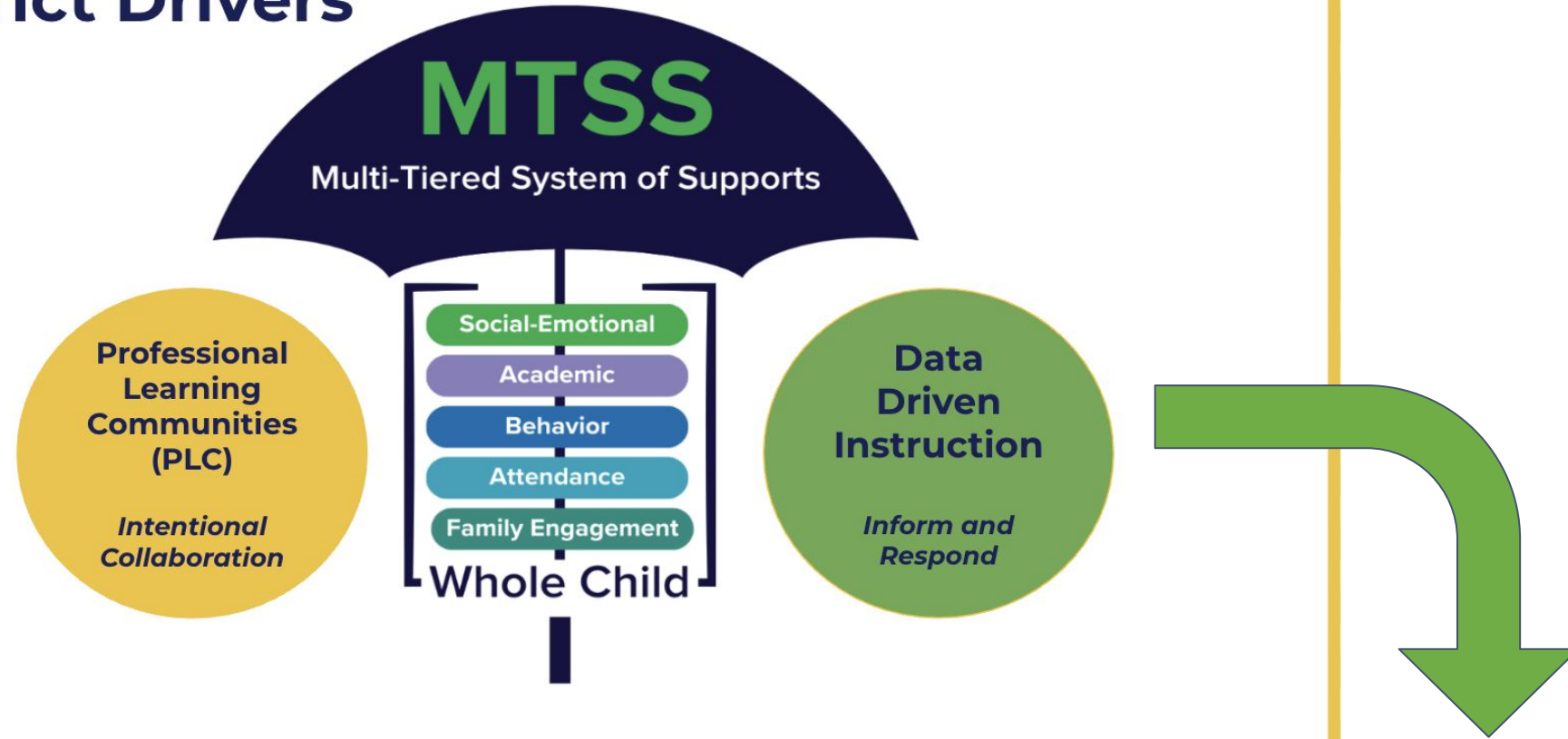


Data-Informed Practices: Initial Implementation of i-Ready:

September Universal Screener Data
Small Group Instruction
Personalized Learning

Board Presentation
November 16, 2023

District Drivers

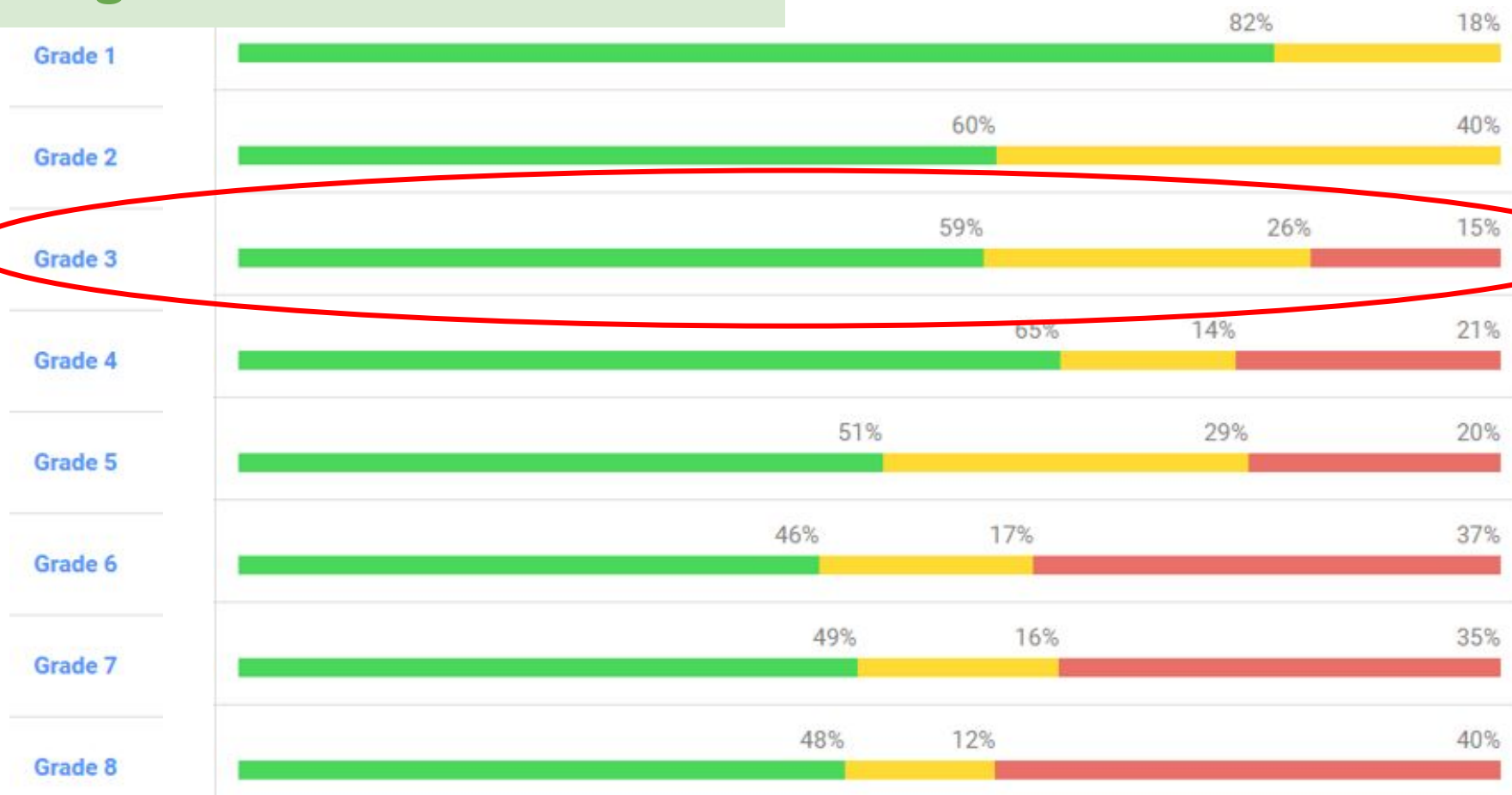


Adding to teachers' toolbox

- Data to guide instruction = Whole group / small group
- Personalized learning

September Language Arts: Percent of Students Per Tier Per Grade

Refining: LAS K-2 Interventions

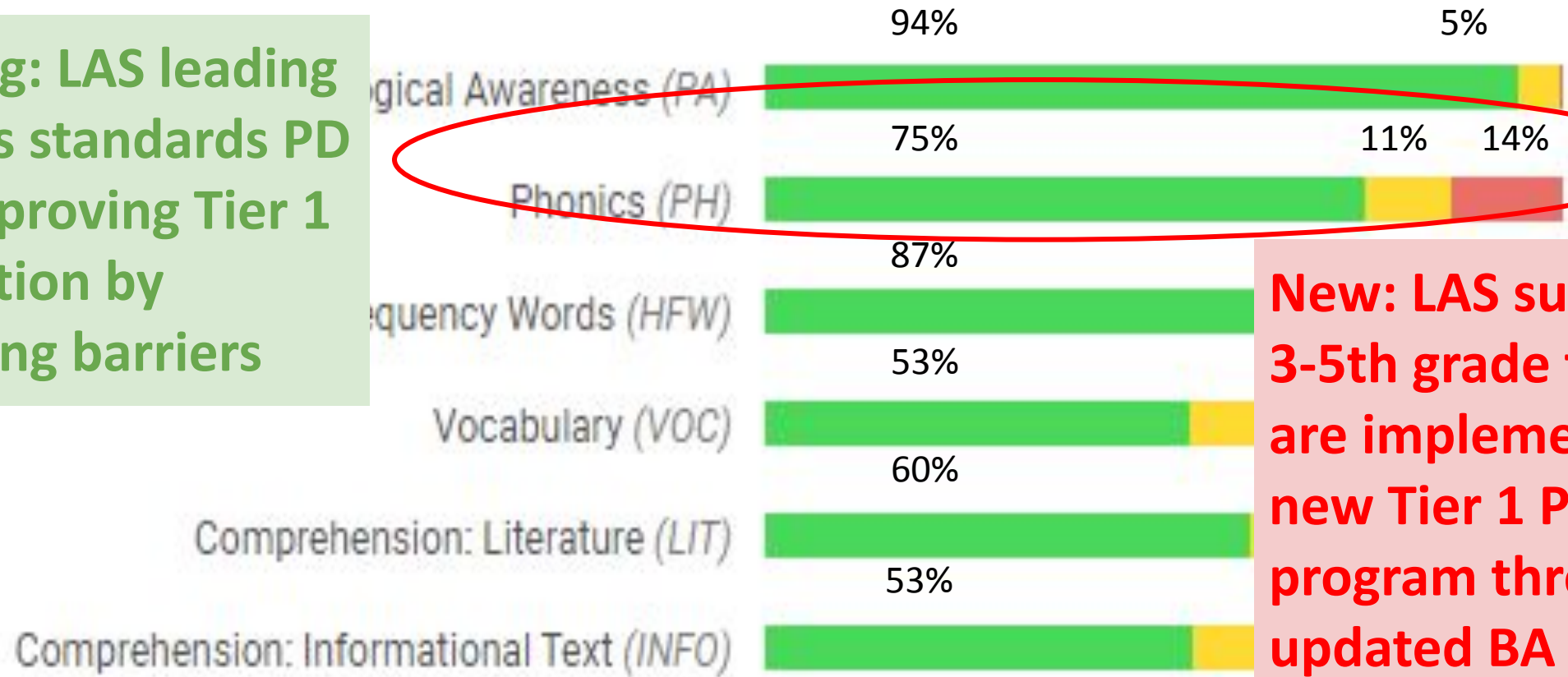


**New: LAS
Examine, Pilot
district wide
3-5th grade
Interventions**

performing in Sep at the Tier
3 level (Three or more grades
below)

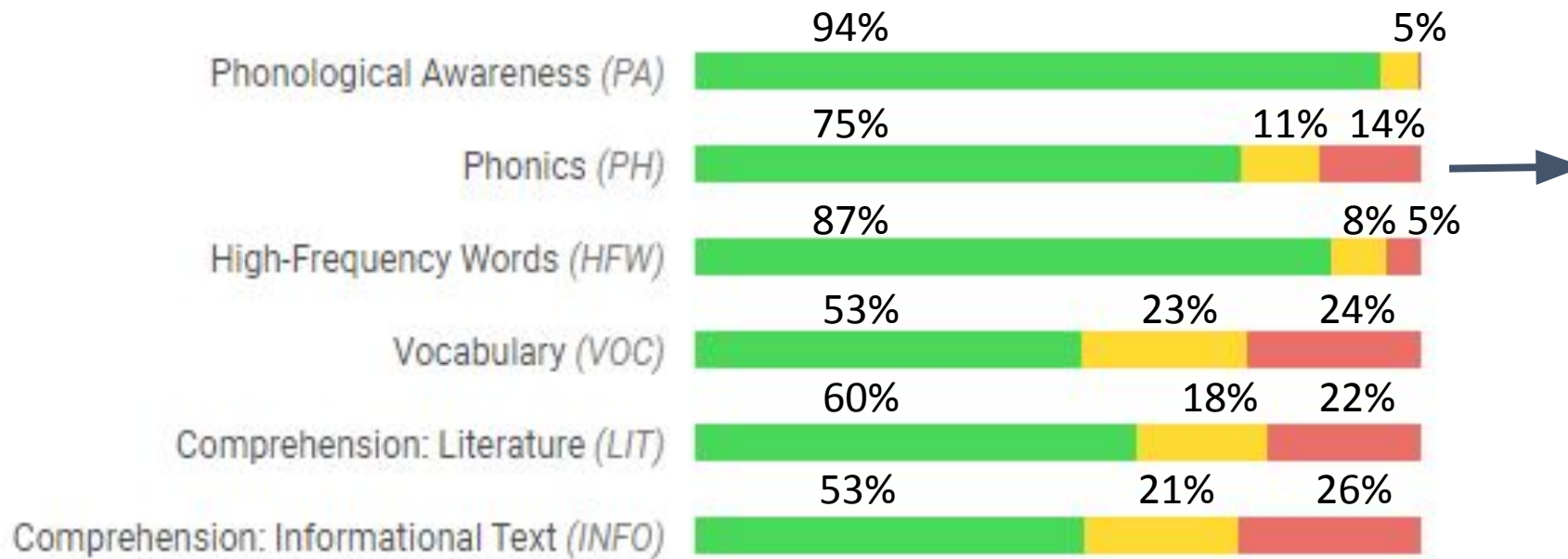
September Language Arts: Percent of Students Per Domain

Refining: LAS leading
Phonics standards PD
and improving Tier 1
instruction by
removing barriers



**New: LAS supporting
3-5th grade teachers
are implementing a
new Tier 1 Phonics
program through our
updated BA curriculum**

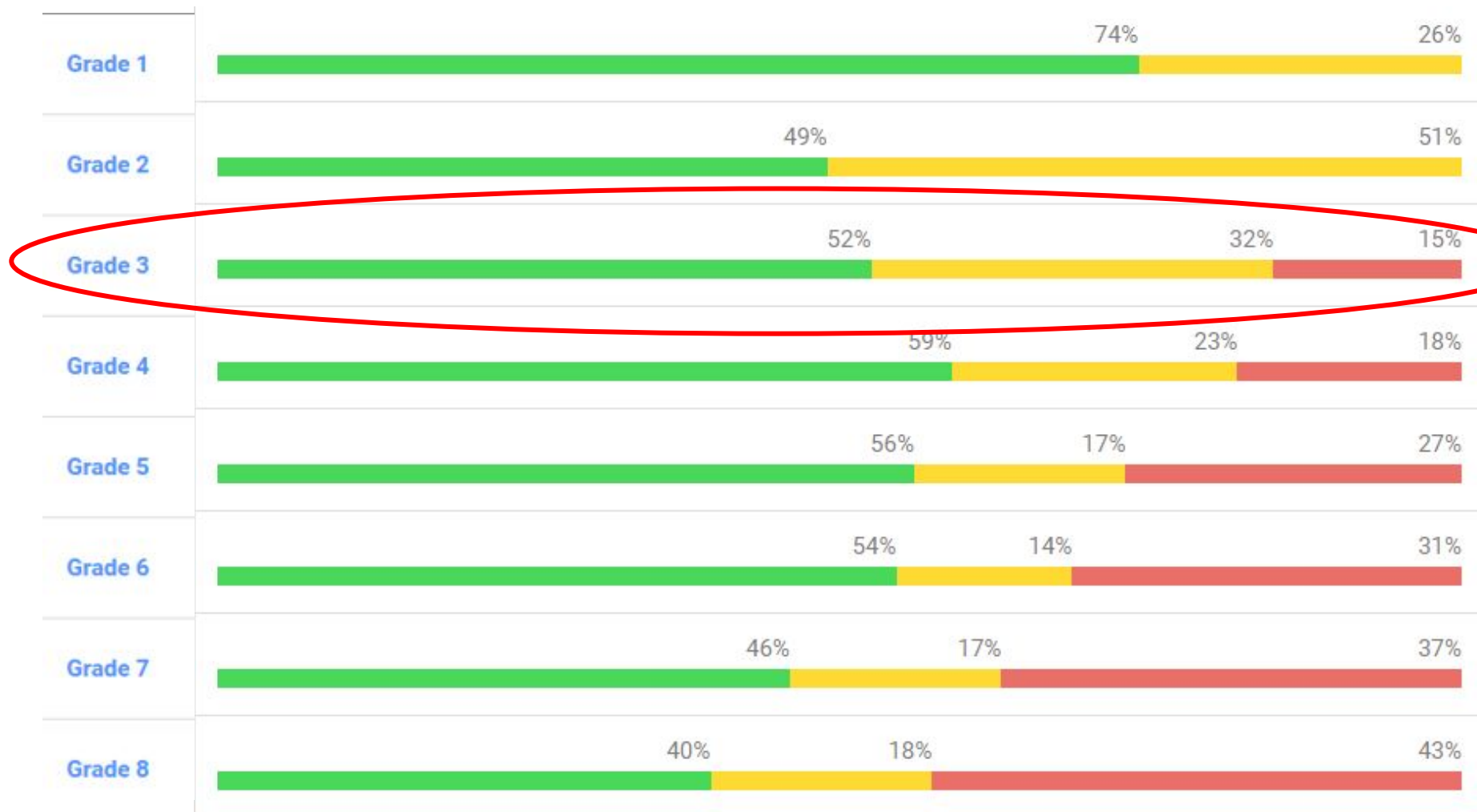
September Language Arts: Percent of Subgroups Per Tier



New: ELIRTs/LAS developing PD together in order to keep in mind and plan for EL needs

Language Arts 1-8 th PHONICS			
	Tier 1	Tier 2	Tier 3
English Only (1761)	65%	13%	23%
Initial (247) Fluent English Proficient	81%	8%	11%
Reclassified Fluent (766) English Proficient	89%	3%	8%
English (868) Learners	34%	18%	48%
Std. W/Dis	35%	11%	55%

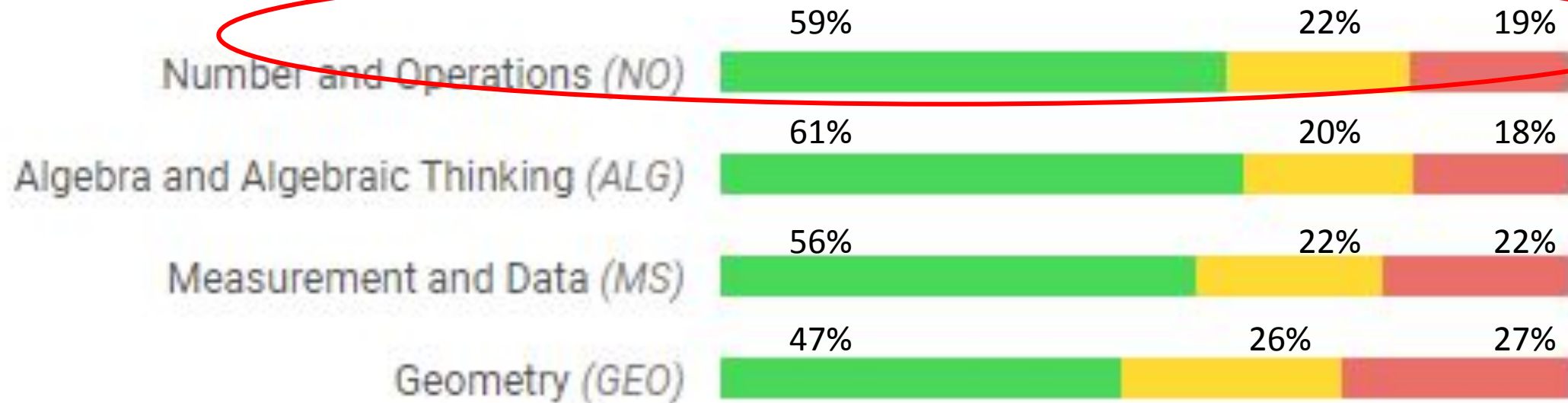
September Math: Percent of Students Per Tier Per Grade



New: Math TOSAs leading Elementary and middle school Adoption Team in piloting new math curriculum

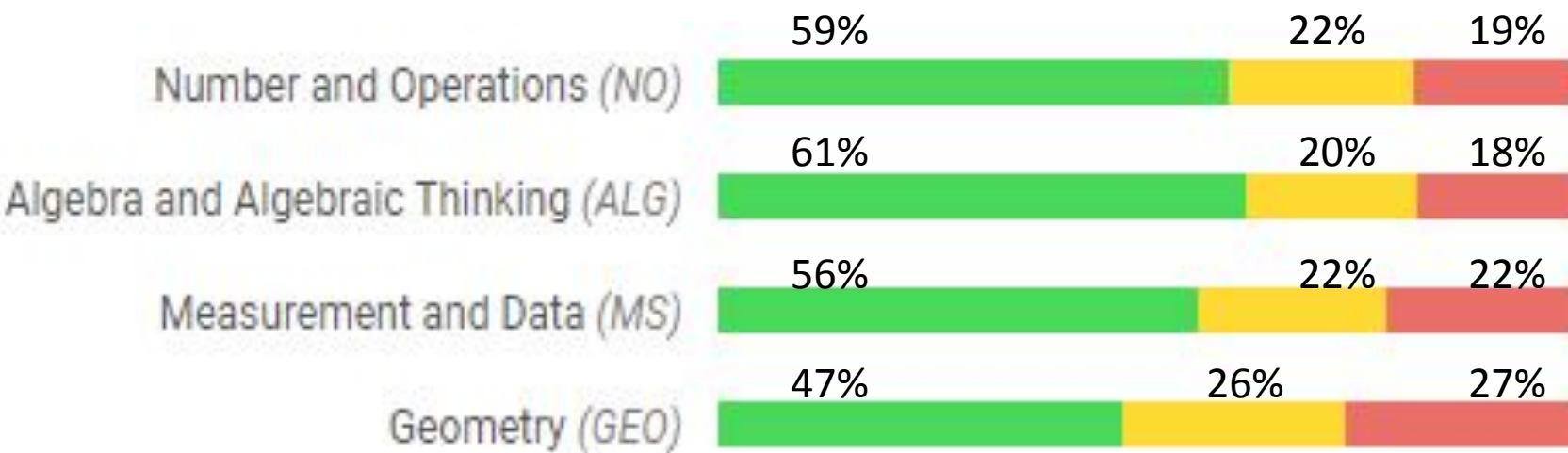
Adoption Team (30+ teachers) will identify priority

September Math: Percent of Students Per Domain



New: Math TOSAs leading PD for K-8 teachers in the Spring on the identified priority and new math curriculum

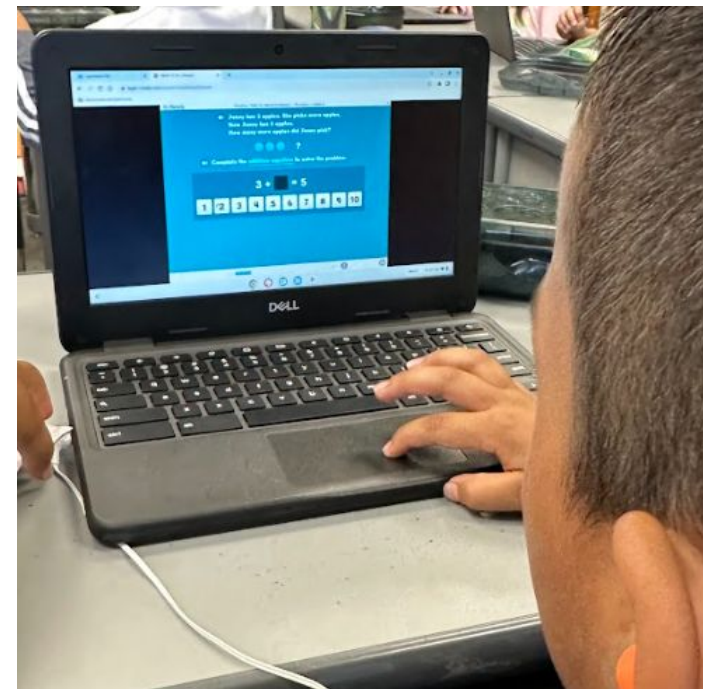
September Math: Percent of Subgroups Per Tier



Math 1-8 th NUMBER & OPERATIONS			
	Tier 1	Tier 2	Tier 3
English Only (1761)	17%	43%	40%
Initial (247) Fluent English Proficient	31%	53%	16%
Reclassified Fluent (766) English Proficient	23%	42%	34%
English (868) Learners	7%	40%	53%
Std. W/Dis	4%	27%	69%

New: ELIRTs/Math TOSAs developing PD together in order to keep in mind and plan for EL needs

New Instructional Supports: Targeted instruction through MyPath



New Instructional Supports: Targeted instruction through MyPath





REFERENCE SHEET

Standards Performance (Class) Report

The state-specific Standards Performance report provides a high-level overview of your students' likely understanding of grade-level standards based on Diagnostic results.

Use For:

Gaining additional understanding of the strengths and needs of students in your class and to inform teacher-led instruction related to certain standards after analyzing Diagnostic results

When:

After an administration of a Diagnostic assessment

New Instructional Supports: i-Ready Reports



REFERENCE SHEET

Instructional Groupings



This report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction.

Use For:

Planning instructional groupings and instruction

When:

After each administration of the Diagnostic

1 State-Specific Report: The standards included in this report are specific to your state and reflected in the report name. For some states, you will see Common Core State Standards (CCSS), and for others, you will see state-specific standards.

2 Navigation: Use these dropdowns to quickly navigate to a different Subject, Class, Report Group, or Diagnostic administration. Teachers with students in multiple grades will have the default view of All Grades with the option to select the individual grades for students in the class.

1 Navigation: Use these dropdowns to quickly navigate to a different Subject, Class/Report Group, Diagnostic, or Grade.

2 View All Groupings: This report defaults to a list of students in each Grouping. Click on the tabs for each Grouping to [see specific details](#).

3 Students: A list of students placed in this Grouping, along with their Scale Score, Overall Placement, and placement on each domain. Click a student's name to view student-level reports.

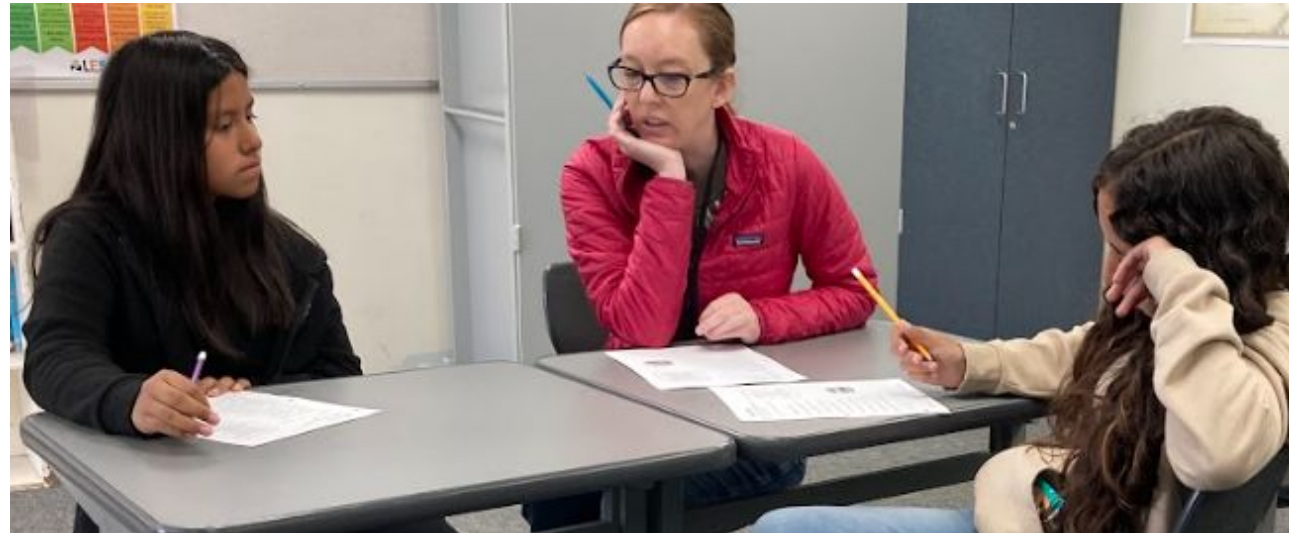
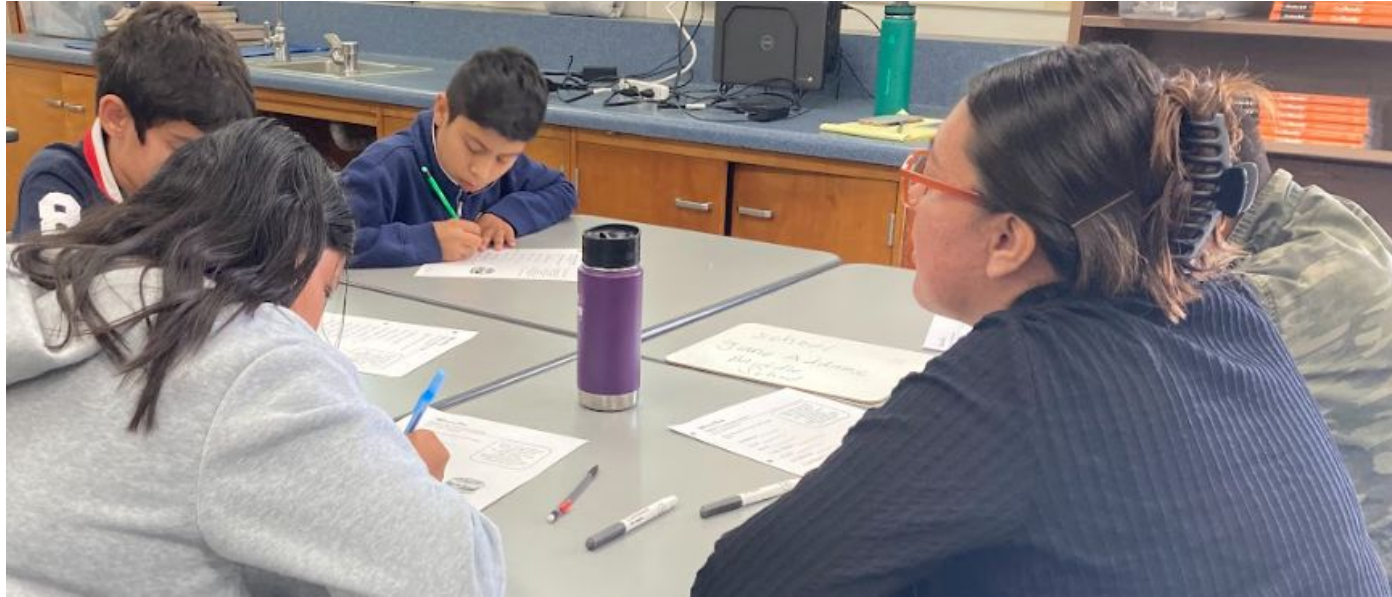
4 Instructional Priorities: An overview of how students were placed into this Grouping and quick recommendations on how to meet the needs of the students in this Grouping

Student	Scale Score	Overall Placement	Phonics	Vocabulary	Reading Comprehension	Math	Science	History/Social Studies	Writing
Baker, Danielle	500	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	
Choi, Isabelle	588	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4	
Hess, Michael*	563	Grade 4	Tested Out	Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	
Malone, Carla	522	Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3	
Powell, Elijah	577	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	
Sinmons, Tristan*	479	Grade 2	Tested Out	Grade 2	Tested Out	Grade 1	Grade 2	Grade 2	
Singh, Brian	577	Grade 4	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4	

New Instructional Supports: Small Group Instruction



New Instructional Supports: Small Group Instruction



We Continue Refining Tier I Instruction

Thursday PD: Improving Tier I LA instruction (photos of standard work)

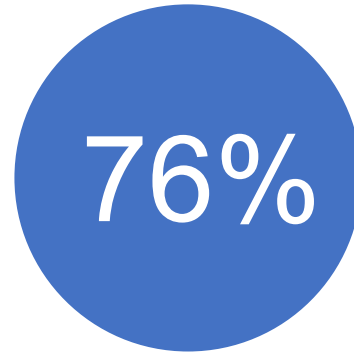


Supporting our Multilingual Learners

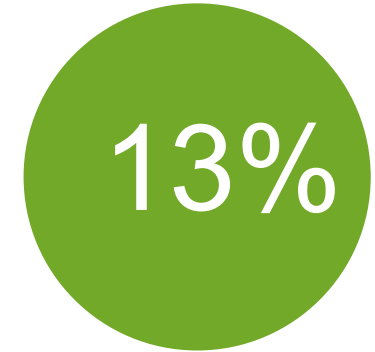


Newcomer Students
146

Students born outside of
the U.S. and in U.S.
schools less than 3 years



**English Learners
for 1-5 years**
959

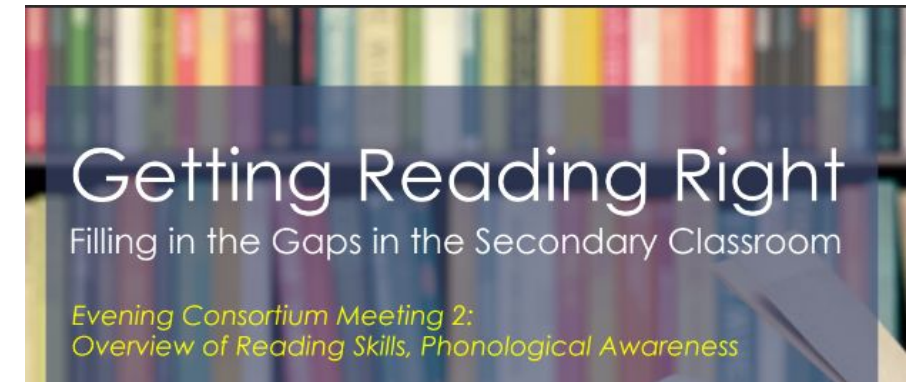


**Long-Term English
Learners**
160

Students who have been
identified as English
learners for 6+ years

Academic Intervention and Supports

- Newcomer ELD class with Get Ready newcomer curriculum
- New Benchmark Express curriculum for elementary ELD
- Small group phonics intervention 1-2X a week during ELD with an IA
- Teacher coaching by ELIRTs on data-based instructional decision making, strategies for English Language Development
- Middle School ELA and ELD teachers participating in Science of Reading professional development to build capacity to support students reading well below grade level
- Air Tutors



Progress Monitoring - Elementary

3rd grade Write About Academic Information ELPAC Task Type

Progress Monitoring Assessment #1	Progress Monitoring Assessment #2
The fish is a big fish for et can eat smaller fish.	The lake trout is a carnivore.And eats small fish and shrimp and it lives rivers and streams
Y si a gills	Habitas has animals and plants.
et have gills and fin	shrimp small fish
A Lake Trout has gills.	The diet of a Lake Trout diet is shrimp and small fish.There habitat are rivers,streams and lakes.

Social-Emotional Interventions and Supports

- Student and Family orientation for new enrollees **BEFORE** starting school
- Social worker-led Advisory sessions for social emotional learning, 2nd Step lessons in middle schools
- Before/after school newcomer support groups in elementary schools
- Parent meetings about attendance, motivation, social-emotional issues for any struggling EL
- Adult ESL classes

NEWCOMER CHECKLIST

Student Name: _____
Start Date: _____

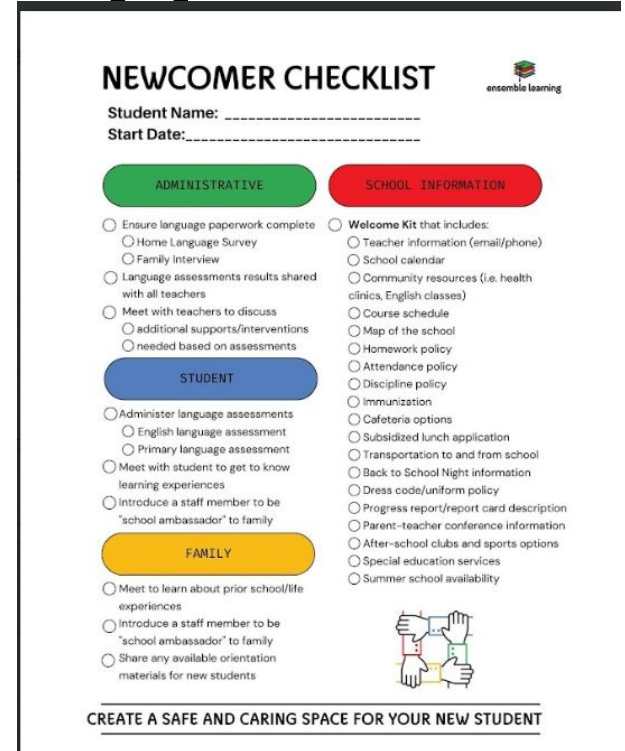
ADMINISTRATIVE

SCHOOL INFORMATION

STUDENT

FAMILY

CREATE A SAFE AND CARING SPACE FOR YOUR NEW STUDENT




Supporting our Students with Disabilities

New Intervention Supports

Sonday Reading Intervention in the Learning Center

What is the Sonday System for reading?

The Sonday System is a evidence based reading program that utilizes an Orton Gillingham approach to reading that is designed to help students learn and recognize beginning letters and sounds. The Sonday System is a skill based, multi-sensory instructional program that is systematic, sequential, cumulative, and aligns with common core standards.

How is it being implemented/utilized?

- Elementary -Learning Center Reading Intervention Groups
- Middle School - Learning Center Advantages Course
- Small grouping multiple times per week



Touchmath Intervention Curriculum

What is Touchmath?

The TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content. TouchPoints™ lets students SEE, TOUCH, SAY, and HEAR math in a whole new way. Touchmath is also the only intervention math program that is most appropriate for our diverse population of ranging from mild to moderate to moderate to severe (ie. students on an alternative curriculum programming).

How is it being implemented/utilized?

- Supplemental math intervention program embedded into Learning Center groups
- Special Day Class Programs

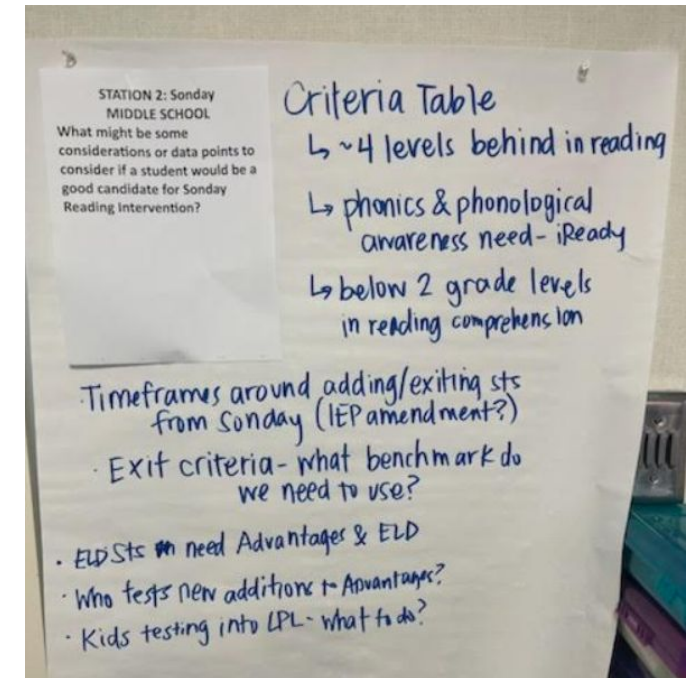


Sonday Reading Intervention Training

Spring 2023, August 2023 and Ongoing

Continuous Training Implementation Cycle

- Spring 2023 Pilot
- August 2023 Special Ed Teachers and Instructional Assistants (photos of training).
- Ongoing training continues
- November 2023
 - LPL - "Lets Play Learn"



Sonday Reading Intervention

Small Group Instruction

Multisensory approach

- *Phonemic Awareness*
- *Phonics*
- *Fluency*
- *Vocabulary*
- *Comprehension*

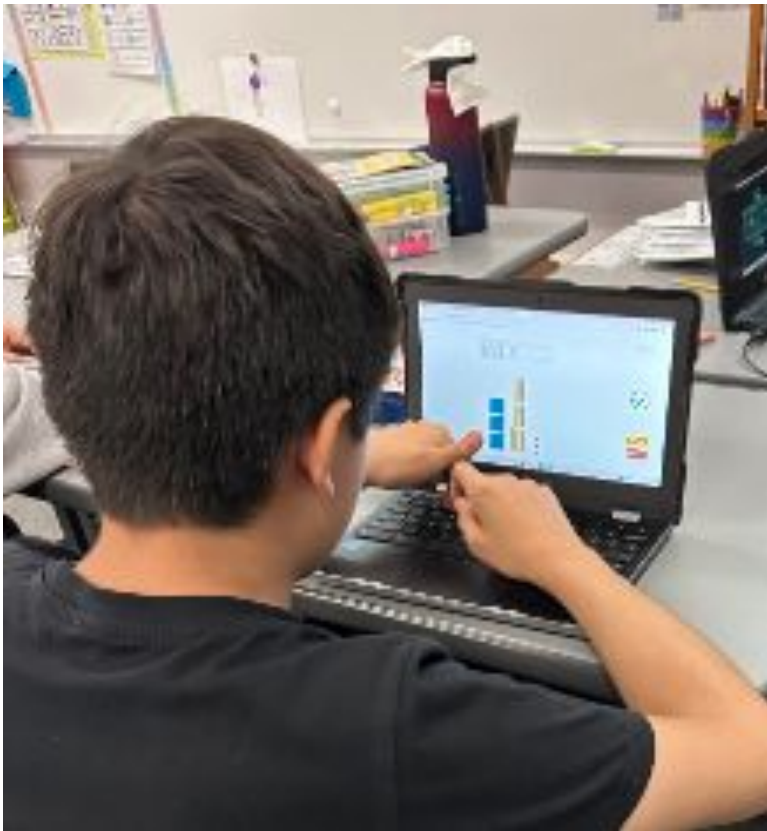
Systematic
Sequential
Cumulative
Skill based

*see it, hear it, do it,
makes the brain glue it*

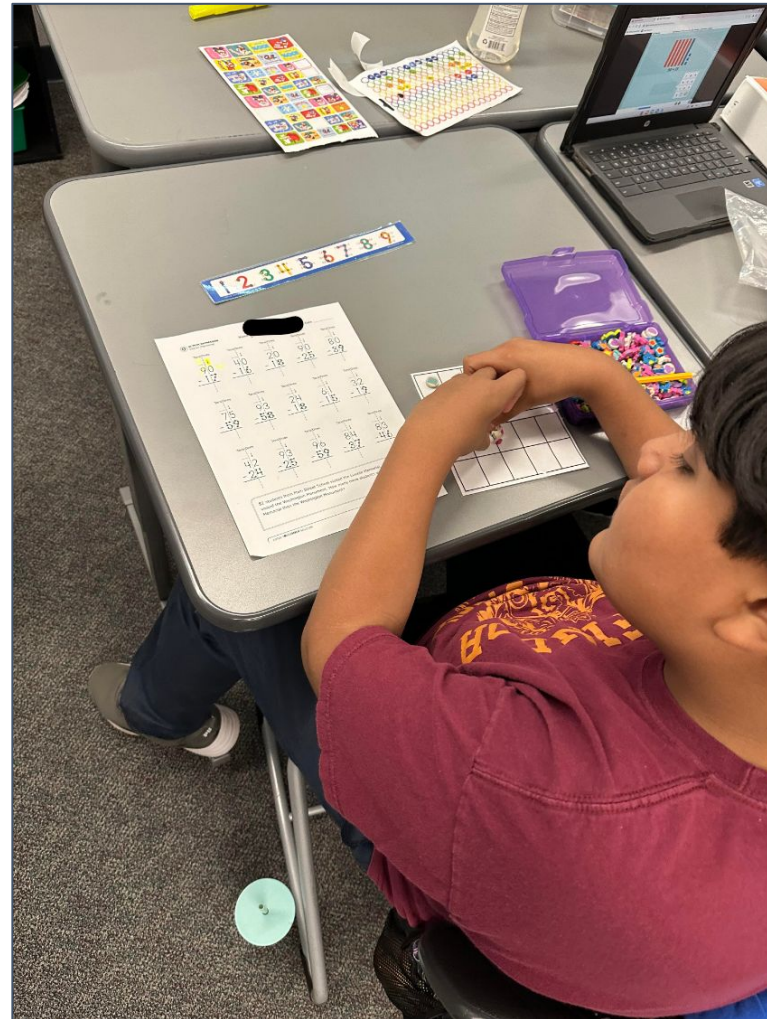


Touch Math Intervention

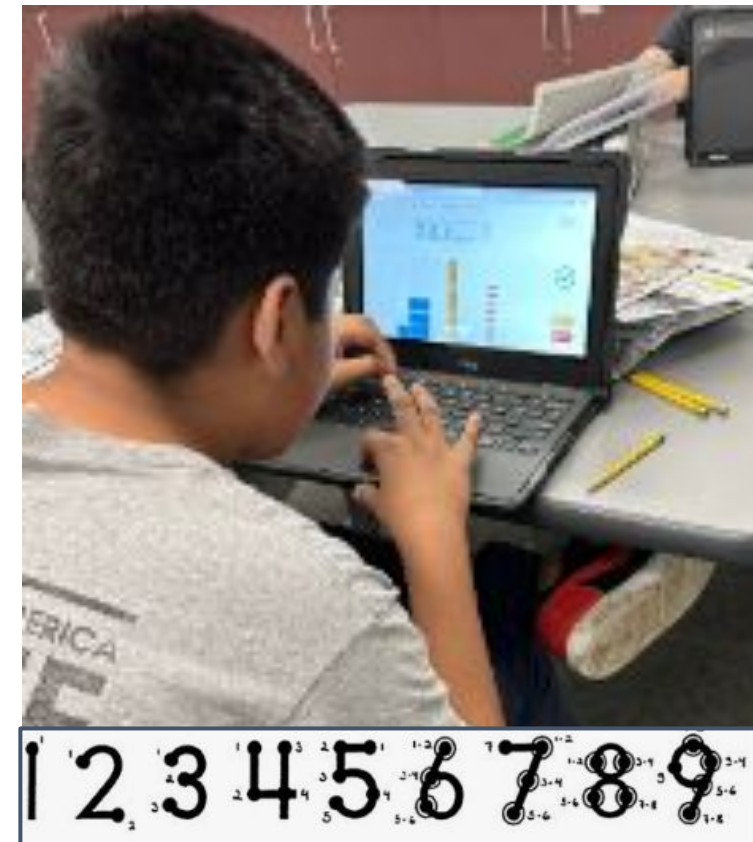
*SEE, TOUCH, SAY,
and HEAR MATH*



*PRINTABLE TOUCH
MATH NUMBERS*



*USES THE NUMERAL
AS A MANIPULATIVE*



Students with Disabilities

Refining Intervention

Thursday PD: Improving Intervention and cross collaboration amongst special education teachers - Learning Center and SDC

Additional PD and Collaboration Time throughout the year

Districtwide training for SPED classroom instructional assistants

Embedding specific supports and language into the IEP directly tied to the Sonday reading program (ie. IEP goals, accommodations, service minutes)

Data-Informed Practices: Initial Implementation of i-Ready

Thank you

Questions?