

# Areas of Strength and Opportunities for Growth

Adapted from <https://www.amplify.com/utah/resources>

After analyzing data, collaborate as school leadership, a grade level team, or work individually to consider the following: Which of these items are “areas of strength” for you, vs. “opportunities for growth?” Choose one or more areas of growth to work on for a goal/focus for the new school year:

## System level:

- Instruction (All Tiers):** Is Tier 1 Instruction effective in retaining benchmark students? Are interventions helping to close the gap for students who need strategic and intensive support?
- Scheduling and Time:** How much time is spent on core instruction/intervention? Are all students that need intervention receiving it?
- Staffing:** Are the most highly qualified teachers leading intervention groups? Does the allocation of supplemental staff support the instructional needs of all students?
- Assessment Practices:** Is assessment staff adequately trained on DIBELS Next so that your data is valid? How often are refresher courses given? Do progress monitoring practices yield the data needed for teachers to correctly plan instructional next steps?
- Effective Data Review Practices:** Have instructional staff reviewed current data and know where instruction needs to be for each student? Is there a structure in place where data is reviewed every 4-6 weeks?
- Professional Development:** Does instructional staff have a deep knowledge of early literacy skills and how to teach struggling students on the skills? Has there been sufficient training on all instructional resources? How are you using your PLC meetings? Do your teachers have access to the literacy coach for coaching cycles, including data collection, co-observation, modeling, or co-teaching?

## Teacher / Classroom Level:

- Focus on Instruction:** Are you teaching the basic early literacy skills that match your students’ needs?
- Intensity:** Are you spending enough time teaching literacy, in an uninterrupted block of time? Are you meeting with your groups with enough frequency? Are the groups an appropriate size?
- Method:** Are your instructional materials evidence-based? Do you change strategies when students don’t respond?
- Outcome:** Do you regularly monitor student progress in the instructional area(s) so you can adjust your instruction to meet students’ needs?
- Pace:** Do you move on to the next skill at an appropriate point? Do you allow for flexible grouping?

**Delivery Method** for Action Steps toward Area(s) of Growth (Select one or more)

Data Meeting   PLC   Staff Meeting   PD Session   Grade-Level Meeting   Peer Coaching   Other: \_\_\_\_\_