February 19, 2026
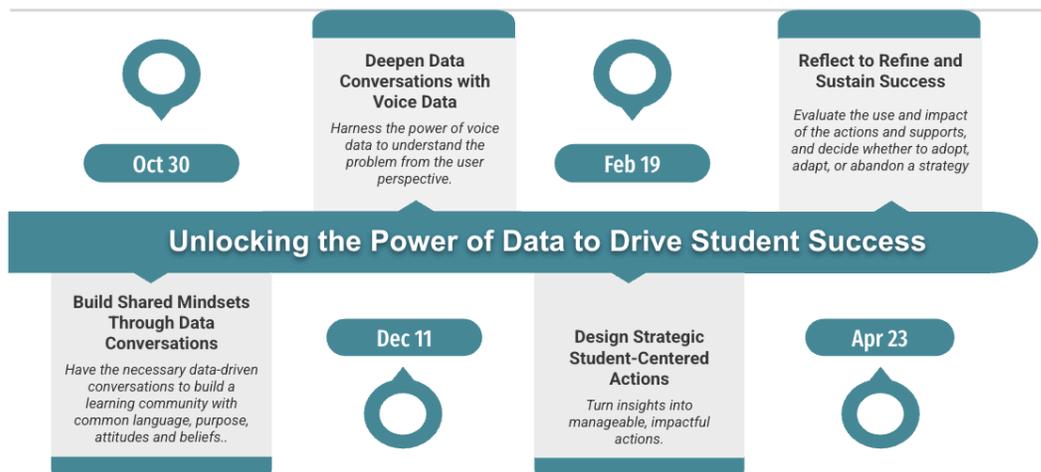## Design Strategic Student-Centered Actions

Objectives

Participants will be able to:
- Plan a team data conversation to mine for implications for adult practice.
- Utilize student experience data to strengthen your understanding of the problem before identifying solutions.
- **Design solutions and plan action-reflection cycles.**
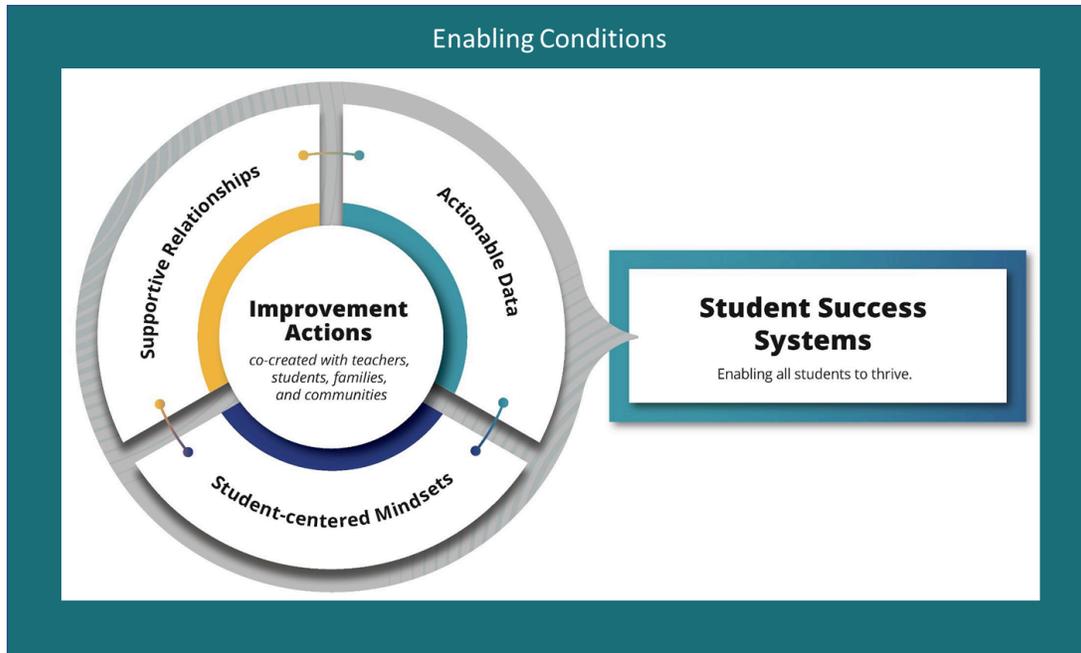- Reflect on progress and refine actions for the future.

Community Agreements
- We, not me: Share stories and air time
- Accept non-closure
- Chatham house rule: Use the ideas, keep details in the community
- Share to learn
- Make room for joy

Community of Practice Learning Arc 2025-2026

Deepen Data Conversations with Voice Data

Harness the power of voice data to understand the problem from the user perspective.

Oct 30

Feb 19

Reflect to Refine and Sustain Success

Evaluate the use and impact of the actions and supports, and decide whether to adopt, adapt, or abandon a strategy

Unlocking the Power of Data to Drive Student Success

Build Shared Mindsets Through Data Conversations

Have the necessary data-driven conversations to build a learning community with common language, purpose, attitudes and beliefs..

Dec 11

Design Strategic Student-Centered Actions

Turn insights into manageable, impactful actions.

Apr 23

Agenda

Community Builder

Key Actions for Sharing Power:

- Respect Me: Taking young people seriously and treating them fairly.
- Include Me: Involving them in decisions that affect their lives.
- Collaborate: Working together to solve problems and achieve goals.
- Let Me Lead: Creating opportunities for them to take action and lead.

How confident do you feel centering students in these ways?

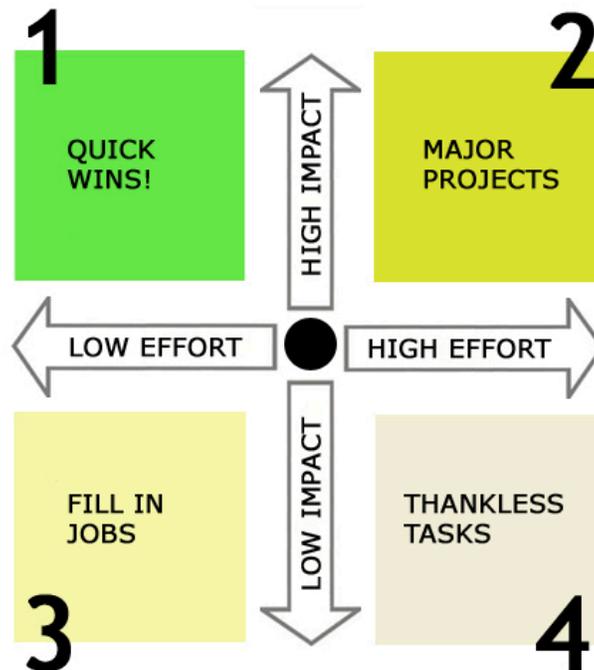## Designing Student-Centered Actions

- Real-time, evidence-based data
- Centering student experience over adult convenience
- Address root causes, not symptoms
- Co-designed with students, teachers, and the community

Designing Action

What: Prioritize actions/routines that are small and manageable
Why: It helps build knowledge about what works in your system, and why
- Refine actions/routines
- Build community by learning as a team

Use the bank of Potential Actions to sort into the Impact Table below.

Potential Actions

- Advisory Community Circles
- Student "Shout Out" Board
- Adult-Student Mentor
- Teacher Data Dive by GPA Bands
- Weekly Student Goals Tracker
- Create/Revisit Classroom Norms
- Check In-Check Out Intervention

- Audit late work policies
- Student Group Roles
- Study Hall
- Advisory Curriculum
- Student Focus Groups
- Reteach how to check grades
- End of Class Exit Ticket Routine
- Redesign 9th Grade Orientation for Students and Families
- 9th Grade Family Night
- Curriculum Revamp for 9th

- Peer Mentorship Program
- Allow revisions and re-submissions on assignments
- GPA and On Track Mini Lessons
- After-School Tutoring
- Hire Intervention Staff
- Recovery Day for Missing Work in Class
- Adolescent Brain Research Professional Development Series

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● New SEL Software System	Grade Assessments	

Quick Wins	Major Projects	Fill In Jobs	Thankless Tasks

Practice Time: Planning for Action

Describe your action/intervention. What root cause or student feedback might this practice positively impact?	How are students involved in the process?	How does the routine build on students' assets and strengths?	What will success look like? What data will you collect to know it's working?	What do you predict will happen as a result of your action/intervention? Be specific.
Ex: Reflective daily exit ticket question: *What is an example of something you found valuable in today's lesson?* Teacher posts exit ticket with 5 minutes remaining in class. Students respond in writing and verbally. Root cause(s) addressed: Students have content misunderstandings that surface and can be addressed in the next class. Students avoiding asking for help publicly can ask for	After writing, students share with a partner: Round 1: Individually Round 2: Partner with a friend Round 3: Partner with someone new The following day, the teacher shares the feedback trends with students and potential	Honoring students' opinions, insights, and lived experiences in class. Partner convo + feedback to teacher communicates that their thinking matters. Builds students' persistence and	Students talking to peers without hesitation. Students clearly share their learning and questions they still have. Students feel more confident and connected in class.	Students will express more positive reactions to assignments, fewer missing assignments, and students will make their thinking more visible. Higher grades overall.

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help in the Exit Ticket. Students struggle to express what they know or don't know during class.	next steps.	autonomy.	Teacher incorporates more relevant work.	
Describe your action/intervention. What root cause or student feedback might this practice positively impact?	How are students involved in the process?	How does the routine build on students' assets and strengths?	What will success look like? What data will you collect to know it's working?	What do you predict will happen as a result of your action/intervention? Be specific.
YOUR TURN!				

Process Debrief:
- What is one 'aha' or appreciation you have about planning this way?

- What is one main takeaway from today or possible next step you are considering?

Reflection Template: How do we know it's working? For Whom?				
What did you notice about how students engaged with the routine/action?	What moments in the routine/action revealed students' assets—academic, cultural, social, or otherwise?	Did your prediction come true? Why or why not?	What signs or outcomes told you that you were seeing success? What does the data tell you about what's working?	What are you most proud of in your process, and what would you improve for next time? What do you hope to learn about your students and school context?

Closing Moves
- [Feedback Survey](#)

- [Upcoming GRAD Partnership Events](#) - Next Community of Practice - **Reflect to Refine and Sustain Success** on Apr 23 at 1pm eastern
- [Contact us!](#) Or SIgn-up for the [GRAD Partnership Newsletter](#)

Resources
- [Student Success Systems Team Reflection and Action Tool](#)
- [GRAD Partnership brief on Holistic, Real-Time, Actionable Data](#)
- [ATLAS Protocol](#)
- [Student Voice Continuum](#)
- [Data Mining Protocol for analyzing 2 data sets together](#) - good for teams have practice with ATLAS
- [Dr. Luke "We, not they" video - supporting Student-Centered Mindsets during data conversations](#)