

## **Strategic Learning Initiatives: Data Driven Instruction**

The first step Strategic Learning Initiatives (SLI) will take in collaborating with school districts or schools will be to focus on conducting an assessment of needs in a wide range of areas; including: the overall structure of the district, curricula, school climate, the quality of instruction, school finances, program effectiveness, human capital, the governance of the district and school system, student achievement, current parent/family participation in school programming, student attendance, mobility and truancy, language needs of students (e.g. Limited English Proficiency needs), special education programming, cultural instructional needs, and substance abuse, school climate, and teacher instructional needs. This assessment/audit will jump-start the SLI's relentless focus on data and on the sharing of information with administrators, teachers, students, and parents/families to contribute to the students' and schools' improved performance. As part of that audit, expectations, roles, responsibilities, and key performance measures and school change metrics will be reviewed and clarified by the school leadership teams collaborating with SLI.

As a formative assessment process that emphasizes teacher use of data and collaborative reflection on accountability, the Focused Instruction Process (FIP) does require well-developed formative assessment tools in alignment with the standards. Rather than mandating specific formative assessment tools, those resources already in place in the school will be reviewed. In the event that teachers cannot design or are in need of more structure formative assessment supports, SLI has experience with several systems and will advise the school leadership in the selection process. Many schools have opted to purchase an online standardized formative assessment system to support their instructional reforms.

After data have been used to create a plan, the instructional focus areas for the Common Core and/or College Readiness Standards will be developed. That plan includes the development of the instructional calendar. Areas of instructional focus will be selected from the state accountability requirements and matched to student learning needs. Teachers also will be asked to implement the instructional focus in the following five steps:

1. Posting and highlighting the instructional focus at the beginning of class when student attention is at a peak
2. Building upon success and student's prior knowledge with a warm-up of previously covered standards-based material to maintain and retain student understanding.
3. Delivering a lesson plan focused on the new standards.
4. Guiding practice to reinforce the new skills and concepts.
5. Assessing for understanding, enriching, and remediating when necessary.

The FIP instructional delivery will be aligned with school curricula. After a focus lesson has been taught for a period that is determined by the leadership team designed instructional calendar, that skill will then be tested/assessed. Based on the results of this assessment, students will be assigned to a success group for re-teaching, or enrichment. At this point, the students will undergo additional lessons at their appropriate level (i.e., re-teach, maintenance, or enrichment) for another period as designated by the instructional calendar.

**References:** Brandi Stubblefield, Learning Strategist, Lanphier High School, Springfield School District 186, [bstubblefield@springfield.k12.il.us](mailto:bstubblefield@springfield.k12.il.us) (217) 585-0939