Wren Hollow Data Walls Leader in Me School Visit February 25, 2014

	Our Story
●Perspective	
⊕Products	

	Perspective
District:	
· "Data-foc	used" support positions added in 2007
Movemen	t to PLCs in 2011
●School:	
	undational pieces in place
	already occurring at the team level
· Wasperter for t	ake the work to the next level
	building-wide focus on improvement

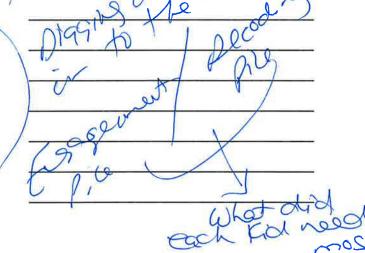
Purpose Ouestion; Why low achievement? End in mind: Clearly defined building focus ONE purpose, ALL invested Raise awareness - raise questions Foster collaboration Impact instruction Go visual with the data	
Process Building the Walls	
Layout Instructional Reading Level Horizontal axis Moving larget throughout the grade level ELA Benchmark Assessment Vertical axis Proficiency line marked Expected Trajectory Anticipated results vs. Outliers Helps us address PLC questions 2 and 3	

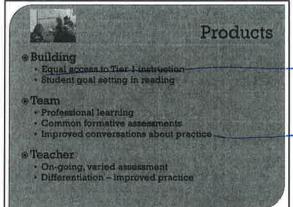
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Collaborative Learning

- Targeted instruction for every reader (goal setting)
- Optimizing the structures of Reading Workshop
- Strategy groups & partnerships
- · Book clubs
- Conferring





- Color Colo

solvy at Kids as individuals-

Questions & Answers	
Thank you for your time! Kiara Lackey, Instructional Coach Carlie Duncan, Math Facilitator	

Protocol: Using a Data Wall as a Collaborative Tool

	Predictions 5 min (private recording then one round of sharing)
	Observations (Just the Facts!) 15 min (10 private/5 multiple rounds with recorder) *adjust time as necessary depending on amount of data to process
*Additional Collaborative Process Participant: State the question/inference Recorder: Attempt to script Facilitator: Paraphrase/clarify as needed Recorder: Confirm accuracy of recorded Q/I	Questions/Inferences 20 min (5 private/15 multiple rounds with recorder)

Implications/Impact (20 minutes)

	Immediate Impact – 5 min Personal/Student-Specific
	Lasting Impact – 15 min Questions/Ideas for Collaborative Learning