Clark Creek Data Teams

DT4L Process

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| **Comprehensive Grade Level Data****Step 1: Collect and Chart Data** |
| Grade Level | Fourth | Subject Area | ELA | Unit # | 2 |
|  | **# of students** | **% of students**  |
|  | **Pre** | **Post** | **Pre** | **Post** |
| # of 0-69 (Beginning) | 186 | 183 | 87 | 89 |
| # of 70- 79 (Developing) | 18 | 14 | 18 | 14 |
| # of 80-89 (Proficient) | 5 | 5 | 2 | 2 |
| # of 90-100 (Distinguished) | 5 | 3 | 2 | 1 |
|  | **% of Proficiency** | **% of Proficiency** |
| 4 | 3 |
| **Discuss and Record Findings (DT4L Process)** |
| **Step 2: Analyze Data**Common trends found across grade level; Identify targeted priority standard | The priority standard was LAGSE4W2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. This was based off of our pretest data. It is evident writing is a continuous struggle across the board.  |
| **Step 3: SMART Goal**Use SMART Goal formula and sentence frame to determine the proficiency goal | 3) Write a SMART goal-The percentage of fourth graders scoring proficient or higher on RCD unit 2 will increase from 4.6 % to 13% as measured by RCD unit Posttest and will be administered on 11/12. |
| **Step 4: Instructional Strategies & Tools**Determine common high impact strategies for Exemplary, Proficient, and Developing Learners with a tool to target the priority standard | **Instructional Strategy:** |
| **Tool** | **Tool** | **Tool** |
| Event Connections | Paraphrasing Chunks | Start with a plan in mind |
| **Step 5: Determine Results Indicators**Review of mid and post data to determine if strategy is effective; teachers model the implementation of each strategy based on their data results | I believe instructional scaffolding was the right choice. However, I think next year we should try to use different tools to boost student knowledge.  |