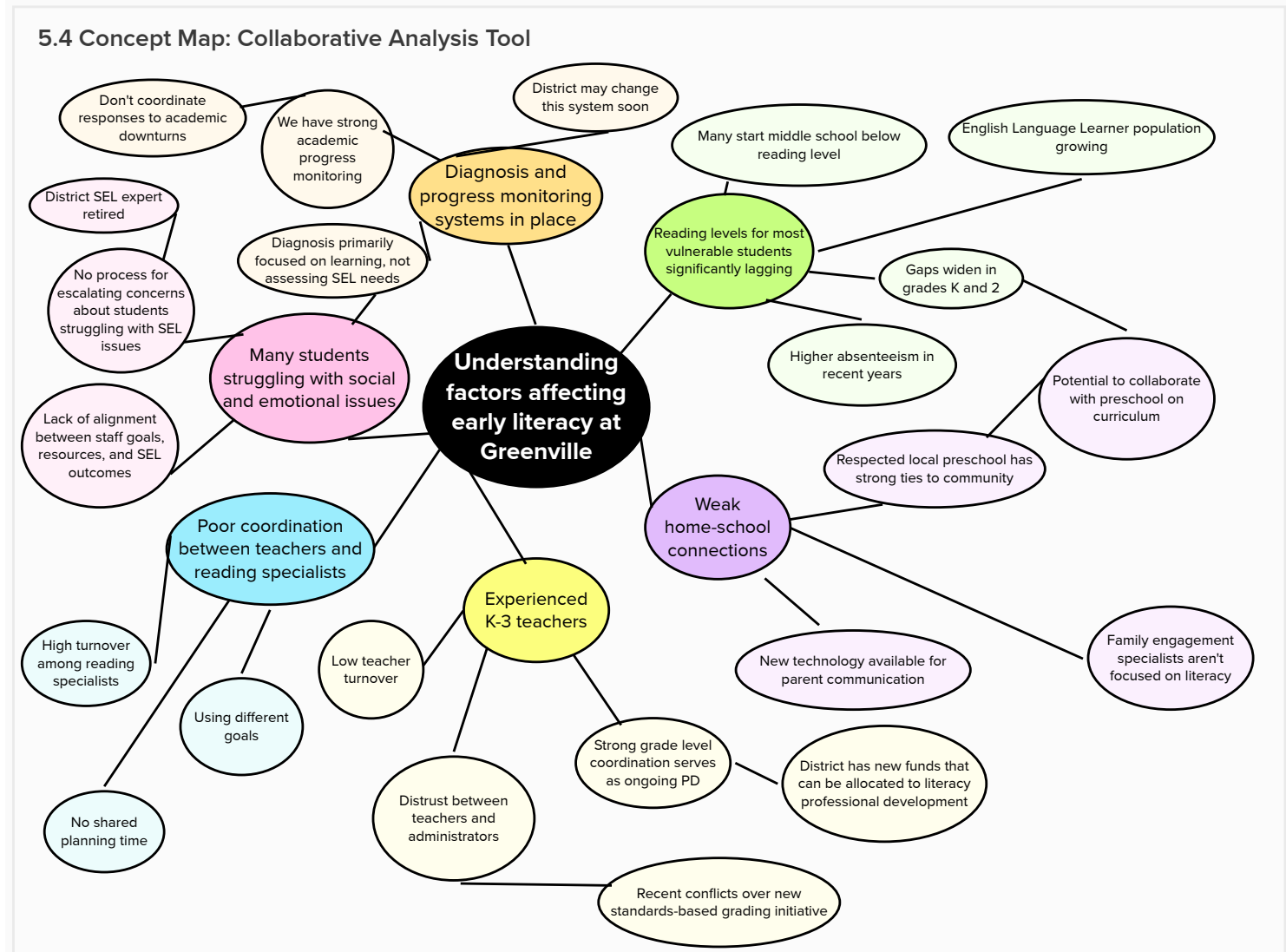


Analytical Model 1: Concept Map

Organize key information and data that your team has collected into a concept map—you can do this as individuals or as a collective exercise to help you understand the big picture. See example for early literacy below.



Analytical Model 2: Framed Discussion

Analyze the data you have collected by facilitating a framed discussion with your staff using these prompts. Follow this structure:

1. Ask each person to write down key information and data they captured during the assessment in the “What” column. Then go around the room and have each person share one key item and write it on a shared flipchart. Collect more if needed.
 2. Look at items on the flipchart and discuss their meaning. Capture thinking in the collective “So What” column.
 3. Have staff discuss what they are now inspired to do in the “Now What” column. If time, have each person contribute to next steps.
- See example for early literacy assessment below.

WHAT?	SO WHAT?	NOW WHAT?
<ul style="list-style-type: none"> • Many of our students are struggling with social and emotional issues. • No process for escalating concerns about students struggling with SEL issues. 	<ul style="list-style-type: none"> • Social and emotional issues that are unaddressed can have significant negative impact on cognition and thus literacy outcomes. 	<ul style="list-style-type: none"> • Develop pro-active process for flagging SEL indicators and escalating concerns as part of new literacy intervention.
<ul style="list-style-type: none"> • We have experienced K-3 teachers. • Currently have effective diagnostic and academic progress monitoring systems. • Poor coordination between classroom teachers and reading specialists. • Reading gaps widen in Grades K and 2. 	<ul style="list-style-type: none"> • Reading specialists aren’t getting benefit of ongoing teacher insights nor systematic coordination based on data from progress monitoring. 	<ul style="list-style-type: none"> • Consider how to coordinate the efforts of teachers and reading specialists, such as by designating a collaborative planning time block. May need to prioritize this time for Grades K and 2 in the first year.
<ul style="list-style-type: none"> • Interviews suggest that parents feel disconnected from school and don’t feel confident supporting school at home. • ELL population is growing. • Family engagement specialists are not focused on literacy. • Absenteeism has been rising recently. • New technology purchased by district is available for parent communication. 	<ul style="list-style-type: none"> • Weak home-school connection is likely to continue and worsen if not addressed. • Home-school communications in English only may not be understood. • Intentional use of parent communication around literacy drivers such as absenteeism could have greatest effect. 	<ul style="list-style-type: none"> • Look into a literacy themed home-school communication plan for the year. • Connect family engagement specialists to reading specialists and classroom teachers to coordinate a literacy focused outreach.