

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)?

- a) Review and analyze current benchmark screening data. Record percentages below:
- b) Review and analyze previous benchmark screening data. Record percentages below:
- c) Using current and previous benchmarking data, set a goal for the next benchmarking period. Record below:

	Previous Benchmarking	Current Benchmarking	*Goal for next Benchmarking:
<i>% At or Above Benchmark</i>			
<i>% Below Benchmarks</i>			
<i>% Well Below Benchmark</i>			

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

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

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

a) 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										

b) 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

<i>Oral Responses (Things Students Say)</i>		
<i>Strategy</i>	<i>Useful when...</i>	<i>Description/Suggestions/Examples</i>
<input checked="" type="checkbox"/> Choral Responses	The answers are short and the same	Provide an auditory and/or visual signal
<input checked="" type="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
<input checked="" type="checkbox"/> Team Responses	The answers are long and different	Can combine partnerships to form teams; Assign team member numbers
<input checked="" type="checkbox"/> Individual Responses	The answer comes from a student's own experience	Can have the students share with a partner first <i>Whip around or pass</i> (students have the option to say an answer or pass)
<i>Written Responses (Things Student Write)</i>		
<i>Strategy</i>	<i>Useful when...</i>	<i>Description/Suggestions/Examples</i>
<input checked="" type="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)
<input checked="" type="checkbox"/> Graphic organizer	Students organize thinking alone, in partners or teams	Use after reading for greatest impact. Good for retelling
<input checked="" type="checkbox"/> Completing a sentence frame	Structure is needed to complete correct sentences	Useful with vocabulary instruction
<i>Action Responses (Things Students Do)</i>		
<i>Strategy</i>	<i>Useful when...</i>	<i>Description/Suggestions/Examples</i>
<input checked="" type="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.
<input checked="" type="checkbox"/> Acting Out/Gestures	Teaching vocabulary	Can use gestures, facial expressions, actions, movements
<input checked="" type="checkbox"/> Hand Signals	Reviewing factual information	Can have students form hand signal on desk, then hold up in unison
<input checked="" type="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.
<input checked="" type="checkbox"/> Manipulative	In small group or at seats	Elkonin boxes, sorting pictures for summarizing/order of events

Common Environmental Supports

<i>Behavior Management Strategies</i>		
<i>Strategy</i>	<i>Useful when....</i>	<i>Description/Suggestions/Examples</i>
<input checked="" type="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
<input checked="" type="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.
<input checked="" type="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.
<input checked="" type="checkbox"/> Reward system in place	Always	Positive praise tickets are given when kids get caught "being good" and the ticket labels the positive behavior.
<input checked="" type="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.
<input checked="" type="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.
<input checked="" type="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	
<i># of Factors</i>	Percentages of students
1	
2	
3	
4	
5	

- **Step 2 Data: Calculate risk percentages for each category**

Risk Categories	Percent at Risk
<i>Attendance</i>	
<i>Behavior</i>	
<i>Spring failing 2 or more core classes</i>	
<i>SBAC (not passing)</i>	
<i>Fall Screening (not at benchmark)</i>	

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

Core class	Percent Meeting Criteria
<i>ELA</i>	
<i>Math</i>	
<i>Social Studies</i>	
<i>Science</i>	
<i>(Reading)</i>	

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?)

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

	Percentage of students	Goal for next Benchmarking:
<i>% of students with 0 or 1 risk factors</i>		

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

- a) 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.

- b) Consider whether you need to address Attendance or Behavior as well.*

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

a) 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?

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-	-
-	-
-	-
-	-
-	-
-	-

Checklist for Carrying out IES Guide Recommendations

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

2) As a team, please select one or two active participation strategies from the checklist below?

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 <i>Whip around or pass</i> (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 instruction
Action Responses (Things Students Do)		
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.

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

