Were their misconceptions? Are there urgent needs? Is there a trend? Prioritize needs for next steps 	<p>3% - proficient no strengths yet add or subtract? students not sure flipped 2 digit numbers</p>	<p>38-48 or 80% or higher ordering #'s - 0-50 paying attention to signs</p>
<p>Step 3: Determine Instructional Strategies that Will Be Used (15-20 minutes)</p> <ul style="list-style-type: none"> How will you group students for instruction? What differentiated strategies will you need? When will this instruction happen? During core class, intervention period, after-school tutoring Determine length/frequency of instruction. How many minutes/days and weeks? Do you need support/training in a specific strategy? Decide on post-assessment 	<p>- Repeated Practice</p>	<p>Probe 5 - due Oct. 14 - Strategies Probe 7 - due Dec. 9</p>

Next Steps	Strengths	Ohio's 5 Step Process
<p>Students are being Dominos (number talks) Shake and spill (addition) Roll the dice (addition) Bingo number talks Dice with dry erase boards and unifix cubes</p>	<p>Students are being more flexible with numbers may be starting to subitize. Roll the dice (addition) Shake and spill (addition) Bingo number talks Dice with dry erase boards and unifix cubes</p>	<p>Step 4: Implement the Instruction Consistently</p> <ul style="list-style-type: none"> Administrator walk-throughs are tied to the strategies the TBT has chosen to implement Feedback is provided to staff Peer to Peer classroom visits can occur to work as a team on tuning the instructional strategy (Lesson Study Protocol)
<p>Bring formative Assessment + for next week. (Exit slip)</p> <p>Next week look at Students work, (Trace or false game with exit slip)</p>	<p>Kutlandall - 3/19 Bryant - 15/21* Marshall - 4/21 Bornhast - 5/24</p>	<p>Step 5: Collect, Chart and Analyze Pre/Post Data (10-15 minutes)</p> <ul style="list-style-type: none"> Everyone comes with the assessments scored and data ready Includes pre data and post for all students and any subgroups Best practices shared from classroom teachers that had high student results on post-test Use same chart from Step 1 to collect data
<p>Verbal explanations to enhance + note 8</p> <p>All - 35% SMD - 14% AA - 33%</p>	<p>Routines of 10 frames? All agree we need more practice</p> <p>- must be able to reason verbally before written</p>	<p>EVALUATE: (10 minutes)</p> <ul style="list-style-type: none"> What was our level of implementation? Fully, Partially, Not at All What we learned (Successes and Obstacles) Our recommendation: Continue with this strategy for..., Get additional PD, Abandon, Select alternative, Adapt Reflections

Name: _____

Kashmir

~~1/5/21~~

True or False?

$$5 - 2 = 4$$

1	1	1	1	1	1

This equation is: true or false

Circle your answer.

I know this because it is

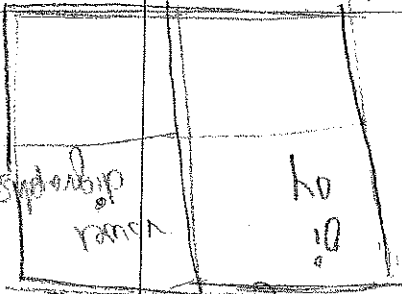
the number.

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<p>Step 2: Analyze Questions & Student Responses (10-15 minutes)</p> <ul style="list-style-type: none"> • Determine overall student strengths • Were there common errors? • Were their misconceptions? • Are there urgent needs? • Is there a trend? • Prioritize needs for next steps 	<p><u>Strengths</u> → tier 1+2 → magic e oy (for most) d bits</p> <p><u>Weaknesses</u> → oi, tier 3 → quiet finished</p> <p><u>Misconceptions</u> → short long vowels</p>	<p>(see attached)</p>
<p>Step 3: Determine Instructional Strategies that Will Be Used (15-20 minutes)</p> <ul style="list-style-type: none"> • How will you group students for instruction? What differentiated strategies will you need? • When will this instruction happen? During core class, intervention period, after-school tutoring • Determine length/frequency of instruction. How many minutes/days and weeks? • Do you need support/training in a specific strategy? • Decide on post-assessment 	<p><u>Strategies</u></p> <ol style="list-style-type: none"> ① small groups/station ② direction instructions ③ repeated practice ④ homework 	<ol style="list-style-type: none"> ⑤ model ⑥ visuals/hands-on

Step 4: Implement the Instruction Consistently

- Administrator walk-throughs are tied to the strategies the TBT has chosen to implement
- Feedback is provided to staff
- Peer to Peer classroom visits can occur to work as a team on tuning the instructional strategy (Lesson Study Protocol)

Klay - 4/6
 Warrinment - 5/6
 Deitsch - 4/6
 Zerkow - 5/6



Step 5: Collect, Chart and Analyze Pre/Post Data (10-15 minutes)

- Everyone comes with the assessments scored and data ready
- Includes pre data and post for all students and any subgroups
- Best practices shared from classroom teachers that had high student results on post-test
- Use same chart from Step 1 to collect data

sample group 54/77%
 small group & repeated practice benefited students the most

(2) high tier 2
 (2) mid tier 2
 (2) low tier 3

EVALUATE: (10 minutes)

- What was our level of implementation? Fully, Partially, Not at All
- What we learned (Successes and Obstacles) Our recommendation: Continue with this strategy for..., Get additional PD, Abandon, Select alternative, Adapt
- Reflections

Fully implemented, Mrs. Barthurst observed in Mrs. Klay & Mrs. Warrinment's room

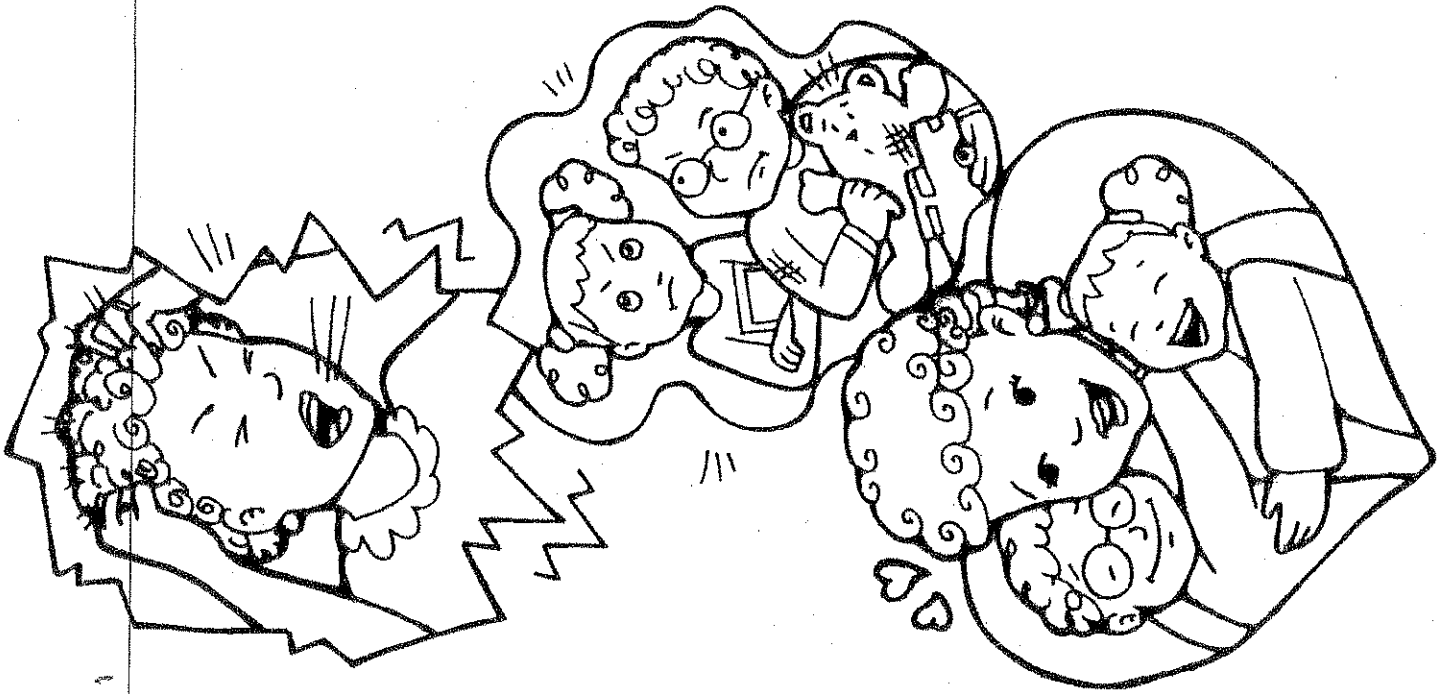
Choose to do sample group due to the fact that we already progress monitor 5 to 7 students. We didn't want to lose and more instruction time.

Will we do this again next year

Pre & Post



Stop That Noise!



Stop that racket,
Stop that noise!

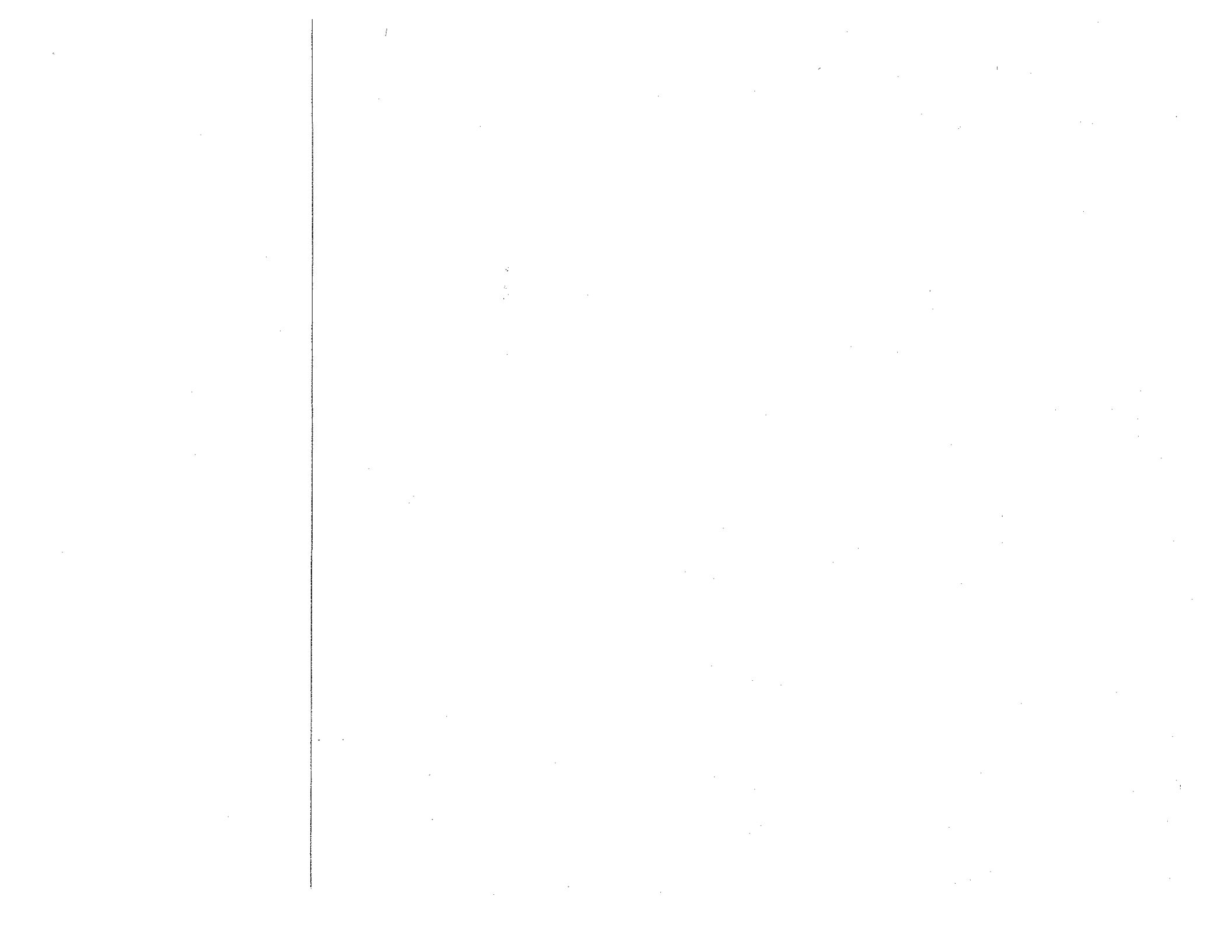
Time to pick up
All these toys!

Mom is angry,
Tempers boil,
She is wound up
Like a coil!

Pick up toys,
Sweep up soil,
Get those coins
And wipe that oil!

Pick up paper
And bits of foil,
Time to hurry,
Time to foil!

When we've finished
We rejoice,
Mom has found
Her quiet voice!



Dipstick

Name _____

Subjects:

Reading is for learning what to comprehend, and answering questions in the end.

Math is for learning as young as can be, when finding the answer we shout with glee!

Science is for exploring, and seeing how and why, using toys, we'll feel the joy, by answering the questions aloud.

Social Studies is a time to learn about the past and present, toiling over maps and time lines to pinpoint the reasons for what we do today.

Writing is quite nice when we are able to see, that we can voice our opinions as easy as can be!

School is fun, oh yes it is! Homework finished we can play! We come every day hooray!



Grade Level <u>2nd</u>	Subject for TBT <u>Phonics</u>	Date(s) <u>12/17/14 - 2/18/15</u>
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/oi/ /ou/ /ed/ / Standard(s) /sh/ /
 /oy/ /oy/ /magic e /wh/ /short vowel "i"

Total # of students	Pre-test Total Class	Pre-test AA	Pre-test SWD	Post-test Total class	Post-test AA	Post-test SWD
Klay <u>6</u> students	$\frac{3}{6}$ 50%	$\frac{2}{4}$ 50%	$\frac{1}{1}$ 100%	$\frac{5}{6}$ 83%	$\frac{3}{4}$ 75%	$\frac{1}{1}$ 100%
Zickafoose <u>6</u> students	$\frac{3}{6}$	$\frac{2}{2}$	0/1	$\frac{3}{4}$ 75%	$\frac{2}{2}$ 100%	0 N/A
Warnimont <u>6</u> students	$\frac{4}{6}$ 67%	0/2 0%	0% N/A	$\frac{5}{6}$ 83%	$\frac{2}{2}$ 100%	0% N/A
Deitsch <u>6</u> students	$\frac{3}{6}$ 50%	0/2 0%	0%	$\frac{4}{6}$ 67%	$\frac{2}{2}$ 100%	$\frac{0}{0}$

2 students moved

13/24 54%
17/22 - 77%

Strategies and plans for implementation
 - charts / visuals - small group
 - poems
 - cooperative learning

Next Steps	Additional Notes
	Continue dipstickings throughout the end of the year looking for Oe application



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<p>Step 2: Analyze Questions & Student Responses (10-15 minutes)</p> <ul style="list-style-type: none"> Determine overall student strengths Were there common errors? Were their misconceptions? Are there urgent needs? Is there a trend? Prioritize needs for next steps 	<p><u>Weakness</u></p> <ul style="list-style-type: none"> - finding answers - using correct colors <p><u>Strengths</u></p> <ul style="list-style-type: none"> - None 	<p>Strategies ↳ model, find the evidence at least 2-3 times a week reading test to see if applying</p>
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Grade Level <u>2nd</u>	Subject for TBT <u>Reading - text evidence</u>	Date(s) <u>2/23 - 3/25</u>
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Standard(s)
Finding text evidence - test taking skills

Total # of students	Pre-test Total Class	Pre-test AA	Pre-test SWD	Post-test Total class	Post-test AA	Post-test SWD
Klay <u>23</u> students	$\frac{4}{23}$ 17%	$\frac{2}{11}$ 18%	$\frac{1}{5}$ 20%			
Zickafoose <u>28</u> students	$\frac{4}{28}$ 14%	$\frac{3}{11}$ 27%	$\frac{0}{3}$ 0%			
Warpimont <u>24</u> students	$\frac{3}{24}$ 12%	$\frac{0}{7}$ 0%	$\frac{1}{3}$ 33%			
Deitsch <u>23</u> students	$\frac{6}{23}$ 26%	$\frac{1}{6}$ 17%	$\frac{0}{1}$ 0%			

Strategies and plans for implementation

Next Steps	Additional Notes
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