

Figure 7.4: Planning initial steps

Action Step	People Most Responsible	Timeline
Teams commit to routinely monitoring the progress of students in their Tier 2 groups and collaboratively analyze the updated data that they have collected. Teams adjust their Consensus Data-Response Plan (figure 4.4, page 83) based on updated student needs, including changing which students are in each group, as well as the focus of each group as needed.	All team members	End of September to mid-October
During their analysis of the end-of-unit assessment, teams form Tier 2 groups based on similar student needs. Teams use the Consensus Data-Response Plan tool (figure 4.4) to collectively agree on how to support students who are not yet proficient, as well as those ready for extension.	All team members, with support from instructional coach or principal	Mid-September to October
Teams use the SPEED sheet during their data analysis throughout the first unit and structure their data discussions using the Guiding Questions for Transparent Data Analysis tool (figure 5.2, page 103).	All team members	August to mid-September
Provide follow-up support for teams during their unit-planning process to ensure that they are determining when to collaboratively analyze CFAs and are considering when Tier 1 extra time and support will occur.	All team members, with support from instructional coach or principal	Back-to-School Institute, day 2
To build capacity in Tier 1 and Tier 2 data loops, facilitate professional learning that covers which sources of data to use, how to monitor students' progress, and how to make changes to groups. Introduce the SPEED sheet to all teams and help them set it up for their first unit.	Principal and instructional coach	Back-to-School Institute, day 1
Current Reality	Teams are waiting until after the unit has been completed to provide any reteaching or intervention for students. The groups that they have formed for these interventions will remain in place until the end of the next unit.	