Balek

Name the Data Point Below and Date of Meeting	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1 Brooke Plants A Tree	3	3	8	4	2
Data Point # 2 Another Movie Night to Remember **missing 1	0	15	2	2	2
Data Point # 3					
Data Point # 4					
Data Point # 5					

Cappelen

	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1 Brooke Plants A Tree missing 3	3	5	4	5	0
Data Point # 2 Another Movie Night to Remember	0	12	5	3	1
Data Point # 3					
Data Point # 4					
Data Point # 5					

Comin

	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1 Brooke Plants A Tree	4	3	4	2	8
Data Point # 2 Another Movie Night to Remember	0	10	3	5	5
Data Point # 3					
Data Point # 4					
Data Point # 5					

Slivnick

	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1 Brooke Plants A Tree	3	3	4	4	7
Data Point # 2 Another Movie Night to Remember	0	14	0	4	5
Data Point # 3					
Data Point # 4					
Data Point # 5					

Grade Totals

	Extends/4.0	Mastery/3.0	Partial Mastery/2.5	Developing/2.0	Not Mastering/1.0
Data Point # 1	13	14	20	15	17
Percentage	16.46%	17.72%	25.32%	18.99%	21.52%
Data Point # 2	0	51	10	14	13
Percentage	0.00%	57.95%	11.36%	15.91%	14.77%
Data Point # 3	0	#VALUE!	0	0	0
Percentage	#VALUE!	#VALUE!	#VALUE!	#VALUE!	#VALUE!
Data Point # 4	0	0	0	0	0
Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Data Point # 5	0	0	0	0	0
Percentage	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

1. Celebrate the strengths in the data. Did a partricular classroom do extremely well? Find out what happened instructionally in that classroom. Look at samples of student work. What skills did the proficient students demonstrate in their work that set their work apart? Which instructional strategies helped students learn?

Data Point # 1	Data Point # 2	Data Point # 3	Data Point # 4	Data Point # 5

	A lot more kids mastered! Many of them connected to this text.			

2. Using your TeacherEase gradebook and samples of student work, determine area(s) of students struggle? What may be the cause? Create an instuctional plan.
ADD 2.5 to 3 and 4.0 and beyond

TARGET A:

Data Point #1 - 1.0 to 2.0	Data Point #2 - 1.0 to 2.0	Data Point #3 - 1.0 to 2.0	Data Point #4 - 1.0 to 2.0	Data Point #5 - 1.0 to 2.0
Growth Areas	Growth Areas -copied from the text -not enough detail -comprehension of the text -only used the pictures -guessing at what sounds right	Growth Areas	Growth Areas	Growth Areas
Instructional Plan Review question words/responses Use instructional level texts	Instructional Plan -highlight key words- find in the text, rather than making inferences -visualizing as you go -Modeling reading to comprehend -chunking b,m,e... when did that happen in the story? Then go back to the questions and find where it happened. -preview the questions... chuck, are there any questions you can answer yet? -Using at level text	Instructional Plan	Instructional Plan	Instructional Plan
Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:
Student Names Cappelen:	Student Names Cappelen: Rylan	Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:
Student Names Comin: Noah K Molly Ayanna Edgar Julian Stephen Noah D Simona	Student Names Comin:	Student Names Comin:	Student Names Comin:	Student Names Comin:
Student Names Slivnick: Vedi Mihir Tyler Dylan Peniel Nica Max	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:
	Data Point #2 - 2.0 to 3.0	Data Point #3 - 2.0 to 3.0	Data Point #4 - 2.0 to 3.0	Data Point #5 - 2.0 to 3.0
Growth Areas	Growth Areas	Growth Areas	Growth Areas	Growth Areas
Instructional Plan Review question words/responses Read questions before reading text Double underline question words Highlight answer in text	Instructional Plan Similar instruction to 1.0, but with EOY text.	Instructional Plan	Instructional Plan	Instructional Plan

Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:
Student Names Cappelen:	Student Names Cappelen: Olivia, Logan, Zack	Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:
Student Names Comin: Pheonix Sonia	Student Names Comin:	Student Names Comin:	Student Names Comin:	Student Names Comin:
Student Names Slivnick: Ted, Anirlan, Frank, Saho	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:
Data Point #1 - 2.5 to 3.0	**Data Point #2 - 2.5 to 3.0**	**Data Point #3 - 2.5 to 3.0**	**Data Point #4 - 2.5 to 3.0**	**Data Point #5 - 2.5 to 3.0**
Growth Areas	Growth Areas	Growth Areas	Growth Areas	Growth Areas
Instructional Plan Read questions before reading text Rewrite question stems for answer	Instructional Plan	Instructional Plan	Instructional Plan	Instructional Plan
Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:
Student Names Cappelen:	Student Names Cappelen: Evan, Dominic, Aaron, Hadley, Lyla	Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:
Student Names Comin: Seoyun Megan Aarya	Student Names Comin:	Student Names Comin:	Student Names Comin:	Student Names Comin:
Student Names Slivnick: Eliana, Tanya, Sarah, Evan	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:
Data Point #1 - 3.0 to 4.0	**Data Point #2 - 3.0 to 4.0**	**Data Point #3 - 3.0 to 4.0**	**Data Point #4 - 3.0 to 4.0**	**Data Point #5 - 3.0 to 4.0**
Areas to Grow	Areas to Grow	Areas to Grow	Areas to Grow	Areas to Grow
Instructional Plan Making inferences & fnding evidence in the text.	Instructional Plan -inferential practice	Instructional Plan	Instructional Plan	Instructional Plan
Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:
Student Names Cappelen:	Student Names Cappelen: Ellie, Joyce, Tanush, Pranay, Ryan, Stas, Lucy, Kamal, Rishab, Mina, Natalie, Julia	Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:
Student Names Comin: Nithika Xavier Jaemin	Student Names Comin:	Student Names Comin:	Student Names Comin:	Student Names Comin:
Student Names Slivnick: Layla, Andre, Kaitlyn K	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:
Data Point #1 - 4.0 to 4.0	**Data Point #2 - 4.0 to 4.0**	**Data Point #3 - 4.0 to 4.0**	**Data Point #4 - 4.0 to 4.0**	**Data Point #5 - 4.0 to 4.0**
Areas to Grow	Areas to Grow	Areas to Grow	Areas to Grow	Areas to Grow
Instructional Plan	Instructional Plan	Instructional Plan	Instructional Plan	Instructional Plan
Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:	Student Names Balek:
Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:	Student Names Cappelen:

Student Names Comin: Shayna Ashley Sebastian Srini	Student Names Comin:	Student Names Comin:	Student Names Comin:	Student Names Comin:
Student Names Slivnick: Olivia, Sofia, Katelyn C	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:	Student Names Slivnick:

3. Reflect on the plan you created. How did students growth and understanding of the target change as a result of your instructional plan and teaching?

N/A	After giving *Data Point 2*, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?	After giving *Data Point 3*, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?	After giving *Data Point 4*, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?	After giving *Data Point 5*, reflect on the instructional plan your team created. What evidence do you have that your instructional plan was effective?

4. Based on your data and the plan you created, set your SMART Goals

Set your SMART Goal.	Data Point 2: New SMART GOAL after anaylzing and reflecting.	Data Point 3: New SMART GOAL after anaylzing and reflecting.	Data Point 4: New SMART GOAL after anaylzing and reflecting.	Data Point 5: New SMART GOAL after anaylzing and reflecting.
After analyzing Data Point 1 for Target A % of students have reached a proficiency level of 3.0 or above. After intervention and reassessment of those non-proficient students, no less than % of students will reach a proficiency level of 3.0 on Target A on Data Point 2.	After analyzing Data Point 2 for Target A 58% of students have reached a proficiency level of 3.0 or above. After intervention and reassessment of those students, no less than 65% of students will reach a proficiency level of 3.0 on Target A on Data Point 3.	After analyzing Data Point 3 for Target A % of students have reached a proficiency level of 3.0 or above. After intervention and reassessment of those non-proficient students, no less than % of students will reach a proficiency level of 3.0 on Target A on Data Point 4.	After analyzing Data Point 4 for Target A % of students have reached a proficiency level of 3.0 or above. After intervention and reassessment of those non-proficient students, no less than % of students will reach a proficiency level of 3.0 on Target A on Data Point 5.	After analyzing Data Point 5 for Target A % of students have reached a proficiency level of 3.0 or above. After intervention and reassessment of those non-proficient students, no less than % of students will reach a proficiency level of 3.0 on Target A on Data Point 6.
After analyzing Data Point 1 for Target A % of students have reached a proficiency level of 4.0 or above. After intervention and reassessment of those students, no less than % of students will reach a level of 4.0 or beyond on Target A on Data Point 2.	After analyzing Data Point 2 for Target A % of students have reached a proficiency level of 4.0 or above. After intervention and reassessment of those students, no less than % of students will reach a level of 4.0 or beyond on Target A on Data Point 3.	After analyzing Data Point 3 for Target A % of students have reached a proficiency level of 4.0 or above. After intervention and reassessment of those students, no less than % of students will reach a level of 4.0 or beyond on Target A on Data Point 4.	After analyzing Data Point 4 for Target A % of students have reached a proficiency level of 4.0 or above. After intervention and reassessment of those students, no less than % of students will reach a level of 4.0 or beyond on Target A on Data Point 5.	After analyzing Data Point 5 for Target A % of students have reached a proficiency level of 4.0 or above. After intervention and reassessment of those students, no less than % of students will reach a level of 4.0 or beyond on Target A on Data Point 6.