| 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<br>above (The goal is to have 80% or<br>higher) | # students at or above 70% after<br>Tier II | Tier II: % of total<br>students at 70% or<br>above: |             |
| Teacher 1 (#)                                                                                                         |                                                                                                                                                                                                               |                                              |                                                                                       |                                             |                                                     |             |
| Teacher 2 (#)                                                                                                         |                                                                                                                                                                                                               |                                              |                                                                                       |                                             |                                                     |             |
| Teacher 3 (#)                                                                                                         |                                                                                                                                                                                                               |                                              |                                                                                       |                                             |                                                     | Total Kids: |
| Teacher 4 (#)                                                                                                         |                                                                                                                                                                                                               |                                              | #DIV/0!                                                                               |                                             | #DIV/0!                                             | 0           |
| Total Students                                                                                                        |                                                                                                                                                                                                               |                                              |                                                                                       | 0                                           |                                                     |             |
| SO WHAT: (15 Minutes)                                                                                                 |                                                                                                                                                                                                               |                                              |                                                                                       |                                             |                                                     |             |
| <ol> <li>Was there a specific questi</li> <li>What were the common er</li> <li>Was there a specific questi</li> </ol> | and writes notes on <u>overall trends</u> wi<br>on or skill that the students struggle<br>ror/s that students made with that c<br>on or skill that the students showed<br>rategy or process that students who | d with?<br>question/skill?<br>a strength in? |                                                                                       |                                             |                                                     |             |
|                                                                                                                       | 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)                                 |        |        |       |           |  |  |
| What instructional strategies/best practices did you use that were effective in Tier one instruction? (discuss as a group, each teacher shares) | Medlin | Warner | Young | Teacher D |  |  |
|                                                                                                                                                 |        |        |       |           |  |  |

| Which students need more time                           | ne and support? |        |       |           |                                                                                                |  |
|---------------------------------------------------------|-----------------|--------|-------|-----------|------------------------------------------------------------------------------------------------|--|
|                                                         |                 |        |       |           |                                                                                                |  |
|                                                         | Medlin          | Warner | Young | Teacher D | Name of Students who<br>did not show mastery<br>after Tier II (possible<br>Tier III students): |  |
| MP (0-59%) -<br>Teacher :<br>Number of students:        |                 |        |       |           |                                                                                                |  |
| PP (60-69%) -<br>Teacher : Young<br>Number of students: |                 |        |       |           |                                                                                                |  |
| P (70-89%)-<br>Teacher:<br>Number of students:          |                 |        |       |           |                                                                                                |  |
| HP (90-100%) -<br>Teacher:<br>Number of Students:       |                 |        |       |           |                                                                                                |  |
|                                                         |                 |        |       |           |                                                                                                |  |
| What will mastery look like on the next assessment?     |                 |        |       |           |                                                                                                |  |
| Date of next assessment:                                |                 |        |       |           |                                                                                                |  |
| Standards being assessed:                               |                 |        |       |           |                                                                                                |  |
| Date of next data meeting:                              | _               |        |       |           |                                                                                                |  |