

# Tier I Meetings

# Monthly Data Meeting Protocol

## Identifying Needs, Setting Goals, and Planning Instruction

### MATERIALS

- Monthly Data Meeting Protocol (this document; one per facilitator)
- Monthly Data Meeting Participant Checklist (one per person)
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Tier I Instructional Plan (one per person)

### RECOMMENDED ATTENDEES

- Campus instructional leaders
- All teachers, per grade level
- Reading intervention providers
- Special education teachers

## STEP 1: Team reviews student data and identifies overall trends.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"><li>Review students' performance relative to established benchmarks</li><li>Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).</li><li>Determine students' progress toward goals.</li></ul>	<ul style="list-style-type: none"><li>"Let's analyze how our students are doing on [benchmark skill]."</li><li>"What are our students' strengths? What areas of need do the data show?"</li><li>"What does the data show about my ELs' literacy development?"</li><li>"Are the ELs in my class progressing in the language domains that I have targeted in my instruction?"</li></ul>	Class data sets

## STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.

PROCEDURE	DISCUSSION PROMPT	MATERIALS
State goals in terms of percentage or number of students making progress toward the identified benchmark.	"By the next assessment period, [number] students will attain [benchmark] or above."	Designated place for recording goals

## STEP 3: Team identifies instructional practices to support goals.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"><li>Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li><li>Select practices that address the language needs of ELs, basic early literacy skills, and academic knowledge and skills across content-areas.</li></ul>	<ul style="list-style-type: none"><li>"With which concepts/skills were students most successful?"</li><li>"What practices helped students be successful?"</li><li>"What concepts did we struggle to teach?"</li><li>"Which areas of need do the data show for our bilingual students, or students learning English as a second language?"</li><li>"What do we know about students' strengths and needs based on ongoing communication with parents and families?"</li><li>"Let's list some effective practices that will help our students meet our goals."</li></ul>	Chart paper to record ideas

## STEP 4: Team analyzes instructional practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"><li>• The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language).</li><li>• The practice is appropriate for the ELs' language of instruction and level of language proficiency.</li><li>• Curricular materials are available or can be readily created to implement the practice or strategy.</li></ul>	<p>"Let's take a further look at these ideas."</p> <ul style="list-style-type: none"><li>• "Which have a research base? Is the practice effective for the different groups of students we serve?"</li><li>• "In what ways do these practices support second language development?"</li><li>• "Can we enhance or adjust the practice to better support ELs?"</li><li>• "Which of these practices are most practical?"</li><li>• "What materials do we have available? What materials do we need?"</li></ul>	<p>Chart paper to record team analysis of each idea</p>

## STEP 5: Team selects practices and agrees to implement.

DISCUSSION PROMPT	MATERIALS
<p>"Based on what we have discussed, what instructional practices should we implement? " (NOTE: Do not select more than two practices for each skill.)</p>	<p>Tier I Instructional Plan, Part A</p>

## STEP 6: Team plans logistics of implementing practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Decide how to do the following:</p> <ul style="list-style-type: none"><li>• Assist all teachers in learning the practices.</li><li>• Locate and/or create instructional materials.</li><li>• Plan to self-monitor the use of practices (fidelity protocols).</li><li>• Adhere to implementation of the action plan (who is responsible for what by when).</li></ul>	<ul style="list-style-type: none"><li>• "As a team, how can we make this happen for students?"</li><li>• "What do we have to do to make sure we all use this strategy as planned?"</li><li>• "Who can help us with implementation and how will we know we are on track?"</li></ul>	<p>Tier I Instructional Plan, Part B</p>

## BETWEEN MONTHLY MEETINGS

- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Schedule next monthly meeting.
- Monitor fidelity of instruction.
- Monitor students' progress.
- Plan for parent-teacher conferences, with specific ways to gather more information about the students' experiences, strengths, and needs from parents

# Monthly Data Meeting Participant Checklist

Date: \_\_\_\_\_

## Identifying Needs, Setting Goals, and Planning Instruction

Grade: \_\_\_\_\_

### STEP 1: Team reviews student data and identifies overall trends.

- Analyze **class data sets** to identify students' performance and current trends.
- Review language proficiency data for students identified as EL (e.g., TELPAS data).

### STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.

- State goals in terms of percentage or number of students making progress toward recommended benchmark goals. Teams may generate goals in more than one area.
- Set goals for English language development for ELs.

### STEP 3: Team identifies instructional practices to support goals.

- Identify students' needs based on current data.
- Select instructional practices and strategies that directly address the benchmark and/or Texas Essential Knowledge and Skills.

### STEP 4: Team analyzes instructional practices.

Team uses the following filters:

- Is the practice evidence based for the target group of students (e.g., students who are bilingual or learning English as a second language)?
- Does the practice promote second language development?
- Is the practice appropriate for the ELs' language of instruction and level of language proficiency?
- Are curricular materials available or can they be readily created for implementation?
- Of these practices, which are the most practical to implement?

### STEP 5: Team selects practices and agrees to implement.

Record selected practices, including descriptions and supports for ELs, on the **Tier I Instructional Plan, Part A**. (NOTE: Do not select more than two practices per literacy skill.)

### STEP 6: Team plans logistics of implementing practices.

Planning includes the following:

- Assist all teachers in learning the practices.
- Locate and/or create instructional materials.
- Plan to self-monitor the use of practices (fidelity protocols).
- Adhere to implementation of the action plan (who is responsible for what by when).
- Record decisions on the **Tier I Instructional Plan, Part B**.