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| **Tool # 1 – Use with Tool # 2.** This checklist can be used as a guide during data conversations with school leaders. | | | |
| School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| **Culture** | **Yes** | **No** | **N/A** |
| A vision for data use has been developed |  |  |  |
| Vision has been clearly communicated to staff |  |  |  |
| Team leaders have been trained in using data for instructional decisions |  |  |  |
| School-wide PLC calendar has been populated and displayed in central location |  |  |  |
| PD plan is in place |  |  |  |
| PD topics were determined with staff input |  |  |  |
| Instructional initiatives have been identified with staff input  List them here: |  |  |  |
| PLC meeting times will be protected |  |  |  |
| Regular meetings have been creatively adjusted |  |  |  |
| **Assessments** | **Yes** | **No** | **N/A** |
| Assessment dates have been included in school-wide calendar and displayed in a central location |  |  |  |
| There is consistency across grade/dept. with common assessments |  |  |  |
| Test questions follow the format of state standardized tests |  |  |  |
| Test questions incorporate the DOK levels |  |  |  |
| **Data Analysis** | **Yes** | **No** | **N/A** |
| Functions of data team has been discussed/completed |  |  |  |
| Data inventory has been completed |  |  |  |
| Data focus for the year has been prioritized with staff input |  |  |  |
| Challenges to effective data usage has been discussed/completed |  |  |  |
| The display has only pertinent/relevant information |  |  |  |
| Questions about the data are generated and recorded |  |  |  |
| Answers to these questions are recorded |  |  |  |
| Instructional implications are discussed and recorded |  |  |  |
| A hypothesis has been formulated to explain the problem (if applicable) |  |  |  |
| Clarifying questions are asked to delve deeper |  |  |  |
| Additional data needed has been identified (if applicable) |  |  |  |

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| **Action** | **Yes** | **No** | **N/A** |
| Include specific goals |  |  |  |
| Include specific strategies that are new and different from those previously tried |  |  |  |
| Include a time frame |  |  |  |
| Target grade/department weaknesses and specific class weaknesses |  |  |  |
| Include enrichment as well as remedial interventions |  |  |  |
| Include individuals responsible for it |  |  |  |
| Include next review date |  |  |  |
| Lesson plans include specific strategies |  |  |  |
| **Monitoring** | **Yes** | **No** | **N/A** |
| Agenda set ahead of time |  |  |  |
| Leadership reviews lesson plans and provides prompt and relevant feedback |  |  |  |
| Leadership conducts regular walk-throughs and provides prompt feedback to teachers |  |  |  |
| Impact of interventions reviewed and necessary adjustments made to continue the cycle |  |  |  |