

ACS Core Problem Solving Facilitator Guide

[Core Problem Solving PLC Notetaker and Instructional Plan](#)

Recommended Teaming Structure by Data Type:

	Grade Level Data/Class Data	School Level Data
Academic Universal Screener	Grade Level Teams/PLC	School MTSS Teams, School Leadership Team
SEL Universal Screener	Grade Level Teams/PLC	School MTSS Teams, School Leadership Team
Academic Benchmarks	Grade Level Teams/PLC	
Learning Circle Attendance, Behavior, Grades	Grade Level Teams/PLC	School MTSS Team, School Leadership Team
Educators Handbook	Grade Level Teams/PLC	School MTSS Teams, School Leadership Team

See It - Identify Strengths and Assets (~5 minutes)

Where did our kids grow or where were their strengths? Why?

Note: Facilitator has data prepared to share with team

NC Check In (Academic Benchmark)

- How many total students are included in the data set?
- How many are at or above benchmark? What percentage?
- How many Black students are at or above? In which standards?
- How many students with disabilities are at or above benchmark?

STAR (Academic Universal Screener)

- How many total students are included in the data set?
- How many are "secure"? What percentage?
- How many Black students are "secure"? What percentage?
- How many students with disabilities are secure? What percentage?
- MOY/EOY: How many students showed expected growth? Accelerated growth? By subgroup.

mClass (Academic Universal Screener)

- How many total students are included in the data set?
- How many are at or above benchmark? What percentage?
- How many Black students are at or above benchmark? What percentage?
- How many students with disabilities are at or above benchmark? What percentage?
- MOY/EOY: How many students showed expected growth? Accelerated growth? By subgroup.

USNS (Academic Universal Screener)

- How many total students are included in the data set?
- How many are proficient? What percentage?
- How many Black students are proficient? What percentage?

- How many students with disabilities are proficient? What percentage?
- MOY/EOY: How many students showed expected growth? Accelerated growth? By subgroup.

Learning Circle (Attendance, Behavior)

- How many total students are included in the data set?
- How many are in excel or good standing? What percentage?

Panorama (SEL Universal Screener: Perception Survey)

- How many total students are included in the data set?
- How many are indicating a relative strength and in which areas/topics? How many have adults they feel care about them in the building?

See It - Examine the Gap (~10 minutes)

Based on the data review, what is an area of growth? What is a high impact standard or skill to address?

NC Check In (Academic Benchmark)

- What is a specific standard or skill that is essential for reteaching or reinforcement? Identify the one that's the most missed that has been taught.
- Unpack the standard - [DPI Standard Course of Study](#)
 - Spend 3 minutes identifying which skills are foundational for a student to master the standard. Spend 3 minutes identifying ways in which a student would show proficiency for the standard.
- What does the proficiency for this standard look like by subgroup?
- Look at item level analysis for the students who did not meet the benchmark. Was their misunderstanding conceptual or procedural? Students with conceptual misunderstanding will have a different instructional plan than those with procedural misunderstanding. Use this data to develop plans in the Make and Action Plan section.

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Learning Circle (Attendance)

- How many students are in alarm? On watch?
- What does this data look like by subgroup?

Educator's Handbook (Discipline/Behavior)

- What is the top offense?
- What is the top location?
- What is the risk ratio for specific subgroups? Referral, OSS, ISS, and/or specific offense
- What are the facts, skills, and understandings necessary to meet this measure?

Panorama (SEL Universal Screener)

- What is a specific Student Competency & Well-Being Measure that is essential and should be given attention?
- What are the facts, skills, and understandings necessary to meet this measure?

Name It - Make a Goal (~5 minutes)

Identify the key area to re-teach/keep teaching.

- Write a SMARTIE (Specific, Measurable, Achievable, Relevant, Timely, Inclusive, Equitable) goal aligned to the identified standard. This goal should include specific subgroups (Black, SWD).
Example: In four weeks we will see the number of Black and Multiracial students who are chronically absent in 8th grade go from 33 (44%) to 22 (22%). We will work with a target group of black and multiracial EC students to focus on attendance by setting personal goals, involving family regularly, and incentivizing being here and in class.)

Make an Action Plan (~30 minutes)

Write a differentiated core action plan with consideration of the following:

- What is the teacher/staff going to do that is different from what is normally or usually done?
- How is the teacher/staff going to help the students practice and reinforce the skills needed to master the standard or identified competency?
- In a differentiated core, what small groups will you create for reteaching, preteaching, check in check out, or social emotional goals? Teams may only need 1 instructional group, or they may need 5. Focus of each instructional group should be based on skills that are addressed in core. These should be flexible and responsive to the data.
- Refer back to the conceptual and procedural misunderstandings in the "See It" section to build instructional groups.
- How will this action plan ensure that all subgroups show accelerated growth with this standard?
- Reference the facts, skills, and understandings are foundational to master this standard or competency.
- How will a student show mastery of the standard or identified competency?
- What unit/lessons are upcoming and how will this standard/skill be spiraled in?
- How will you involve families in your core practices?
- **K-3 Literacy Only** - This plan will serve as your Differentiated Core IRP for students who are below or well below benchmark on BOY or MOY mClass and not receiving supplemental or intensive supports.