# 100% Data Meeting Agenda

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade level: \_\_\_\_**

**Benchmarking period (circle one):** Fall Winter Spring

**Norms:** Stay engaged – Focus on what ***we*** can do – Listen to learn

**Purpose:** To determine effectiveness of the ***core program*** and make necessary adjustments to ***core instruction.***

## Step 1: Problem Identification (What is the problem?)

## Based on screening data, is our core program sufficient for most students at our grade level (80% or more above benchmarks)?

* 1. Review and analyze ***current*** benchmark screening data. Record percentages below:
  2. Review and analyze ***previous*** benchmark screening data. Record percentages below:
  3. Using current and previous benchmarking data, set a ***goal*** for next benchmarking period. Record below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Previous Benchmarking | Current  Benchmarking |  | ***\*Goal*** for next Benchmarking: |
| ***% At or Above Benchmark*** |  |  |  |  |
| ***% Below Benchmarks*** |  |  |  |  |
| ***% Well Below Benchmark*** |  |  |  |  |

\*Can also review movement of students between risk-status levels to help set goals ***(Summary of Effectiveness)***

* 1. Review other available grade-wide data (e.g. OAKS, in-curriculum assessments, etc).
     1. Determine percentage of students meeting minimum proficiency standards as set by the district

## Step 2: Problem Analysis (Why is it happening?)

* 1. Using data, prioritize which big idea of reading is currently the most important ***common instructional need*** for most students *(circle one):*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skill** | **Phonological Awareness** | | **Phonics** | | | **Oral Reading Fluency** | **Vocabulary** | **Reading Comprehension** | |
| **DIBELS Next Measure** | **FSF** | **PSF** | **NWF-CLS** | **NWF-WWR** | **ORF Accuracy** | **ORF**  **Words Read Correct** | **N/A** | **Retell** | **Daze** |
| **% Above Benchmark** |  | |  | | |  |  |  | |

* 1. Does ***fidelity to the core*** need to be further examined and how will that be accomplished? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Step 3: Plan Identification (What is the plan?)**

## What instructional adjustments are needed to improve the health of the core?

***Curriculum***

Which **priority skill(s)** within the identified big idea will be targeted for instruction?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What component(s) of the core can be used for this? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Instruction***

What ***common instructional strategy/active engagement strategy*** will be used by all grade level teachers?:

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When this is working what will it look like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Environment***

What ***behavior management strategy*** will be used by all grade level teachers?:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | Previous Benchmarking | Previously set ***GOAL*** | Actual current benchmarking |
| ***% At or Above Benchmark*** |  |  |  |
| ***% Below Benchmarks*** |  |  |  |
| ***% Well Below Benchmark*** |  |  |  |

When this is working what will it look like? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What ***professional development*** is needed to improve the core?

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**Step 4: Plan Implementation & Evaluation (Did it Work?)**

*(Completed at next Benchmarking)*

* + 1. Does our current benchmarking data meet or exceed our agreed upon goal from the previous benchmarking period (*or make significant progress towards our goal*)?
* If ***YES***, what did we do that worked?
* If ***NO***:

1. Did we implement the strategies we agreed to?
2. **Instruction: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **Curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **Environment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
   * + - 1. Did we implement the core program with fidelity?
     1. Proceed to Step 1 (Problem Identification) for new benchmarking period and analyze data to develop a new plan.

CCSS Common Instructional Needs

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Kindergarten | 1st Grade | | 2nd Grade | 3rd Grade | | 4th Grade | 5th Grade |
| ***Print Aware-ness*** | Left to right  Letter Names  Word Spacing | Features of a sentence | |  |  | |  |  |
| ***Phonemic Awareness*** | Sound/Word comparison  Rhyming  Blend & Segment:  Sentences  Syllables  Onset-rime |  | |  |  | |  |  |
| Blend & Segment: Individual Phonemes | | |  |  | |  |  |
| Phoneme deletion & manipulation | | |  |  | |  |  |
| ***Phonics*** | Letter sounds  Long/Short vowels |  | |  |  | |  |  |
| High Frequency Words/Sight Words | | |  |  | |  |  |
|  | VC & CVC words  Consonant Blends  Consonant Digraphs  Silent e  Advanced consonants  Vowel in each syllable  Inflectional endings  Irregularly spelled words | | |  | |  |  |
|  |  | | Vowel teams | | |  | |
|  |  | |  |  | | Morphology  Accurately unfamiliar  Multisyllabic words in context/out of context | |
|  |  | | Multisyllabic words  Prefixes & Suffixes | | | | |
| ***Fluency*** |  | Accuracy: @90% | | >95% | 96-97% | | 97-98% | 97-98% |
|  |  | 30-50 WCPM | 40-100 WCPM | 70-100 WCPM | | 100-140 WCPM | 100-140 WCPM |
|  | Attends to punctuation  Self corrects when reading | | |  | |  |  |
|  | Phrasing, Expression, Smoothness (Prosody) | | | | | | |
| ***Vocabulary*** | Concept Naming & Use |  | |  |  | |  |  |
| Learns new words through direct instruction (Receptive Vocabulary) | | | | | | | |
| Uses new words in speaking and writing (Expressive Vocabulary) | | | | | | | |
|  | Use context clues to understand the meaning of words (Contextual Analysis)  Uses word structure to understand meaning of words (Morphemic Analysis) | | | | | | |
|  |  | |  | |  | Consult reference materials | |
| ***Comprehension*** | Answering Text Based Questions  Makes predictions  Retelling & Summarizing  Making Connections | | | | | | | |
|  | Main Idea and Details  Point of view  Making Inferences  Monitoring Comprehension | | | | | | |
|  |  | | Analyze structure of text | | | | |
|  |  | |  | Author’s Purpose/Point of View  Informational Text Structure/Charts, Maps, Graphs, Tables, Insets  Compare and contrast text | | | |

Common Instructional Strategies

**I do it:**

* **Instructor provides explicit instruction**
* Set the purpose for the instruction
* Identifies the important details of the concept being taught
* Provides instructions that have only one interpretation
* Makes connection to previously-learned material
* **Instructor models instructional tasks when appropriate**
* Demonstrates the task (e.g. uses think alouds)
* Proceeds in step-by –step fashion
* Limits language to demonstration of skill
* Makes eye contact with students, speaks clearly while modeling skill
* **Instructor engages students in meaningful interactions with language during lesson**
* Provides and elicits background information
* Emphasizes distinctive features of new concepts
* Uses visuals and manipulatives to teach content as necessary
* Makes relationships among concepts overt
* Engages students in discourse around new concepts elaborates on student responses

**We do it:**

* **Instructor provides multiple opportunities for student to practice instructional tasks**
* Provides more than one opportunity to practice each new skill
* Provides opportunities for practice after each step in instruction
* Provides feedback during and after task completion
* Elicits group responses
* Provides extra practice based on accuracy of student responses
* **Instructor provides corrective feedback after initial student responses**
* Provides affirmations for correct responses
* Promptly corrects errors with provision of correct model
* Limits corrective feedback language to the task at hand

**We do it together:**

* **Instructor utilizes precision partnerships**
* Assigning of roles is based on skill level
* Specific roles are assigned to partners (partner 1 talk, partner 2 listen & repeat)
* Teacher calls an listener to share partners thinking
* Teacher provides corrective feedback while monitoring conversations
* Students follow a student to student feedback protocol
* **Instructor utilizes cooperative group work**
* Heterogeneous groups are assigned by teacher
* Group roles are assigned by teacher
* Individual and group accountability is evident
* Elicits a high percentage of accurate response from group
* Holds same standard of accuracy for high performers and low performers

**You do it alone:**

* **Students are engaged in the lesson during independent work**
* Independent work routines and procedures previously taught
* Models task before allowing students to work independently
* Checks for student understanding of the task(s)
* Students use previously-learned strategies or routines when they come to a task they don’t understand
* Independent work is completed with high level of accuracy

Based on Oregon Reading First 9 features of effective instruction

Common Environmental Supports

|  |  |  |
| --- | --- | --- |
| ***Oral Responses (Things Students Say)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| * Choral Responses | The answers are short and the same | Provide an auditory and/or visual signal |
| * Partner Responses | The answers are long or short and different | Look-Lean-Whisper; Think and Write-Pair and Write-Share; Think-Write-Share; Assign partner numbers/labels |
| * Team Responses | The answers are long and different | Can combine partnerships to form teams; Assign team member numbers |
| * Individual Responses | The answer comes from a student’s own experience | Can have the students share with a partner first  *Whip around or pass* (students have the option to say an answer or pass) |
| ***Written Responses (Things Student Write)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| * Response Slates (white boards) | The answers are long or short, more divergent or dependent on personal experience | Set clear expectations (e.g. “After writing the answer, set your pen down) |
| * Graphic organizer | Students organize thinking alone, in partners or teams | Use after reading for greatest impact. Good for retelling |
| * Completing a sentence frame | Structure is needed to complete correct sentences | Useful with vocabulary instruciton |
| ***Action Responses (Things Students Do)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| * Touching or Pointing | The students are younger, struggling to follow along and/or students are off task and a quick action brings back attention | “Put your finger on the word”, “Touch the picture”, etc. |
| * Acting Out/Gestures | Teaching vocabulary | Can use gestures, facial expressions, actions, movements |
| * Hand Signals | Reviewing factual information | Can have students form hand signal on desk, then hold up in unison |
| * Response Cards | The number of potential answers is limited | True or False; Yes or No; A, B, C, or D; vocabulary words; spelling words; phonics; etc. |
| * Manipulative | In small group or at seats | Elkonin boxes, sorting pictures for summarizing/order of events |
| ***Behavioral Strategies*** | | |
| ***Strategy*** | ***Useful when….*** | ***Description/Suggestions/Examples*** |
| * Maintains close proximity to students | Students are showing signs of getting off-task | If you know from prior experience that a particular group is likely to disrupt class-standing or sitting close to them while you lead an activity will quell a fair amount of the unwanted behaviors |
| * 5:1 Positive feedback | Students are seeking positive/negative attention | Increase the number of positive interactions you have with the student by offering at least 5 positive statements to 1 negative statement. |
| * Limit/reduce transition time | Students are becoming off-task during transitions. | Use a signal for transitions and give a set amount of time for students to make transitions. |
| * Reward system in place | Always | Positive praise tickets are given when kids get caught “being good” and the ticket labels the positive behavior. |
| * Classroom matrix taught/retaught | After breaks, long weekends, or when unwanted behaviors are occurring in certain locations. | Lessons are explicitly designed to teach students the expectations for all locations and routines. The lessons are taught so that students practice what the expectation looks like and sounds like. |
| * Instructional routines taught/retaught | After breaks, long weekends, or when unwanted behaviors are occurring during instructional routines. | Teach students explicitly what the routine looks like/sounds like and have students model and practice appropriate following of the routine. |
| * Response routine taught/retaught | After breaks, long weekends, or when unwanted behaviors are occurring during the response routine. | Teach students explicitly what the response routine looks like/ sounds like. Model the routine using: I do, We do, You do. |