

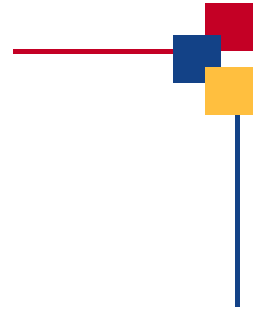


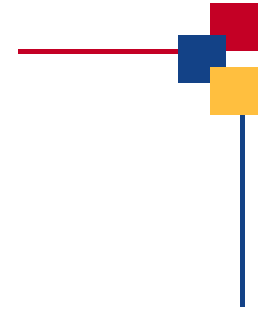
Staff Meeting Resources and Principal Tools for School Improvement: 9 Systemic Processes to Raise Student Achievement

aha! Process, Inc.
Highlands, TX
www.ahaprocess.com

Process 1

Data Analysis





Process 1 Activity 1 – Review

- Review grade level departmental results in terms of AYP targets
- Review and discuss expectations for use of QTIPS, Non-fiction Reading Strategy and URTOPS.






Data Analysis

Grade level/department results

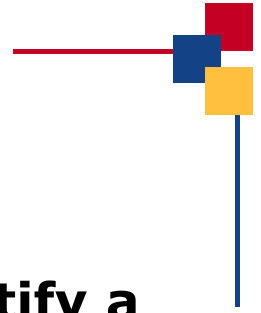


TEST BAND 200	Caucasian	Hispanic	African American	LSES*	LEP**	Disabled
75–100%	80	40	80	100	10	40
30	5	10	10	0	0	
50–74%	30	15	30	30	2	20
25–49%	15	10	20	20	3	10
0–24%	5	10	20	40	5	10
Students who were exempt						

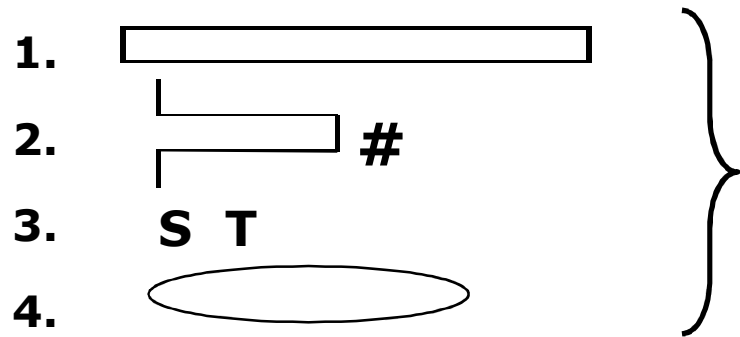
Q-TIPS

LETTER	STEP	DIRECTIONS	SYMBOL	SENTENCE STARTER
Q	QUESTION	Use the sentence frame to underline the question		I am being asked to...
T	THINK	Thoughtfully, thoroughly, and totally read the question or problem		
I	INFORMATION	Circle important information and labels. Is there more than one step involved in answering the question or problem? What action verbs are in the question?		I know ...
P	PLAN	Choose a plan, mental model, or strategy that answers all parts of the question.		I am going to use ...
S	SOLUTION	Use the information provided to answer the question. Use titles, labels, and/or units of measurement. Check to make sure all steps are included.		The answer is... because...

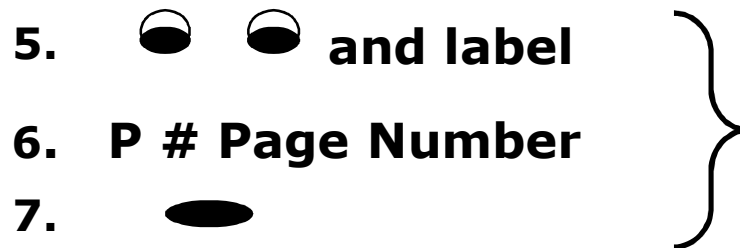
Reading Strategy



1. Box in and read the title.
2. Trace and number the paragraphs.
3. Stop and think at the end of each paragraph to identify a key point.
4. Circle the key word or write the key point in the margin.
5. Read and label the key words in the questions.
6. Prove your answer. Locate the paragraph where the answer is found.
7. Mark or write your answer.



Complete steps 1-4 for entire text (each paragraph).



Complete steps 5-7 for questions that follow the text.

U R TOPS

Strategy for Open-Response Questions



U	UNDERLINE	UNDERLINE or highlight key words, ideas, power verbs, and important information.
R	READ	READ everything twice before you start to answer. Read charts, diagrams, and maps, then reread the question.
T	TOPIC SENTENCE	Create a TOPIC SENTENCE that clearly states your position, decision, or starts your answer.
O	ORGANIZE	ORGANIZE your thoughts to answer the question. Be clear, concise, and to the point.
P	PART	Look for specific PARTS to be answered. Label each part with a number.
S	SUPPORT	SUPPORT your answer with facts, figures, or statements from what is given. Show all problem solving steps.

Process 1 Activity 2 – Plan and Label



- Distribute to small teacher groups (2 – 3) poster size examples of a grade level math problem or non-fiction reading example.
- Teachers work as a group to label each example with the plan and label strategy used on each campus.
- Teachers post their completed examples.
- Discuss consistencies and differences.
- Ask teachers to post student examples of the strategies in the hallways.

Process 1 Activity 3 - Self-Assessment



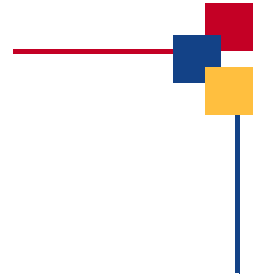
- Distribute to teachers copies of the walk-through checklist.
- Jigsaw the indicators to pairs of teachers.
- Have teachers define the indicator.

What does it look like in the classroom?

- Teachers share their definitions.
- Teachers complete the walk-through checklist anonymously as a self-assessment.

How many of these indicators are present in my room >75% of the time?

- Teachers turn in the self-assessment. (They may have an additional blank copy to keep.)



Data Analysis

Walk-through Checklist

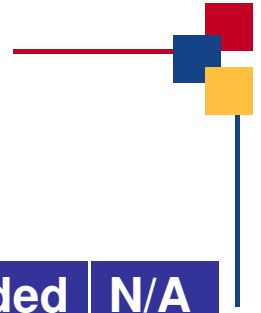
	PRESENT	NEEDED	N/A
Teacher directly teaches planning behaviors for academic tasks			
Teacher requires student use of planning behaviors for academic tasks			
Teacher directly teaches a problem solving model			
Teacher requires student use of problem solving model			
Teacher directly teaches a non-fiction reading strategy			
Teacher requires student use of a non-fiction reading strategy			



Data Analysis

Walk-through Checklist – Reading Strategy

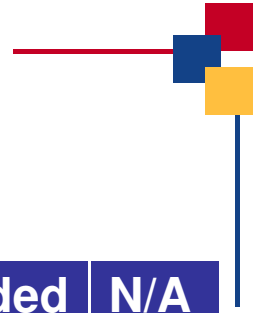
	Present	Needed	N/A
Reading Strategies poster displayed in the classroom.			
Work displayed in classroom shows the plan and label strategy.			
Teacher references Reading Strategies in instruction.			
Teacher models Reading Strategies.			
Students use Reading Strategies on class work as directed by the teacher.			
Students use Reading Strategies independently.			
Grading/scoring is based on process – Reading Strategies.			



Data Analysis

Walk-through Checklist - QTIPS

	Present	Needed	N/A
QTIPS poster displayed in the classroom.			
Work displayed in classroom shows QTIPS plan and label strategy.			
Teacher references and models QTIPS in instruction.			
Students use QTIPS on class work as directed by the teacher.			
Students use QTIPS independently.			
Students are writing about math using the QTIPS sentence starters or CSRQ.			
Grading/scoring is based on process – QTIPS.			



Data Analysis

Walk-through Checklist - URTOPS

	Present	Needed	N/A
URTOPS poster displayed in the classroom.			
Work displayed in classroom shows URTOPS planning strategy.			
Teacher references and models URTOPS in instruction.			
Students use URTOPS on class work as directed by the teacher.			
Students use URTOPS independently.			
Students use the URTOPS strategy when writing their responses to open-response questions.			
Grading/scoring is based on process – URTOPS.			