# 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:

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|  | 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?)

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):*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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**.

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|  | 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:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| ***Curriculum***   * What core materials (sound-spelling cards, word work, decodables etc.) can you use to increase the time spent teaching the priority skill? *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_* |

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| ***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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| ***Environment***   * What ***behavior management strategies*** can be enhanced to increase instructional time?   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| ***Professional Development***  What ***support*** (professional development or coaching) do you need to implement these common agreements? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Common Instructional Strategies**

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| **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**

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| ***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 instruction |
| ***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 |

**Common Environmental Supports**

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| ***Behavior Management 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. |