

# Data Technician Communication

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**To:** All Teachers

**From:** Cheri

**Message:** Hello, friends. As you know, this is data week. Please place your data information form IN MY MAILBOX by Friday at 3:00 p.m.

Thanks!!

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Teacher name: \_\_\_\_\_

Grade/department: \_\_\_\_\_

Teachers' names	# students who took assessment	# students proficient and higher	% students proficient and higher	# students not proficient	% students not proficient

# Elkhart Elementary Data Team Leader/Administrator Meeting Agenda

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## **A. Celebrations**

Bring a success story or two to share!

## **B. Progress since September**

1. Teams
2. Structure/process
3. Leadership

## **C. Site Progress—Results**

1. Progress toward goals
2. Results—bring tables, charts, graphs

## **D. Key Issues/Questions We Are Currently Facing**

Bring your questions, concerns, needs related to student achievement, data teams, leadership

# **Elkhart Elementary Data Team Leader/Administrator Meeting Minutes**

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*Leadership Team: Pam, Jill, Nancy, Roger, Sarah, Betsy, Laura*

## **A. Celebrations**

Thanks for sharing your success stories!

## **B. Progress since September**

1. Teams: There is a deeper understanding of “teamness” and the need for collaboration, as well as how it helps all of us.
2. Structure/process: Teachers have a stronger understanding of goals and common assessments. The focus on writing is supportive of our direction as a school. Staff also realizes the need to use data to drive our instructional decisions. Common goals have really brought the group together. We also solidified the structure of our team and meetings; now things are really beginning to gel.
3. Leadership: As a leadership team, we feel more comfortable questioning each other, honestly evaluating our practices and behavior to see if they are in line with our vision.

## **C. Site Progress—Results**

1. Graphs are attached and noted on the data wall.

## **D. Key Issues/Questions We Are Currently Facing**

1. Validity of data: We also need to develop consistency in administration/evaluation of assessments.
2. Goals: Continue our work to check alignment of our goals from month to month.

***“The power of we is stronger than the power of me.”***

***Thanks for your hard work!!! Next meeting is at Carmine's.  
Bring your energy, positive attitude, RESULTS, and your appetite!***

# *Agenda*

## **Data Collection Meeting Kindergarten**

*November 13 • 3:15 p.m. • Resource Rm. A*  
*Next Meeting—December 10*

### **A. Review Minutes from October 11 Meeting**

### **B. Communication #1 – Reading – Prior Knowledge**

1. Reflection on data collected.  
*Please bring samples of literature used.*
2. Strategies used to meet goal.
3. Challenges in meeting this goal.
4. Review long-term goal.
5. Short-term goal for December 10.
  - a. Strategies to be used to meet this goal.

### **C. Communication #2 – Writing – Organization and Support**

1. Reflection on data collected.  
*Please bring samples of written names—properly written and those who did not make the goal.*
2. Strategies used to meet this goal.
3. Challenges in meeting this goal.
4. Review long-term goal.
5. Short-term goal for December 10.
  - a. Strategies to be used to meet this goal.



# Third Grade Data Tracking Team Meeting

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November 15 • 3:15 p.m. • Room 41

## Items:

Team Quotes

Dialogue about our data

**Organizational Structures—bring with you to the meeting how you collect and organize your data. Be prepared to share how you use your data to make instructional decisions.**

## Writing

### A. Where Are We Now

Review our monthly goal and our long-term goal.

***Monthly Focus: Topic Sentence***

### B. Strategies That Worked

Share with each other assessment samples collected this month. Share instructional strategies that helped your students become proficient.

***Question: What does a proficient product look like?***

### C. Decision on New Monthly Goal

1. Proposed new goal: Details that support the topic sentence—sequences details by priority, time order, or in a logical manner
2. What is our pretest data? Bring to the meeting all of your student responses to the beginning of the year writing assessment.

***Prompt: “Describe some of the things you like about school.”***

### D. Team Dialogue

- What are the chief challenges to better results?
- What instructional strategies could we employ to bring students to proficiency?
- What resources/tools/knowledge do I need to help my students?
- How can we hold all students accountable to the goal?  
How can we hold each other accountable to the goal?
- Decisions on data collection

# April 5—Literacy Data Meeting Agenda

## Reading and Writing Data Team Meeting Wednesday, March 6

- I. Norms (2 minutes)
- II. Group roles (2 minutes)
- III. How are we feeling about our data? (6 minutes)
- IV. Reading
  - A. Review data of student answers and compare to QRI definition of an example of a concept (20 minutes)
  - B. Example of Concept (5 minutes)
    - 1. Instructional strategies that worked
    - 2. Chief Challenges
  - C. Set new, purposeful goal for March based on data (5 minutes)
  - D. Instructional Strategies Review (2.5 minutes)
  - E. Chief Challenges (2.5 minutes)
- V. Writing
  - A. Review data of student answers and see what needs should be addressed, and agree on acceptable answers (25 minutes)
  - B. Writing details (5 minutes)
    - 1. Instructional strategies that worked
    - 2. Chief Challenges
  - C. Set goal and numerical goal for writing (5 minutes)
  - D. Instructional Strategies (5 minutes)
  - E. Chief Challenges (5 minutes)

### What to Bring:

Bring your building-wide pre-assessments for reading and writing.

The yellow packet on Prior Knowledge that was given to you.

The Writing Rubric on bright pink paper.

The QRI-II information that I copied for you about what each question measures and shows.

Anything you have on strong verb usage.

A snack or two.

A smile, Your choice of attitude, Presentness, Make their day, Playfulness, and your Restful Spirit!!!

### Hey you DATADATADATADATADATA Doers,

Just a reminder—

Come with your thoughts on whether or not we should change our focus.

Is it time to change to Zingers? Same thing in reading—Are we ready to change our goal? Either way, make sure to bring % from the pretest in reading and writing. Also, remember to wear your lipstick as we are videotaping! This goes for Bruce and Charles too! You are the best! Have an incredible day.

Until we meet again,

Jill

# MATH TEAM DATA MEETING

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TUESDAY, NOVEMBER 13 • 3:15 P.M.

1. What has *gone well* this month within the teaching of place value?  
What have some challenges been?
2. Look at *students' responses* to prompt—"What does 483, 709 mean"?  
(Sorry, I can't remember the actual number I made up!)
  - Look at *state standards*—Agree on what a proficient response looks like.
  - *Grade prompts* with team support.
  - Calculate *pre data* (Where are our students now?)
  - Set a SMART goal for December based on this data.

DATA WILL BE DUE TO CHERIE BY FRIDAY, DECEMBER 7

3. Discuss *Instructional Strategies* to support our math learners' understanding of our monthly place value goal.
4. Dialogue about *quotes*—What's going well as a math team, what do we need to work on?

NEXT DATA MEETING—TUESDAY, DECEMBER 11  
3:15 P.M. IN ROOM 45.

*SMART goals are Specific, Measurable, Achievable,  
Relevant, and Timely.*

***Elkhart's math team rules!!!!***

# **To Surfers: Re: Team Meeting April 9**

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## **AGENDA for April 10 @ 9:00 a.m.**

- 1.** Review data from Vocabulary pre-test
- 2.** Schedule data and format of next test
- 3.** Activities limited list
- 4.** 3rd quarter awards ceremony
- 5.** New business
- 6.** Schedule next meeting
- 7.** Discuss team leader/data analysis positions for next year  
(who wants it)

**Surfer Team  
Vocabulary Test (Pre) Baseline April 5  
Data Analysis**

<b>Teacher</b>	<b>Total</b>	<b>&gt; 70%</b>	<b>&lt; 70%</b>	<b>% Proficient</b>
Castro	29	9	20	31%
Crenshaw	21	4	17	19%
Deleconception	27	7	20	25%
Guhm	26	4	22	15%
Rogers	26	4	22	15%
Smith	30	1	29	3%
<b>Totals</b>	<b>159</b>	<b>29</b>	<b>130</b>	<b>18%</b>

**Surfer Team  
Vocabulary Test (Post) April 19  
Data Analysis**

<b>Teacher</b>	<b>Total</b>	<b>&gt;70%</b>	<b>&lt;70%</b>	<b>Proficient</b>	<b>Net Chg.</b>
Castro	26	22	3	85%	+ 54
Crenshaw	22	12	10	55%	+ 36
DeleCon.	29	23	6	79%	+ 54
Guhm	N/A				
Rogers	28	25	3	89%	+ 74
Smith	29	23	6	79%	+ 76
<b>Totals</b>	<b>139</b>	<b>105</b>	<b>29</b>	<b>78%</b>	<b>+ 60</b>

The Team Data Driven Goal is to: Increase test scores in the vocabulary area.  
Pre-test: 50% proficient at 70% or better  
Post-test: 60% proficient at 70% or better

Goals were *not* met on pre-test; they were, however, *surpassed* by a significant margin on the post-test. (+18%)

Strategies and implementation techniques utilized by the team members to bring about this increase will be shared at the next team meeting. The next meeting was scheduled for April 30, however, due to block schedule for that day, I suggest we move the meeting to Mon., April 29, we will have a 1-1/2hr. prep. on that day. (Agenda to follow.)

# **To: Surfers**

## **Re: Summary of Meeting, April 10**

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### **Item #**

1. Vocabulary Pre-test Data Reviewed: Action—language arts teachers to give H.W. assignments using voc. words  
Word walls to be put up  
Review of words during advisory
2. Post-test scheduled for April 17
3. Activities limited list discussed
4. 3rd Qtr. Awards Ceremony—Same format as 2nd Qtr.—  
Approved
5. New Business: Field Trips for next Year (2), Mr. D and Mrs. Smith have agreed to attend the Clovis Lakes field trip, team planning day discussed
6. Next meeting April 30
7. Team leader for next year: E. Smith will consider the assignment

### **Draft of Agenda for next meeting:**

1. Post-test data analysis
2. Share strategies
3. Work on student evaluation forms from Kathy
4. Schedule 3rd Qtr. Awards ceremony
5. 8th grade promotion plans?
6. New business, schedule next meeting

If anyone has anything to add to our agenda,  
please give it to me by April 24. Thank you all for your hard work  
and help in meeting our first of many goals.

# **Voyager Team Meeting Data Collection—Meeting #1**

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Wednesday, March 20  
Room 29 at 1:30

## **AGENDA:**

- 1. Introduction**
- 2. Housekeeping items**
- 3. Group roles**
- 4. Discussion:**
  - A. Goal Statement
  - B. Implementation Strategies
  - C. Assessment Protocols (tools)
  - D. Timetable
  - E. New Instructional Opportunities or Areas
- 5. Next Meeting: April 17 at 3:15 in Room 29**

## **Each team member should leave the meeting knowing:**

- The common focus
- The strategies selected to address weakness/concerns
- Tasks to implement prior to next meeting
- Timeline
- Date, time, and location of next meeting

# Eagles Agenda

## DDDM Team Meeting • March 20

- 1. Each team member must leave the data team meeting knowing:**
  - ✓ Our team's common focus
  - ✓ Our designated strategies selected to address our goals
  - ✓ Our task to implement prior to our next meeting
  - ✓ The date, time, location of our next meeting
- 2. Group Roles**
  - recorder(s)
  - time keeper/task master
  - facilitator
- 3. Review and discuss DDDM team goals**
  - A. Are our goals S.M.A.R.T?
    - S—Specific
    - M—Measurable
    - A—Achievable
    - R—Relevant
    - T—Timely
  - B. Targeted goal for the next 3 weeks
- 4. Strategies to implement in reaching our goal(s)**
  - A. What strategies are we currently implementing?
    - What's working? How well?
    - What successes or frustrations are we experiencing?
- 5. Challenges**
  - A. Are there any weaknesses that we need to address?
- 6. Do we need to implement new strategies or refine current strategies?**

brainstorming...
- 7. Action Plan—What do we need to do between now and our next meeting?**
- 8. Process goal**
- 9. Performance goal**
- 10. Checkpoint; Next meeting**

**Please bring one or more of the following to the meeting:**

- ✓ a good attitude (:
- ✓ an open mind (:
- ✓ a smile (:
- ✓ a good joke (:

# Eagles DDDM Team Meeting Minutes

## March 20

- After determining group roles for the meeting, the team reviewed our DDDM team goals to check whether they were SMART. Goals were SMART.
- Targeted goal for the next three weeks will be on inferences.
- Strategies to implement in reaching our goals were discussed.

Currently, Direct Instruction was done on March 5 and 6 in C. Connery's room during Language Arts.

Modeling and practices are being done in Advisories.

Discussion was held on how each person is presenting the lesson and discussing with students how to get the answer, what's working, what's not. Each teacher is doing the process a little differently and at different times of the period. Everyone is accomplishing the same goal.

- What are we doing to pull in the kids who are having problems with inferences?

### **Action Plan:**

1. Let's have a mini assessment.
  2. The whole team could do the same inference unit on the same day.
  3. Process Goal: By April 30, every team teacher will have given the mini assessment.
  4. Performance Goal: 80% of students being tested will obtain 80% or better on the mini assessment.
  5. This will help us determine who is having difficulty. Let's think about how we will "pull in" borderline kids. What do we do with kids who are low on the assessment?
- Reminder: Students should be recording the inference practice dates in their agenda in their Advisory section.
  - Checkpoint: Next meeting, April 3 during prep in Room 41. Bring results of mini assessment.

# Team 7-1 Eagles (Pascual)

Data of "Mini Assessment on Inferences" given April 3.

**Performance goal:** 80% of students being tested will obtain 80% or better on the assessment.

Advisory	Pascual	Cairns	Connery	Kilner	Haynes	Sereda	Total
Students Tested	28	27	28	30	30	28	171
Absent	2		2	0	2	0	6
100%	19 (68%)	16 (60%)	22 (79%)	18 (60%)	16 (53%)	15 (54%)	106
80%	7 (25%)	6 (22%)	4 (14%)	10 (33%)	4 (13%)	7 (25%)	38
80%+	26 (93%)	22 (82%)	26 (93%)	28 (93%)	20 (67%)	22 (79%)	144 (84%)
60%	2 (7%)	4 (15%)	2 (7%)	1 (3%)	5 (17%)	3 (11%)	17 (10%)
40%	0	1 (3%)	0	1 (3%)	3 (9%)	3 (10%)	8 (5%)
20%	0	0	0	0	2 (6%)	0	2 (1%)
60%-	2 (7%)	5 (18%)	2 (7%)	2 (6%)	10 (32%)	6 (21%)	27 (16%)

Performance Goal met. 84% of students tested scored 80% or better.

# 8th Grade Science Data Team Meeting Agenda January 5

- Welcome
- Overall performance (December EOC)  
Discuss percentage of items correct and incorrect  
Compare September and December assessment results
- Discuss goals for March assessment
- Add more strategies
- List strengths and weaknesses
- Establish our results indicators
- Revisit grading procedures  
(proficient or not proficient)

# 8th Grade Science Data Team Meeting

## January 5

### Review of overall performance:

Items 4, 5, 6, 7, 10, 13, 14, 15, and 16 were assessed, although the students completed the entire assessment. Fifty-eight percent of the students were proficient on item 17 and only 4% on item 10.

Item 10 decreased by 4.63%

Item 13 increased by 1.01%

Item 14 decreased by 17.2%

Item 16 increased by 4%

The proficiency level of all the students in Mrs. Ward's classes increased on each item.

### Goals:

Reiterate old information into new teachings to help increase proficiency for previously taught material. Find connections between new and old lessons to make the remedial technique flow with the lesson.

### Instructional Strategies:

- Emphasize linguistic, verbal, and written expressions
- Incorporate a question of the day or warm-up for the beginning of class that relates to the Power Standards
- Continue entrance/exit slips based on material we've covered
- Continue to focus on Power Standards and Essential Questions
- Cornell Notes
- Scaffolding
- Summarize daily lessons
- Increase the time spent on reviewing
- Anywhere/Anytime Quiz

### Strengths:

Students grasp concept

Examine Earth with Solar System

### Weaknesses:

They are unable to express the explanation on paper.

Retention

### Result Indicators:

Frequent assessment. Quizzes, test, daily monitoring, and other techniques will be used to increase proficiency.

**Bryan**

**Downs**

**Hopkins**

**Ward**

**January 6**  
**Agenda**  
**8th Grade Social Studies**  
Lindsay, Adams, McKenzie

1. Discuss results of December data assessments
2. Discuss remediation of concepts not mastered
3. Strategies for remediation
4. Curriculum mapping/planning up to PACT testing
5. Introducing ways of presenting concepts  
(i.e., maps, graphs, cartoons, graphic organizers)
6. Implementing more writing through journals,  
especially state current events

# **Data Team Meeting Minutes**

## **January 6**

### **8th Grade Social Studies**

Lindsay, Adams, McKenzie

#### **1. Discuss results of December data assessments.**

- We did some growth on some concepts.
- Identified what was lacking in student responses.
- Found that students are still not giving enough examples and details.
- We are in agreement that students were tired and excited about upcoming break which was a factor in their lack of performance.

#### **2. Discuss remediation of concepts not mastered.**

- We plan to integrate previous concepts into future teaching where concepts will show up again in third quarter.
- Our first blast-from-the-past activity will occur this week/Phylis Wheatley (concept on contributions of African Americans and slavery)

#### **3. Strategies for remediation**

- Brief activities once a week
- Introduction of more graphs, maps, and charts for interpretation (to help with analysis on both data assessments and PACT)
- More cooperative learning/hands-on approach to teaching the concepts (Example: grocery list/bringing in food items and discussing regions that they would come from in the United States and why)
- Implementation of vocabulary used in the data assessment (for example: deduce, impact)

#### **4. Curriculum mapping/planning up to PACT testing**

- What is essential to discuss and internalize before May?
- We looked at a calendar and prioritized the time allotted and the material/standards that MUST be taught.

#### **5. Introducing ways of presenting concepts (i.e., maps, graphs, cartoons, graphic organizers)**

- Political cartooning
- Nystrom mapping
- Battle and maps
- Looked at purchasing historical atlases and discussed with Andy

#### **6. Implementing more writing through journals/especially state current events**

- Decided to assign current event from newspaper, periodical, or cnn.com for groups to read, discuss, and summarize
- Journals will be kept with student reflections on these events