Data-Informed Decision Making

# Tier 1 Implementation Checklist for Success: Ci3T Team Form

School: Team Leader:

Year: Team Members:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Fall | | Winter | | Spring | |
|  |  | Completed? | Completed Date | Completed? | Completed Date | Completed? | Completed Date |
| Step 1 | Review the Ci3T Implementation Manual with faculty and staff to revisit goals, procedures, and outcomes. Specifically review monitoring procedures and tiered intervention decision making. |  |  |  |  |  |  |
| Step 2 | Plan for and schedule cohesive year-long professional learning to empower teachers to use multiple sources of data to inform instruction; consider (a) regularly scheduled staff meetings, (b) during data-informed professional learning, or (c) other identified times. |  |  |  |  |  |  |
| Step 3 | Develop procedures and identify team leads to prepare and share data with faculty and staff at regularly planned intervals. |  |  |  |  |  |  |
| Step 4 | Share treatment integrity and social validity reports; provide faculty and staff time to use data along with multiple sources of student-level data to inform decision making. |  |  | **NA** | **NA** |  |  |
| Step 5 | Share student-level academic, behavior, and social skill data (including screening data) with faculty and provide time to use those data to inform decision making about instruction and professional learning needs. |  |  |  |  |  |  |
| Step 6 | Examine multiple sources of data (see *Procedures for Monitoring* and *Assessment Schedule*) to inform action planning (e.g., school-level, grade-level, class-level, student-level considerations). |  |  |  |  |  |  |

Notes: