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| **Team Name** |  |
| **Facilitator** |  |
| **Subject** |  |
| **Team**  **Members** |  |
| **Meeting Location** |  |

Step 1

Collect and Chart Data (use chart attached)

Analyze Strengths and Obstacles

Step 2

Examine student work to identify strengths and obstacles as related to standards.

* List strengths of students who were proficient and higher by examining student work
* List obstacles and identify reasons why students did not achieve proficiency related to the standard(s). Where were there errors? Is there a trend? Are common errors? What is preventing these students from becoming proficient? Are there misconceptions about concepts or skills?

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| **Strengths** | **Obstacles** |
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**Establish Goals: Set, Review, Revise**

Step 3

**S.M.A.R.T. Goal:** Data Team Meeting #1

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Step 4

**Select Common Instructional Strategies**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students Proficient or Higher** | | | | |
| **Prioritized Need:** | | | | |
| **Select Instructional Strategy** | **Learning Environment** | **Time- Frequency and Duration** | **Materials for Teachers and Students** | **Assignments and Assessments** |
|  |  |  |  |  |
| **Students Close to Proficient** | | | | |
| **Prioritized Need:** | | | | |
| **Select Instructional Strategy** | **Learning Environment** | **Time- Frequency and Duration** | **Materials for Teachers and Students** | **Assignments and Assessments** |
|  |  |  |  |  |
| **Students Far to Go** | | | | |
| **Prioritized Need:** | | | | |
| **Select Instructional Strategy** | **Learning Environment** | **Time- Frequency and Duration** | **Materials for Teachers and Students** | **Assignments and Assessments** |
|  |  |  |  |  |
| **Intervention Students** | | | | |
| **Prioritized Need:** | | | | |
| **Select Instructional Strategy** | **Learning Environment** | **Time- Frequency and Duration** | **Materials for Teachers and Students** | **Assignments and Assessments** |
|  |  |  |  |  |

Step 5

**Determine Result Indicators**

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| --- | --- | --- |
| **Students Proficient or Higher** | | |
| **Prioritized Need:** | | |
| **Selected Instructional Strategy:** | | |
| **Result Indicators** | **Adult Behaviors** |  |
| **Student Behaviors** |  |
| **What to Look for in Student Work** |  |
| **Students Close to Proficient** | | |
| **Prioritized Need:** | | |
| **Selected Instructional Strategy:** | | |
| **Result Indicators** | **Adult Behaviors** |  |
| **Student Behaviors** |  |
| **What to Look for in Student Work** |  |
| **Students Far to Go** | | |
| **Prioritized Need:** | | |
| **Selected Instructional Strategy:** | | |
| **Result Indicators** | **Adult Behaviors** |  |
| **Student Behaviors** |  |
| **What to Look for in Student Work** |  |
| **Intervention Students** | | |
| **Prioritized Need:** | | |
| **Selected Instructional Strategy:** | | |
| **Result Indicators** | **Adult Behaviors** |  |
| **Student Behaviors** |  |
| **What to Look for in Student Work** |  |

Step 1: Collect and Chart Data

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Teacher** | **# of students who took assessment** | **# of students proficient & higher** | **% of students proficient & higher** | **# of students not proficient** | **# and names of students likely to be proficient at end of instructional time *(students already close)*** | **# and names of students likely to be proficient at end of instructional time *(students who have far to go)*** | **# and names of students likely to be proficient at end of instructional time *(intervention group in need of extensive support)*** |
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