

100% Data Meeting Agenda

Humbolt Elementary

Grade level: _____

Benchmarking period (circle one):

Fall

Winter

Spring

Norms: Stay engaged – Focus on what *we* can do – Listen to learn - Provide honest reflections

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

1. 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 (except for fall mtg). Record percentages below:
- c) Using current benchmarking data, set a goal for next benchmarking period. Record below:

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

- d) Review other available grade-wide data (in-curriculum assessments-common assessments).
 - i) Determine percentage of students meeting minimum proficiency standards as set by the district (70%)

Weekly assessments	Previous	Current	Goal
<i>% At or above benchmark</i>			
<i>% Below</i>			

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

- a) What instructional strategies have been effective in your classroom?
- b) Using data, prioritize which standard of math is currently the most important *common instructional need* for most students (*circle one*):

Phonemic awareness

phonics

Fluency

Accuracy

Vocabulary

- c) Which **priority skill(s)** within that big idea will be targeted for instruction:

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

- d) What *common instructional strategy* will be used by all grade level teachers: _____

When this is working what will it look like during fidelity checks? _____

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

C. Environment

1. What *active engagement or behavior management strategy* will be used by all grade level teachers?: _____
2. When this is working what will it look like? How long, how often? _____

Active Engagement or Behavior Management Strategy

Oral Responses (Things Students Say)		
Strategy	Useful when...	Description/Suggestions/Examples
<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)
Written Responses (Things Student Write)		
Strategy	Useful when...	Description/Suggestions/Examples
<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
Action Responses (Things Students Do)		
Strategy	Useful when...	Description/Suggestions/Examples
<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
Behavioral Strategies		
Strategy	Useful when....	Description/Suggestions/Examples
<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.

D. Adult Learning

1. What *professional development is needed to support your commitments to implement the agreed upon actions:* _____

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

Does our current benchmarking data meet or exceed our agreed upon goal from the previous benchmarking period (or make significant progress towards our goal)?

	Previous Benchmarking	Previously set GOAL	Actual current benchmarking
<i>% on level</i>			
<i>% below level</i>			
<i>% well below</i>			

- If YES (as shown by the data), what did we do that worked?
- If NO:

Did we implement the strategies we agreed to?

Which strategies from your previous goal setting were implemented?

Which can be stronger? And how?

Instruction:

Curriculum:

Environment:

Did we implement the core program with fidelity (as provided by fidelity checks)?

If YES, how was this accomplished?

If NO, what do we need to improve upon?

2. When this is working what will it look like? How long, how often
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Common Instructional Strategies

- 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 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 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
- 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
 - 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
 - Ensures mastery of all student before moving on
- Instructor encourages student effort**
 - Provides feedback during and after task completion
 - Provides specific feedback about student's accuracy
 - Majority of feedback is positive
- Celebrates or displays examples of student success
- Students are engaged in the lesson during teacher-led instruction**
 - Gains student attention before initiating instruction
 - Paces lesson to maintain attention
 - Maintains close proximity to students
 - Transitions quickly between tasks
 - Intervenes with off-task students to maintain their focus
- 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
- Students are successful completing activities at a high criterion level of performance**
 - Elicits a high percentage of accurate response from group
 - Holds same standard of accuracy for high performers and low performers

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9 features of effective instruction

2. When this is working what will it look like? How long, how often

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