

# 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		Goal for next Benchmarking:
% At or Above benchmark				
% Below				
% Well Below				

- 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
% At or above benchmark			
% Below			

**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

<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
<i>Behavioral 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.

#### D. Adult Learning

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