| Assessment given |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| HERE'S WHAT: (10 minutes) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Standard(s) Assessed | Type of Assessment | Proficiency Expectation |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Teacher | \# students below 70\% | \# students at or above 70\% | TIER I: \% of total students at 70\% or above (The goal is to have $\mathbf{8 0 \%}$ or higher) | \# students at or above 70\% after Tier II | Tier II: \% of total students at $70 \%$ or above: |  |
|  |  |  |  |  | \#DIV/0! | Total Kids: |
| Teacher 2 (\#) |  |  | \#DIV/0! |  |  |  |
| Teacher 3 (\#) |  |  |  |  |  |  |
| Teacher 4 (\#) |  |  |  |  |  |  |
| Total Students |  |  |  | 0 |  |  |
|  |  |  |  |  |  |  |
| SO WHAT: (15 Minutes) |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Each team member reflects and writes notes on overall trends within each proficiency level ( 5 minutes): <br> 1. Was there a specific question or skill that the students struggled with? <br> 2. What were the common error/s that students made with that question/skill? <br> 3. Was there a specific question or skill that the students showed a strength in? <br> 4. Did you notice a specific strategy or process that students who showed mastery used (or was effective)? |  |  |  |  |  |  |
|  | Medlin | Warner | Young | Teacher D |  |  |


| What are possible common challenges suggested by the data and student work. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| What are strategies to address the common challenges within Tier One instruction? (recorder writes notes below) |  |  |  |  |
|  | Medlin | Warner | Young | Teacher D |
| What instructional strategies/best practices did you use that were effective in Tier one instruction? (discuss as a group, each teacher shares) |  |  |  |  |

NOW WHAT: (15 Minutes) Decision Making:

Which students need more time and support?


