

DATA DAY | December 16, 2024

[Intervention Master 24-25](#)

LOCATION - KJHS 104

Meeting Schedule	1st Hour 9:08 - 9:52	2nd Hour 9:55-10:38	3rd Hour 10:41-11:24	4th hour 11:27 - 12:10	5th Hour	6th Hour 1:29 - 2:12	7th Hour 2:10 - 2:56	8th Hour 3:01 - 3:45
		7-1	8-1	6-1	Lunch	8-2	6-2	7-2
Discussion Order	Which students do we get to review progress on?							
Team Recommendations	Data Day Discussion Lists Tier 2 Intervention Lists							
CARES Students in Intervention			Z. Klawitter (LLI)	J Lewis (WAL)		A. Fuller (C/C)	K Aiknes (CFG& Math) A Roberson (CFG/Dreambox) Z Givan (CFG) C Dortch (CFG/Math)	G. Mays (C&C) D. Roberson (Math)
Students in Intervention		J Vandegraft (Math) S Baxter (Math) Z Robinson (C/C) M Hagstrom (SAIG) M Winlow (SAIG) T Booth (SAIG/CFG) Z Vinson (C/C; Math) B Prescott (C&C/Math) L Russell (LB) L Washington (Math) M Carlos (CFG) B Miranda (CFG) K Carr (C&C) J Ensenberger (WAL) H Bauer (Math) R Patton (LB)	J Bryant (Math) J Hall (WAL) Kamani Bullard (CFG) A Bones (CFG;; C/C) L Carrier (Math) P Embry (SAIG) M Delaney (C/C) A Campbell (LB) A Stewart (LB) Z Lovett (Math) M Stebbins (SAIG) B Wright (SAIG) J Jefferson (SAIG)	D Dismukes (Math/WAL) J Sanders (Math/WAL) L Benoit (180) N Lorch (SAIG) N Beavins (180) J Gill (LLI) K Marquez Kaaihue (WAL) C Yetimbi (180) E Muftee (180) A Healy (180) C Brown-Richmond (WAL) B Boyd (WAL/LB/LLI) K Polk (SAIG)		N Grandberry (SAIG) M Talley (Math) V Morgan (SAIG) B Mattocks (WAL) K Wilson (WAL) M Talley (WAL) A Childs (WAL) J Peifer (WAL) J Harris (Math) I Voegele (Math) C Caldwell (SAIG) E Werts (CFG)	R Proctor (Math) H Vargas (Math) J Wilkins (Math) J Battle (Math) S Sneed (Math/SAIG) M Gibson-McNabb (SAIG) P Kurella (SAIG) P Andrews (180) A Williams (180) A Trancoso (180) L Howe (180) L Turner (SAIG) L Zimmerman (SAIG) L Morales (Math)	J Spiller (SAIG/Math) M Murphy Matthews (SAIG) Z Moffett (WAL) S Johnson (Math/CFG) R Gaeta (CFG) N Robinson (C&C) T Tibbs (CFG) L Maduakolam (SAIG) I Todaro (SAIG) S Davis (WAL) L Kirchner (LB) J Bingham (Math) A West (Math)

				A Pilarski (C&C/LB)				
Students with IEPs needing re-evals								

On 12/16/24 we will get to talk about supporting students during Data Day. The schedule outlines who needs to attend & when plus the order in which we will problem solve around students recommended for academic, executive functioning, &/or SEL interventions. Intervention Cycle 3 will start on 1/7/25.

What do you need to do to prepare?

By Wednesday, December 11 :

Gen Ed Teachers

- Benchmarking is done via STAR Reading & STAR Math.
- **Math Action Items:** Add students who fell at or below the 16% and you have concerns with to your tab on the recommendation sheet. Then check the areas you are seeing flagging in class. Remember just because a student falls below 16th does not always mean that is accurate or what you are seeing in classroom assessments. Students who are below that and you are seeing classroom work that supports the diagnostic should be reviewed with Meagan Welch.
- **L&C Action Items:** Add students who fell at or below the 16% and you have concerns with to your tab on the recommendation sheet. Then check the areas you are seeing flagging in class. Remember just because a student falls below 16th does not always mean that is accurate or what you are seeing in classroom assessments. If you did a Comprehension Interview or had an F&P done on a student, please add that to the student's data in eduCLIMBER.
- **SEL/EF Action Items:** Please use this [document](#) in your decision making for the outlined areas. PBIS also has a specific [document](#) that references possible supports. **Please be reflective of deciphering between a skill deficit and a performance deficit.**
- Reminder: If a student currently has an IEP you DO NOT need to add them to the recommendation sheet if the issue is related to the disability described in their IEP. Their needs are covered through their IEP supports.
- On the discussion list for your team, please list out the **top 3 to 4 students** you would like to discuss for possible intervention in each category. Bring all of the data to support each recommendation.

LBS1s & Interventionists

- Give F & P, if needed and add into EC.
- Gather all relevant information from intervention, progress monitoring, pre and post assessments needed for each student in intervention.
- Bring all diagnostics to the data day meeting.
- LBS1s please plan in being in attendance for your caseload and any teams you may have in intervention. This means you may be attending multiple meetings.

Counselors/Admin by Friday, December 13th

- Counselors - fill in any missing students in the SAEBRs area of the recommendation sheets

What happens at Data Day?

- **Who attends data day?** All of your team! AND.... Guidance, SW, PSY, Interventionists, PBIS coach. This is especially necessary as we will be discussing students recommended for executive functioning concerns and SEL concerns.
- **What can classroom teachers bring?**
 - If a student is added to the recommendation spreadsheet from math, bring pre/post assessment, exit ticket information and/or work samples.
 - If a student is added to the recommendation sheet for reading please bring a comprehension interview, current instructional level F and P.
 - If a student is being flagged for writing please bring work samples and their benchmark assessment from class.
 - If a student is being flagged for EF please decipher between skill deficit (does not know how to do) vs. performance deficit (does not want to do).
- **What will we discuss?** We will discuss students you have placed into the recommendation form.
- **What is the structure of the discussions?**
 - Problem solving around students recommended by your team for either academic, executive functioning, or SEL interventions.
 - Interventionists will share data on current students who just completed the prior cycle of Intervention, i.e. CARES and general education students. This includes talking about progress of the student and recommendation for next steps regarding Intervention.
 - Interventionists will highlight the celebrations of the special education students in intervention.
- **How do Interventions work with students receiving special education supports?** Prior to data day, I am asking LBS1s to check with Lindsay regarding any students on their caseload to be included in this cycle of Intervention due to the timing of their students' re-evaluations. These students can then be brought up during data day. Also, LBS1's should ensure students on their caseloads have gone through the necessary academic interventions before they consider running an executive functioning intervention.

What happens after Data Day?

- *Academic Interventions:* As Data Day wraps up, I will create a schedule in collaboration with our Coaches & Academic Interventionists then I will inform families of students entering intervention. Interventionists will celebrate success with families whose student is exiting intervention. Counselors will alter student schedules and we will begin as soon as possible.

- *EF & SAIG*: The week after Data Day, Emily Castrejon, MTSS Interventionist, will meet with recommended students, determine best service alignment & we'll get those interventions kicked off immediately thereafter.
- *PBIS Tier 2*: After data day, the Tier 2 team will meet to review Data Day discussions, SAEBRs & mySAEBRs information to create supports for students going onto CICO & iCICO.
- Our plan will be for Intervention groups to start meeting on January 7, 2025.
- Student reflection sheets will be filled out with Interventionists and sent home. See sample [here](#). Please place copies of these sheets in Elisa's mailbox.

What about students who are currently in intervention during assessment week?

- Students who currently are in reading, math, writing or EF intervention will remain with their LBS1 or interventionists until schedules are solidified for the next round. **Cycle3 will start on Tuesday, January 7, 2025.** Students will not be shifted back into any classes during the next few days. LBS1s and interventionists will be doing additional assessments with students. They may need to adjust rooms or ask for assistance when progress monitoring. If a student is showing anxiety about testing in front of others, please partner with your team or office for some suggestions to assist with this. That may include moving some students into an alternative location during the testing time or into the hallway.