



Data-Driven Decision Making: Tier One-Classroom (Principal/Assistant Principal Led)



Colleague	Classroom Educator, Principal and/or Assistant Principal
Duration/Frequency	Three to four times a year, after each benchmark assessment or quarterly grades
Goals	Use data to identify students who need engaged strategic instruction to master grade-level standards successfully
Data	NWEAGrowth Data, NWEA Map Reading Fluency Data, DESSA, Classroom Assessments, Attendance, Behavior Data, Course Grades
Strategically Engaged Instruction	Differentiated center activities, value-added scaffolding or extensions of identified skills, strategic student grouping, students know outcomes of expected learning as articulated through daily learning objects and daily language content objectives

STEPS	Narrative	Meaning of Acronym	Data Points	Supporting: Tier Interventions, Related Services, Attendance, SEL, and Behavior
Plan	The building principal, or assistant principal, in collaboration with the classroom educator, uses all <i>pertinent data in the areas of academic, behavioral support, school-based</i>	R ecognize Strengths	What are some points of celebration that you can highlight? What do you see that you appreciate that the student(s) do well? What skills/strategies have your student(s) mastered?	Possible Outcomes: • {Insert Name} has 100% attendance • {Insert Name} has mastered all of their initial letter sounds • {Insert Name} has mastered all their numbers

	<i>related services i.e. attendance</i>, to identify students' assets, determine goals for continued growth, and create an instructional plan specific to an instructional goal. The plan will include the frequency of formative assessment and data collection to monitor success.	Investigate	What surprises you? What trends do you notice? What are your wonderings?	• {Insert Name} has 83% attendance • {Insert Name} is not able to decode • {Insert Name} disengages during unstructured times of the day, are they having social difficulty?
Do/Study	The classroom educator will implement the instructional plan, and monitor, and adjusts instruction on an ongoing basis as students continue on their trajectory toward the predetermined growth goal.	State Reason	I believe the data suggests....because... Additional data that would help me/us verify or confirm the reason would be....	• {Insert Name} may benefit from support on socializing with peers.
		Elevate	What goals can be set to elevate student(s) outcomes? How will the goals be communicated to the students and other stakeholders?	• {Insert Name} will participate in a supervised social group activity during the morning SEL lessons. • This goal will be shared with the

				student and parents through a letter and parent meeting. • The frequency of avoidance will be noted on a chart.
Act	The classroom educator reviews formative assessment data to determine the impact of the instructional plan and determine if there are any needed adjustments to instruction to support students as they continue in their trajectory toward the identified instructional goal.	Solutions	What solutions/actions can be put into place to assist with achieving the set goals? How will success be determined and measured? What goals can be set to elevate student(s) outcomes?	• After eight weeks, the data collected will be reviewed to determine if there is a need for a change in intervention strategies.