UTILIZING THE TIPS PROBLEM SOLVING MODEL OF MTSS WITH SECOND GRADE TEACHERS TO INCREASE STUDENT READING PROFICIENCY FROM MOY TO EOY ASSESSMENTS

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PROBLEM OF PRACTICE

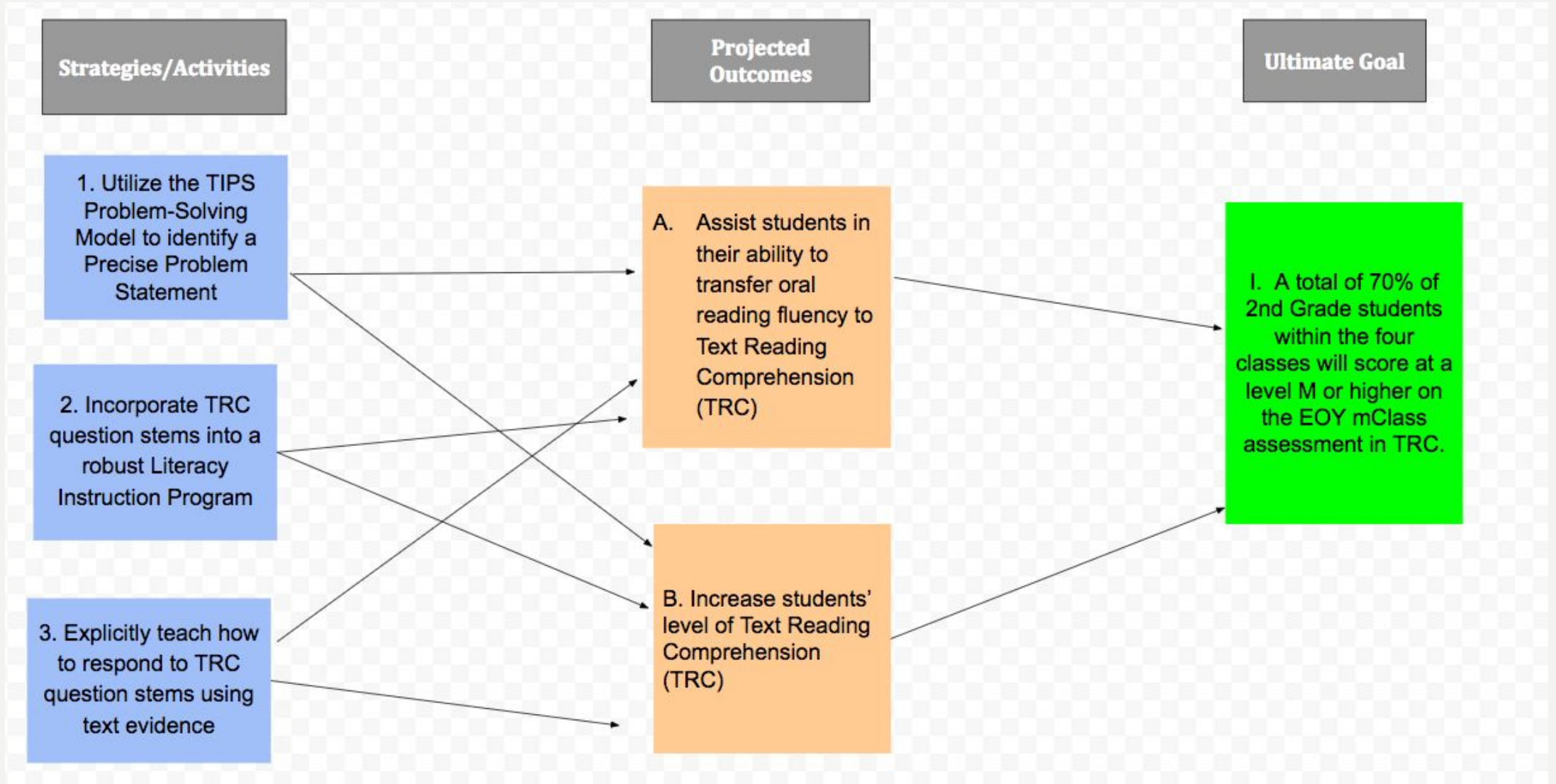# LOGIC MODEL

Strategies/Activities

1. Utilize the TIPS Problem-Solving Model to identify a Precise Problem Statement

2. Incorporate TRC question stems into a robust Literacy Instruction Program

3. Explicitly teach how to respond to TRC question stems using text evidence

Projected Outcomes

A. Assist students in their ability to transfer oral reading fluency to Text Reading Comprehension (TRC)

B. Increase students' level of Text Reading Comprehension (TRC)

Ultimate Goal

I. A total of 70% of 2nd Grade students within the four classes will score at a level M or higher on the EOY mClass assessment in TRC.

STRATEGIES

MTSS/TIPS

ULTIMATE GOAL

70%

Level M or Higher

2ND GRADE GOAL- 70% PROFICIENT

Teacher	# Enrolled		BOY TRC J or Above	MOY TRC L or Above
Early	21		6	1
Deaver	21		12	7
Parrish	20		1	1
Oliver	21		3	1
	83		22 out of 58	10 out of 58

MOY GOALS

Retell: 21
Accuracy: 96%
Fluency: 72
TRC: L

STUDENT LEVELS
(BEGINNING OF INTERVENTION)

|		
DORF: Retell	12	68
DORF: Accuracy	20	60
DORF: Fluency	22	57
TRC	70	10

DATA WALL
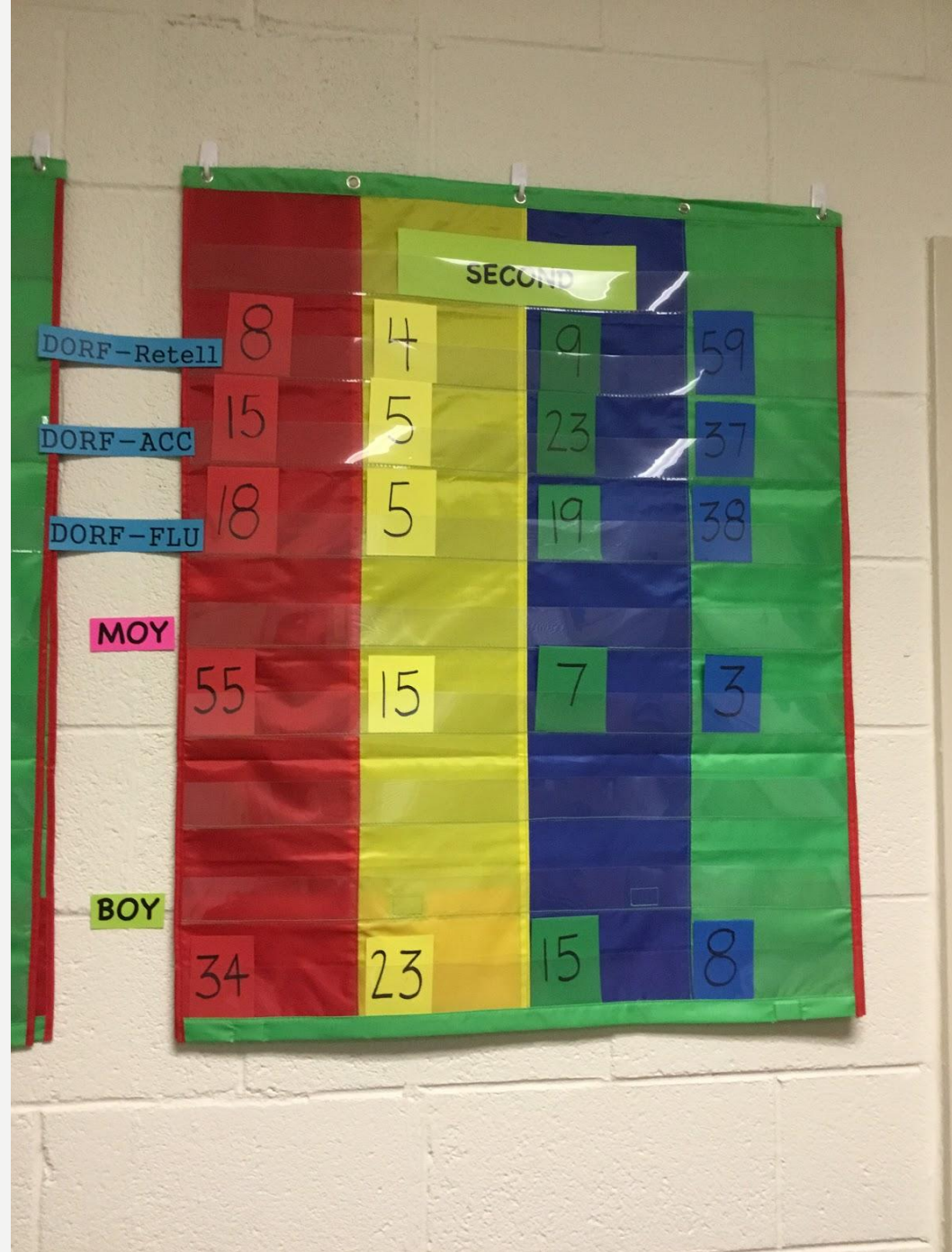
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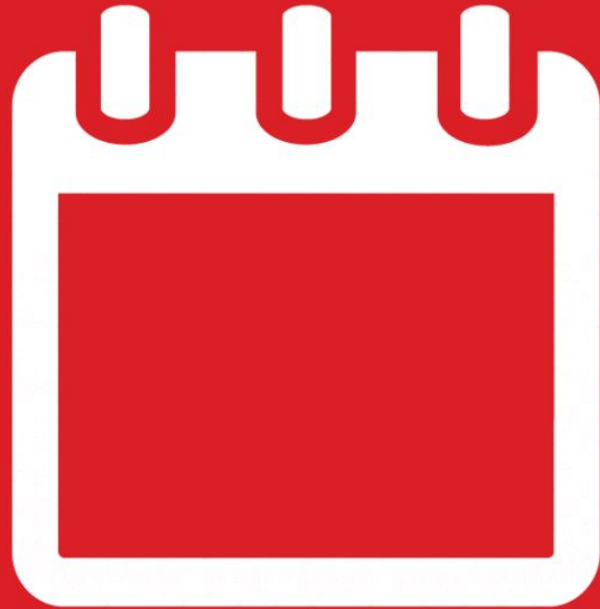
1/29/18
2/12/18
2/26/18
3/12/18
3/26/18

FORMING STUDENT GROUPS

Reading Skills Groups - 3rd Quarter (new groups)

| Group A - Lev. D Title: Science Fair	Group B - Lev. H Title: Dotty's Dots	Group C - Lev. H Title: Dotty's Dots	Group D - Lev. N Title: Sidekick
Zy'Mir Jayden MaKenzie Eli	Ana Talon Armonie Flavio Jada	Christopher Jack Adam Lane Riley	Miley Katelynn Ella Savannah
Skill: 1) Decoding irregular words 2) Use the Clues: Regular Word Accuracy 3) Multisyllabic Words - Review complex blending strategies 4) Write It, Read It Word Game (word building w/ letter tiles, pocket charts, DryE bds) 5) Sliding Letters Word Game - Segment Sounds (Elkonin boxes - counters) **Next Steps: Reading Fluency**	**Skill:** 1) Practice Fluency using FCRR, Reader's Theater, timed reading passages 2) Practice reading lines (from play, poems, etc.) 3) Guess My Punctuation Fluency Game 4) Let's Bowl Fluency Game **Next Steps: Read and reread decodable books, explore vocabulary, use strategies to respond to HOTs**	**Skill:** 1) Read and reread decodable books 2) Explore new vocabulary 3) Using strategies to respond to critical thinking questions (TRC stems) - oral and written **Next Steps: Main Idea and Key Details, Character/Setting, C/C, Cause/Effect, Making Inferences, Plot/Sequence**	**Skill:** 1) Choral reading or a variety of texts 2) Explore new vocabulary 3) Using strategies to respond to critical thinking questions (TRC stems) - oral and written **Next Steps: Main Idea and Key Details, Character/Setting, C/C, Cause/Effect, Making Inferences, Plot/Sequence**

		DIBELS Next®			Reading 3D®			Reading 3D Flex	Grade 2 - MOY
MOY		**DORF Flu.**	**DORF Acc.**	**DORF Retell**	**TRC**	**WR**	**OL**	**TRC Online**	
Comp. Score		Goal 72	Goal 96%	Goal 21	Goal L	List Score	Goal 19	Goal N/A	
395 Core		103	100	86	H N IND Far Bel.	C24			
315 Core		125	100	35	I F IND Far Bel.	C24			
286 Core		68	99	53	G F IND Far Bel.	C23			
404 Core		116	100	84	I F IND Far Bel.	C24			
412 Core		164	100	64	L F IND Proficient	C24			
426 Core		156	100	75	J F IND Below	C23			
158 Strategic		48	94	19	F F IND Far Bel.	C19			
378 Core		96	100	81	H F IND Far Bel.	C24			
303 Core		79	100	52	E F INS Far Bel.	C24			

IMPLEMENTATION OF THE INTERVENTION

mCLASS Reading 3D:
TRC Practice
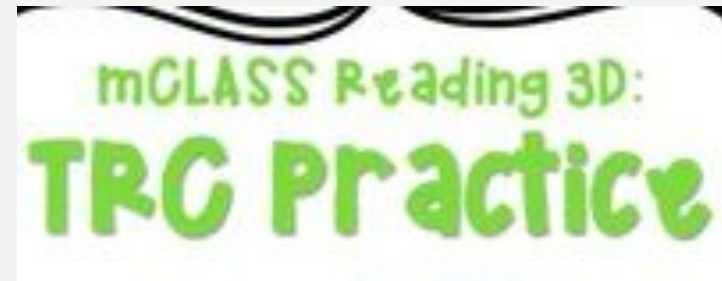
5x week
15-20 min per day

MONITORING FOR FIDELITY
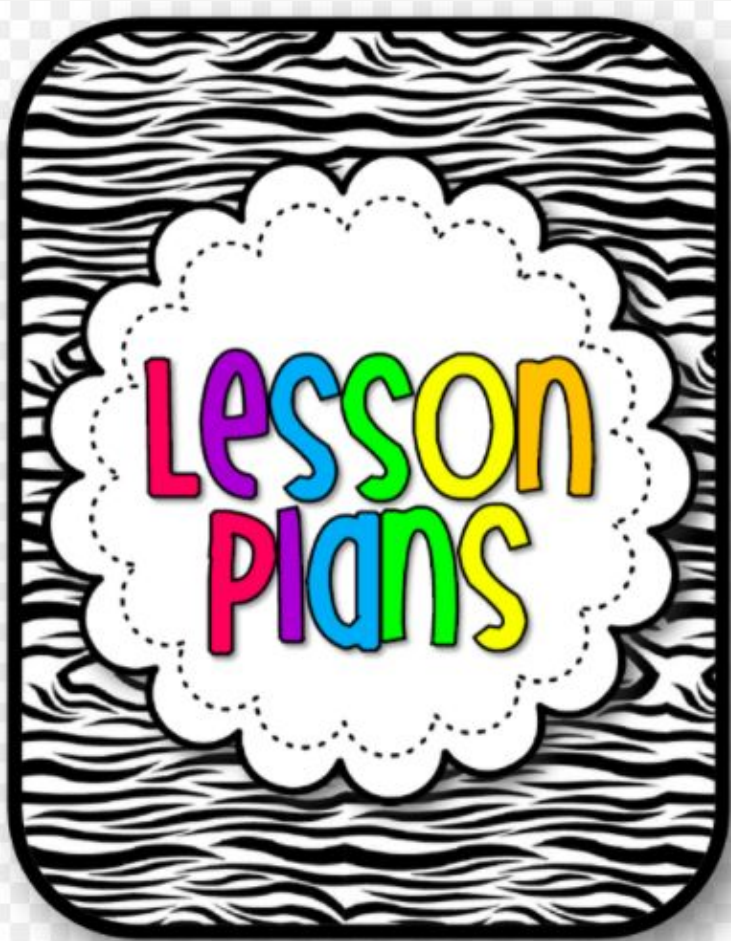
DATA COLLECTION

Second Grade Students: RED in TRC and DIBELS at MOY mClass Assessments

	Focus Skills (Guided Reading)	PM (Feb. 12-16) Interventions (2 Wks)				PM (Feb. 26-March 2) Interventions (4 Wks)				PM (March 12-16) Interventions (6 Wks)				PM (March 26-30) Interventions (8 Wks)		
		DORF Flu. Goal: 72	**DORF Acc. Goal: 96%**	**DORF Retell Goal: 21**		**DORF Flu. Goal: 72**	**DORF Acc. Goal 96%**	**DORF Retell Goal: 21**		**DORF Flu. Goal: 72**	**DORF Acc. Goal: 96%**	**DORF Retell Goal: 21**		**DORF Flu. Goal 72**	**DORF Acc. Goal 96%**	**DORF Retell Goal: 21**
Teacher: Parrish																
	DORF Fluency	13	72%	N/A		11	58%	N/A		-	-	-		-	-	-
	DORF Fluency	16	59%	N/A		32	73	N/A		19	70%	N/A		26	81%	N/A
	DORF Fluency	38	88%	N/A		32	82%	N/A		36	88%	N/A		47	94%	17

PLC DATES
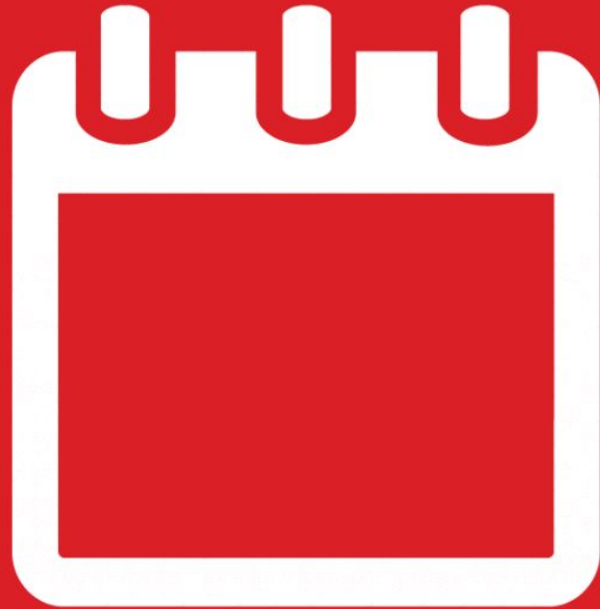
1/29/18
2/12/18
2/26/18
3/12/18
3/26/18

STUDENT LEVELS
(END OF INTERVENTION)

DORF: Retell	7	73
DORF: Accuracy	12	67
DORF: Fluency	16	63
TRC	66	14

NEXT STEPS

Today's Learning Target (Understand, Know, Do)

Understand:
Guided Reading is a small group instructional strategy that helps students increase decoding, fluency, and comprehension skills through reading practice and teacher support.

Know:
Components of Guided Reading for each type of reader

Do:
Brainstorm instructional activities to increase time on-task while providing the teacher protected time for Guided Reading.

NEXT STEPS

LESSONS LEARNED