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. | | | | | | |