**Oregon Example**

**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 the 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. Determine the common priority skill: Use data to 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. Determine how much we need to enhance the curriculum/instruction of the **priority skill**.

|  |  |  |
| --- | --- | --- |
|  | Previous % At/Above Benchmark | Current % At/Above Benchmark |
| Priority Skill: |  |  |

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

**What instructional adjustments are needed to *strengthen the priority skill* in order to improve the health of the core?**

* Which **priority skill(s)** have you identified to target instruction?: (PA, Phonics, Fluency, Vocabulary, Comprehension)
  + **Priority Skill Focus:**

|  |
| --- |
| ***Instruction***   * What ***common instructional strategies*** need to be enhanced to address the priority skill/s? * What ***active engagement strategies*** can be used with the instructional strategy to address the priority skill? |
| ***Curriculum***   * What core materials (sound-spelling cards, word work, decodables etc.) can you use to increase the time spent teaching the priority skill? |
| ***Environment***   * What ***behavior management strategies*** can be enhanced to increase instructional time? |
| ***Professional Development***   * What ***support*** (professional development or coaching) do you need to implement these common agreements? |

**Common Instructional Strategies**

|  |  |  |  |
| --- | --- | --- | --- |
| **Modeling (I do)** | **Guided Practice (We do)** | **Corrective Feedback** | **Independent Practice (You do)** |
| Use clear, concise & consistent language | Scaffold instruction (tell them,  ask them, and/or remind them what to do) | Provide Affirmations for correct responses | Teach independent work routines and procedures |
| Provide examples & non- examples | Provide more than one  opportunity to practice each new skills | Promptly correct  errors by providing a correct model | Model tasks before  allowing students to work independently |
| Demonstrate the task (e.g., think alouds) | Provide opportunities for  practice after each step in instruction | Ensure mastery of all  students before moving on | Ensure independent work is  completed with high level of accuracy |
| Limit language to demonstration of the skill | Provide extra practice based on accuracy of student responses |  |  |

Based on Oregon Reading First 9 features of effective instruction

**Common Active Engagement Strategies**

|  |  |  |
| --- | --- | --- |
| ***Oral Responses (Things Students Say)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| Checkbox Choral Responses | The answers are short and the same | Provide an auditory and/or visual signal |
| Checkbox 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 |
| Checkbox Team Responses | The answers are long and different | Can combine partnerships to form teams; Assign team member numbers |
| Checkbox 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*** |
| Checkbox 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) |
| Checkbox Graphic organizer | Students organize thinking alone, in  partners or teams | Use after reading for greatest impact. Good for retelling |
| Checkbox Completing a sentence frame | Structure is needed to complete correct sentences | Useful with vocabulary instruction |
| ***Action Responses (Things Students Do)*** | | |
| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| Checkbox 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. |
| Checkbox Acting Out/Gestures | Teaching vocabulary | Can use gestures, facial expressions, actions, movements |
| Checkbox Hand Signals | Reviewing factual information | Can have students form hand signal on desk, then hold up in unison |
| Checkbox 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. |
| Checkbox Manipulative | In small group or at seats | Elkonin boxes, sorting pictures for summarizing/order of events |

##### Common Environmental Supports

|  |  |  |
| --- | --- | --- |
| ***Behavior Management Strategies*** | | |
| ***Strategy*** | ***Useful when….*** | ***Description/Suggestions/Examples*** |
| Checkbox 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 |
| Checkbox 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. |
| Checkbox 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. |
| Checkbox Reward system in place | Always | Positive praise tickets are given when kids get caught “being good” and the ticket labels the positive behavior. |
| Checkbox 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. |
| Checkbox 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. |
| Checkbox 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. |

###### *Fall* Middle School 100% Data Meeting Steps

**School: Grade level/group:**

###### Prior to the meeting collect the following data:

* + **Step 1 Data: Determine the percentage of students by number of risk factors**

|  |  |
| --- | --- |
| **Percent of student by Number of Risk Factors** | |
| *# of Factors* | Percentages of students |
| *1* |  |
| *2* |  |
| *3* |  |
| *4* |  |
| *5* |  |

###### Step 2 Data: Calculate risk percentages for each category

|  |  |
| --- | --- |
| **Risk Categories** | **Percent at Risk** |
| *Attendance* |  |
| *Behavior* |  |
| *Spring failing 2 or more core classes* |  |
| *SBAC (not passing)* |  |
| *Fall Screening (not at benchmark)* |  |

* + **Step 2 additional Data (if Needed): Calculate percentage of students passing each core class**

|  |  |
| --- | --- |
| **Core class** | **Percent Meeting**  **Criteria** |
| *ELA* |  |
| *Math* |  |
| *Social Studies* |  |
| *Science* |  |
| *(Reading)* |  |

**Purpose: To determine the effectiveness of** *Multi-Tiered System of Supports* **and make necessary adjustments to literacy practices across content areas.**

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

* 1. ***Are our coordinated literacy efforts meeting the needs of most of our students? (record the percentage of students with 0 or 1 risk factors)?***
  2. ***Calculate a goal for the next 100% Meeting***

|  |  |  |
| --- | --- | --- |
|  | Percentage of students | ***Goal*** for next Benchmarking: |
| ***% of students with 0 or 1 risk***  ***factors*** |  |  |

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

1. ***Which area of instruction needs enhancement in order to increase the percentage of students with 0 or 1 risk factors (as a team, please check the instructional need in the table below)?***

Selection of area of instructional need can be based on the following: walkthroughs, teacher report, formative assessments, SBAC, student behavior, CBMs, and other as deemed appropriate.

|  |  |  |  |
| --- | --- | --- | --- |
| **Provide Explicit Vocabulary Instruction** | **Provide direct and explicit comprehension strategy instruction** | **Provide opportunities for extended discussion of text meaning and**  **interpretation** | **Increase student motivation and engagement in literacy learning.** |
|  |  |  |  |

1. ***Consider whether you need to address Attendance or Behavior as well.***

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

1. ***How can you enhance instruction in the area of instructional need?***
   1. As a team, please select one or two instructional strategies from the checklist below?

|  |  |
| --- | --- |
| **Checklist for Carrying out IES Guide Recommendations** | |
| **Recommendation 1:**  **Provide explicit vocabulary instruction**  **Dedicate a portion of regular classroom lessons to explicit vocabulary instruction.**  **Provide repeated exposure to new words in multiple contexts and allow sufficient practice sessions in vocabulary instruction.**  **Give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading,**  **Provide students with strategies to make them independent vocabulary learners.** | **Recommendation 3:**  **Provide opportunities for extended discussion of text meaning and interpretation**  **Carefully prepare for the discussion by selecting engaging materials and developing stimulating questions.**  **Ask follow-up questions that help provide continuity and extend the discussion.**  **Provide a task or discussion format that students can follow when they discuss text in small groups.**  **Develop and practice the use of a specific**  **“discussion protocol.”** |
| **Recommendation 2:**  **Provide direct and explicit comprehension strategy instruction**  **Select carefully the text to use when beginning to teach a given strategy.**  **Show students how to apply the strategies they are learning to different texts.**  **Make sure that the text is appropriate for the reading level of students.**  **Use a direct and explicit instruction lesion plan for teaching students how to use comprehension strategies.**  **Provide the appropriate amount of guided practice depending on the difficulty level of the strategies that students are learning.**  **Talk about comprehension strategies while teaching them.** | **Recommendation 4:**  **Increase student motivation and engagement in literacy learning**  **Establish meaningful and engaging content learning goals around the essential ideas of a discipline as well as around the specific learning processes used to access those ideas.**  **Provide a positive learning environment that promotes student autonomy in learning.**  **Make literacy experiences more relevant to student interests, everyday life, or important current events.**  **Build classroom conditions to promote higher reading engagement and conceptual learning through such strategies as goal setting,**  **self-directed learning, and collaborative learning.** |

* 1. As a team, please select one or two active participation strategies from the checklist below?

|  |  |  |
| --- | --- | --- |
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| ***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) |
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| Completing a  sentence frame | Structure is needed to complete correct sentences | Useful with vocabulary instruction |
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| ***Strategy*** | ***Useful when…*** | ***Description/Suggestions/Examples*** |
| 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. |

1. ***What support (professional learning or coaching) do you need to implement these common agreements?***