

# Ci3T Data Informed Decision Making and Teacher-Led Professional Learning

I'm Tammy Becker, the principal at \_\_\_\_\_ and I want to just talk a little bit about our data process and how we use data to plan for intervention. For the last couple years our staff has taken four to five times a year mostly after benchmark testing to really dig into data and the first thing teachers do is analyze that data we look at MAP, AIMSweb, state assessment data, and classroom unit tests and we have a data chart that we use that they put it all together and then teams of teachers sit down and really look at what are interventions that kids need to be successful. We're always looking at tier one kinds of things that teachers can do in the classroom during small group and whole group time, but then we dig in to those kids who are you know academically functioning below the 30th percentile to look at specific reading, math interventions. This year we started to really focus also on looking at our SRSS data to look for kids who maybe need additional support with social skill development and then we're starting to use our tier two support of check-in, check-out to really better support those kids who have maybe some behavior needs to help them monitor behaviors in the classroom. We've had some real successes with that. We schedule specific times for not only data reviews but student support meetings once a trimester. We, at the beginning of the year, looked at data from the previous year and the beginning of the year benchmarks and developed a list focused students at each grade level. Kids that we know really need to be watched and those tend to be the kids that come up mid-year and throughout the year that need more support. Through those meetings and through just collaboration times teachers will then come to myself or come to their team and talk further about things that kids need but then at times we'll you know take it to the next level of maybe they need to maybe the special ed team needs to help them with some problem solving or that kind of thing. On our datasheet and we've had this for couple of years. It's just a comprehensive datasheet where we put all of our academic data, but we also have SRSS data that we monitor over time. We have our attendance data and then we also look at our discipline data. I'm really proud of our Ci3T leadership team. They have really taken initiative to provide many PD opportunities. The things that they're learning through the grant they come back and present to staff. So during our most recent professional development time we had six different staff who presented mini sessions on many of the tier one, some tier two strategies. They were 20 to 25 minute sessions and we planned for them to be 20, but some went over, but staff got to choose which ones they need to have more professional learning opportunities with. The other thing that we've really done is work with our staff to really work with our staff to getting into data, so taking our AIMSweb data and our MAP data and really digging deeper. Not just looking at are they on level or are they below, but with MAP, for example, going into the continuum, looking at the skill deficits, teachers having conversations about does that need to happen in my whole group because there are so many students that don't have that skill, small group intervention. Same thing with AIMSweb, really looking at students who are given the OR. What does that look like in regards to fluency, what do kids need for fluency practice? In our Ci3T plan we have a set of specific ones that we want all teachers to implement: behavior specific praise, opportunities to respond, and giving kids lots of opportunities to be actively engaged. Engagement is one of our focus goals this year. Those are just a couple of them. Choice. Choice is a big one. We have many blended learning classrooms and so that allows kids to have different opportunities to engage in learning. This is actually year three for us because we had started on our own the year before the district took on the initiative and what I do see through the support that we received

is that it's a lot more comprehensive. We just continue to build our plan. My building has a book that teachers carry around all the time that has all the pieces of the plan. It continues to just grow, but it grows because teachers ask to have things placed into that implementation guide. Overall, our kids and staff and parents really do buy into the set of expectations. The majority of our kids can follow those, know those, love to be praised for following those expectations; support each other in following those expectations. I think the biggest part of our work that is yet to be done is that small percentage of kids who just need additional support and us learning what those are and how to deliver them.