**Data Team Meeting 3 DATE:**

**Members: Meeting Norms:**

1. Collect, analyze, and chart data to determine students who are not yet proficient

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| LEVEL | **Proficient or Exemplary** | **Proficient after Instruction** | **Additional Time / Opportunity** | **Extensive Intervention** |
|  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Teacher Names | Students Tested | **Total Number and Names of Students who are Proficient or Exemplary** **(Meets or Exceeds)** | **Total Number and Names of Students who will be Proficient after Instruction****(Nearly Meets)** | **Total Number and Names of Students in need of Additional Time/Opportunity****(Low)** | **Total Number and names of Students in Need of Extensive Intervention****(Very Low)** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Totals****& %** |  |  |  |  |  |

1. Examine student work on pre/post test to identify strengths and obstacles.

|  |
| --- |
| **Student Performance** |
| **Strengths:**\*\*\*\* | **Obstacles:**\*\*\*\* |
| **Prioritized Needs:****1.****2.****3.****4.****5.** |

1. Establish SMART Goal: **SMART Goal:**

***Percentage of ­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ scoring proficient and higher in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will increase from \_\_\_\_\_% to \_\_\_\_\_% by \_\_\_\_\_\_\_\_\_as measured by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Post-Test.***

**Standards Addressed:**

**Priority Standards:**

**Supporting Standards:**

1. Select Instructional Strategies: **Possible Strategies to Consider:**

**Compare Classify Create Metaphors Create Analogies Summarize**

**Note-Taking Homework\* Reinforce Effort\* Provide Recognition Practice\***

**Set Objectives Provide Provide Feedback\* Cooperative Learning Cues**

**Questioning Writing Advanced Organizers OTHERS** \*= Strategies recommended for daily use

|  |
| --- |
| Identified Need**:**  |
| **Brainstorm List of Effective Strategies** |
| 1.2.3.4.5. |
| **Selected Instructional Strategy** (Determined through unit/lesson design to provide focused, first-best instruction) |
|  |
| **Learning Environment (Small group, whole group, place, etc.)** |
|  |
| **Time – Duration of the Teaching of Specific Concepts and/or Skills** |
|  |
| **Materials for Teachers and Students** |
|  |
| **Assignments, Assessments – Where will students be required to use the strategy?** |
|  |
| **How will we differentiate instruction?** |
| **Intensive****(Developed in collaboration with Special Education and ELL Specialists)** | **Targeted****(Aligned with “double-dose” interventions, partnerships with parents, and tutors)** | **Extended****(Supporting students proficient in the area being focused on)** |
|  |  |  |

1. Results Indicators

|  |  |
| --- | --- |
| **Identified Need:** |  |
| **Selected Strategy:** |  |
| **Result Indicators:** | **Adult Behaviors:** If we use this strategy… |  |
| **Student Behaviors:** then we can expect… |  |
| **Look-fors in Student Work:** |  |

1. Establish responsibility and timeline for monitoring progress

|  |
| --- |
| **Monitoring Strategies** |
| **Data you plan to monitor** | **What will I do and what will I bring to next meeting?** | **Timeline of Instructional Period** |
|  |  |  |