



FREE COMPANION WORKBOOK

DATA-INFORMED, PEOPLE-DRIVEN



THE COMPANION WORKBOOK

Turn small, honest data into action. Build trust, not fear.

SYMPLIFYED

by Jessica Lane • Foreword by Dr. Jenni Donohoo



START HERE

HOW TO USE THIS WORKBOOK



Works on its own. You do not need the book to start. Every section gives you the core idea, then puts you to work. If you only ever do the Core Toolkit, you will still walk away with something you can use Monday.

Works alongside the book. The chapter numbers here match the book. Read a chapter, then come do the matching pages to make it stick.

Works solo or as a team. Run it yourself, or use it as a PLC or leadership book study. The reflective questions are built for honest conversation, not performance.

SOLO

One section a week. Fill it in, try the move, notice what changes.

PLC / TEAM

One chapter per meeting. Do the exercise first, then talk through the reflective questions together.

LEADERSHIP TEAM

Use the checklists to audit your current systems before you buy or build anything new.



A QUICK PROMISE

A quick promise. This will not add to your plate. Every move here is built to make the work you are already doing more visible, more connected, and more effective. Not more. Better.



THE CORE TOOLKIT

THE CORE TOOLKIT



Four moves you can use this week. The signature moves from the book, stripped down so you can run them before you read another word. Do one. Notice what changes.

TOOLKIT 01

The Tiny Data Audit

Smaller, actionable data beats a big dashboard nobody opens.

List the data you collect now. Be honest about which pieces you act on and which just gather a thin, judgmental layer of dust.

Data we collect	Act on it?	What it changes

If you could keep only three, which would you protect?

TOOLKIT 02

The Three Piles

The five-minute routine that started the whole thing.

Grab today's exit tickets or any quick check. Sort them into three piles. Do not overthink it. By the time the stack is gone, you have tomorrow's small groups.

Got it	Quick check-in	Reteach



Tomorrow's first move, based on the piles:

TOOLKIT 03

The Five-Minute Test

If a teacher cannot tell what to do next in five minutes, that is a system problem.

Pull up the data your team uses most. Start a timer. Can you name a clear next step before it hits five minutes?

Yes. I named a clear next step in under five minutes.

No. It took longer, or there was no obvious next step.

What got in the way, and one thing that would make it faster:

TOOLKIT 04

Support or Surveillance?

Data does whatever your culture makes it do.

A quick gut check on how data actually feels in your building right now. Mark where it sits, then be honest about why.

SURVEILLANCE



SUPPORT

Why did you put your mark there? What is one thing that would nudge it toward support?



CHAPTER BY CHAPTER

CHAPTER BY CHAPTER



Chapter numbers match the book. Read the chapter, then do these pages to make it stick. Or do them cold. They work either way.

CHAPTER 1

Understanding Data Culture

THE BIG IDEA

Culture comes first. Before the dashboards, before the protocols, there has to be trust.

THE MOVE

Data feels like whatever your culture makes it feel like. In a low-trust building, a spreadsheet feels like a trap. In a high-trust one, the same spreadsheet feels like a tool. So the first job is honest: figure out where data actually sits on the line between support and surveillance in your school, then pick one small shift toward support.

IN SYMPLIFIED

The platform is built support-first, so the behavior and goal data your team logs feels like backup, not a paper trail.

“Prove it” vs “use it”

List recent moments when data showed up. Drop each into the column where it lives today.

Felt like “prove it”	Felt like “use it”



TRY IT

Name one moment where data currently feels like surveillance in your building. Then write one small shift that would move it toward support.

REFLECT

1. When data shows up in your school, does it feel more like support or surveillance?

2. How safe do teachers feel bringing messy, incomplete, or uncomfortable data into conversations?

3. Where does data work currently live, in isolation or in shared spaces?

4. What is one small shift leaders or teams could make to move from “prove it” to “use it”?

5. If collective teacher efficacy were stronger, what would data conversations sound like differently?

CHAPTER 2

From Data Overload to Clarity

THE BIG IDEA

The problem is rarely too little data. It is too much, too late, from too many places.

THE MOVE

Clarity is a subtraction problem. You get there by cutting, not adding. Pick the few metrics that actually drive a decision and let the rest go quiet. A number that does not change what anyone does is just noise wearing a tie.

IN SYMPLIFIED

It surfaces the few signals worth acting on instead of handing you another dashboard to drown in.

Keep, Cut, Combine

Drop every report or metric you track into one of these three. Be ruthless.

Keep	Cut	Combine

TRY IT

If you could only track five metrics this year, which make the cut, and why?

REFLECT



1. Which of your current reports or dashboards feels like clutter instead of clarity?

2. If you had to pick only five metrics this year, which would make the cut and why?

3. How can you turn one of your numbers into a story or a question people actually want to answer?

4. What regular visual clean-up can your team run to keep dashboards sharp and useful?

CHAPTER 3

Building a Data-Literate School

THE BIG IDEA

Read the numbers, ask the right questions, then do something that matters.

THE MOVE

Data literacy grows through low-stakes reps, not a one-time training. The fastest way to build it is to make using data a small, safe, regular habit instead of a high-pressure event. Curiosity replaces fear when people get to practice without being graded on it.

IN SYMPLIFIED

It comes with data-cycle coaching, so literacy grows through real reps with your own data, not a one-off training.

Data confidence map

Rate where you are today. This is a starting line, not a grade.

	Low	Medium	High
Reading a chart			
Asking a sharp question			
Choosing an action from data			
Leading a data conversation			

TRY IT

Name one small, low-stakes routine you could add this month to practice using data more often.



REFLECT

1. Where do you feel most confident using data, and where least confident?

2. How can your team create safer spaces for asking questions about data without fear of judgment?

3. What small routine can you add to practice using data more often?

4. How can leaders model curiosity with data so staff feel encouraged to do the same?

CHAPTER 4

Applying Data Literacy in Daily Practice

THE BIG IDEA

Your most useful data usually is not on a dashboard. It is the thing you can act on tomorrow.

THE MOVE

That is tiny data: the exit ticket, the quick check, the half-sheet snapshot. The test of a data conversation is not how smart it sounded. It is whether anyone walked out knowing what to do next. End every data talk with a clear move.

IN SYMPLIFIED

It turns a team’s decisions and interventions into the next concrete step, so meetings end in action, not notes.

Tiny data to action

Map one loop, left to right, from what you collect to what you do tomorrow.

Tiny data I will collect	What I will look for	Action I take tomorrow

TRY IT

What tiny data can you collect this week, and what specific next move will it shape?



REFLECT

1. How often do your data conversations end with a clear next step?

2. What tiny data can you collect this week that will actually shape your next move?

3. In your team meetings, do people walk out with action items or just notes?

4. How can you celebrate small wins more often so data feels motivating instead of heavy?

CHAPTER 5

Building Systems That Support Data Use

THE BIG IDEA

A system earns its keep when it feels like support, not one more chore.

THE MOVE

Two things kill adoption: building a system without the teachers who have to use it, and letting it all rest on one data hero who burns out by spring. Design with teachers, spread the load, and build the rhythms into the daily flow so data is not a one-time event.

IN SYMPLIFIED

It carries the system so it never rests on one data hero, and it fits the daily flow instead of adding a chore.

Stop, Start, Keep

For your current data systems, name what to stop, start, and keep.

Stop	Start	Keep

TRY IT

Name one system that currently feels like a chore. How could you involve teachers in redesigning it so it feels like support?



REFLECT

1. Does your current system feel like support or like one more chore?

2. How can you involve teachers more in designing the systems they actually use?

3. Where do you see data-hero dynamics, and what will it take to spread that work across the team?

4. What small rhythm can you add this semester to make data part of the daily flow?

CHAPTER 6

The Data Cycle in Action

THE BIG IDEA

Printing data and admiring the bar graphs is not a cycle. It is collecting baseball cards.

THE MOVE

The data cycle is simple. Understand what the data actually shows, ask better questions about what is driving it, then act on what you find and come back to check. Understand, ask, act, then do it again. The shorter the loop, the faster you learn, and a quick weekly cycle beats a quarterly review you dread.

IN SYMPLIFYED

This is exactly the cycle Symplified runs: understand by slowing down the moment, ask by identifying the skill or need, then act by tracking progress, reflecting, and adjusting.

Understand, ask, act

Understand = look closely at what the data shows. Ask = dig for context and better questions. Act = make one targeted move, then check and loop.

Understand	Ask	Act



TRY IT

Pick one real signal from this week. Look closely at what it shows, dig into what might be driving it, then name one targeted move and how you will check it.

REFLECT

1. How often does your team revisit the same data to check if actions are working?

2. Where can a quick mini-cycle make a fast impact?

3. What is one small win from your last data cycle you can celebrate out loud?

4. How can you make your next data meeting feel more like problem solving and less like paperwork?

CHAPTER 7

Empowering Teachers Through Training

THE BIG IDEA

Most teachers did not get into this for data. They got into it for kids.

THE MOVE

So training has to earn its place fast: a quick win in the first few weeks, real data teachers actually care about, and a format that fits their role. One-size-fits-all training is where good intentions go to die. Let early adopters lead and others will follow.

IN SYMPLIFIED

The coaching gives teachers an early win and meets each role where it is, instead of one-size-fits-all PD.

Training by role

Plan training that fits the person, not the average.

Role	Their quick win	Format that fits

TRY IT

What is one quick win you could build into the first two weeks of training so teachers feel competent fast?



REFLECT

1. How can you design training that gives teachers a quick win in the first few weeks?

2. Where does your training still feel one-size-fits-all, and how can you make it role-specific?

3. What low-tech, hands-on activities can you use to make learning more approachable?

4. How do you gather and use teacher feedback to improve your training over time?

CHAPTER 8

Data Visualization

THE BIG IDEA

A good visual makes its point in under five seconds.

THE MOVE

Clarity, purpose, and audience are the whole game. Before you put any chart in front of your team, run it through the Clarity Checklist below. If it does not pass, it is decoration, not a decision-making tool.

IN SYMPLIFIED

It shows the one point a teacher needs to see, not a wall of charts to decode.

The Clarity Checklist

Run every visual through these five before it goes in front of your team.

10-Second Headline. Can you state the main point in one sentence?

So What? Does the chart naturally lead to a decision?

Hero and Villain. Is one point clearly highlighted?

Trend, Comparison, or Before / After. Does it give context, not just a number?

Clean Design. Is the fluff gone so the story is sharp?

Chart before and after

Pick one real chart and redesign it here.

My chart now: what is cluttered or unclear



After: the one point, fluff removed

TRY IT

Pick one chart or dashboard you use. What is the single main point, and what could you cut so it lands in five seconds?

REFLECT

1. Which of your current visuals feels more like decoration than a decision-making tool?

2. How can you simplify one dashboard or chart this month so the main point is obvious in under five seconds?

CHAPTER 9

Embedding Systems and Processes

THE BIG IDEA

Accuracy should not depend on one person remembering to be vigilant.

THE MOVE

Build the checks into the system itself, with clear roles so nobody has to guess who does what. The goal is simple: the system carries the load, not the person. Use the two checklists below whenever you set up or review a data tool.

IN SYMPLIFIED

The checks and clear roles are baked in, so accuracy holds without anyone playing detective.

Part A: System Setup Checklist

Before launch, or when adopting a new tool.

Clarity. Is the purpose of this data collection clearly stated and understood?

Dropdowns. Are structured inputs used for fields with a finite set of answers?

Required Fields. Are the essential fields required or protected from omissions?

Peer Review. Has at least one end-user tested the workflow before full rollout?

Automation. Is the data flowing automatically into a single source of truth?

Part B: Weekly Data Checklist

For data leads and coaches.

Completeness. Any obvious blank rows or missing information from the past week?

Outliers. Any scores that look like typos (a 500 on a 100-point test)?

Consistency. Do recent entries match the definitions in your Data Dictionary?

Follow-Up. Has a gentle reminder gone to anyone who missed the deadline?

Who does what (RACI)

R = does the work, A = owns the outcome, C = consulted, I = kept informed.

Step	R	A	C	I

TRY IT

Name one process that depends too heavily on one person. How would you redesign it so the system carries the load instead?

REFLECT

1. Which of your current workflows causes the most frustration or duplication of effort?

2. Where could one simple, standardized template bring clarity to your team's work?

3. How could automation give your teachers back even one hour each week?



4. What is one process that depends too heavily on one person, and how might you redesign it?

CHAPTER 10

Measuring Impact and Adapting for Growth

THE BIG IDEA

A system that is not measured slips quietly into autopilot.

THE MOVE

Measurement keeps it honest and responsive. The point is not more metrics. It is closing the loop between insight and action, on a regular rhythm, so the work you designed is still actually serving kids a year from now.

IN SYMPLIFIED

It keeps teacher action and student outcome connected, so you can actually see what is working.

Close the loop

Track one insight from data to action and back again.

What we measured	What it told us	What we changed	Did it work?



TRY IT

Define what measurable success looks like one year from now, then name one commitment to keep the loop closed.

REFLECT

1. Which current metrics best capture the quality of real learning?

2. How often should leaders pause to interpret the story behind the data?

3. What feedback structures will guide the next cycle of growth?

4. How will we define measurable success one year from now?

CHAPTER 11

The Future of Data in Schools

THE BIG IDEA

Future-ready is two things: clarity to make sense of change, and connection to move through it together.

THE MOVE

It is not about chasing every new tool. The schools that thrive keep trust and curiosity at the center while the tools keep changing around them. Build flexibility into your routines now, so the next shift feels like an adjustment, not a crisis.

IN SYMPLIFIED

It is built for the human side: behavior and goal tracking that strengthens connection, whatever tools come next.

Future-ready self-check

A quick check across four dimensions.

Dimension	Where we are now	One step toward future-ready
Clarity to make sense of change		
Connection to move through it together		
Comfort with new tools		
Equity for every student		



TRY IT

What is one step you could take this year to make your team more ready for change, and innovation more equitable for every student?

REFLECT

1. Which parts of your current leadership practice help your team stay future-ready?

2. Where do you want to build more flexibility or curiosity into your daily routines?

3. How prepared do you feel to guide staff through new tools and emerging technologies?

4. What steps could you take this year to make innovation feel more equitable for every student?



WHAT NOW

WHAT NOW



You did the work. Here is what is next.



HAVE NOT READ IT YET?

Have not read the book yet? Think of this workbook as the trailer. Data-Informed, People-Driven is the whole story, with the real classroom moments behind every move you just practiced. The dusty packet, the three piles, the school that finally stopped bracing.

DID THE IDEAS CLICK?

Did the ideas click? The hard part is not believing this. It is running it every week with a real team, without it falling apart by October. That is exactly what we built Simplified for: it turns your team's decisions, interventions, and supports into consistent follow-through.

ONE SMALL ASK

One small ask. If this helped you, pass it to the person on your team who would actually run it. That is how good ideas spread in schools.

See what this looks like for your team.

Book a quick demo: calendly.com/d/cxyc-ksz-n22/simplified-demo



ABOUT

MEET SYMPLIFYED



Behavior and goal tracking that strengthens connection.



You just did the work. Simplified is how a team keeps doing it, every week, without it falling apart by October.

WHAT IT IS

A platform plus data-cycle coaching that turns your team's decisions, interventions, and student supports into consistent classroom follow-through. The ideas in this workbook, running on their own.

WHAT WE BELIEVE

- Support over surveillance. Data should feel like backup, not a paper trail.
- Behavior is communication, not a thing to fix in isolation.
- Tiny data you act on beats a dashboard nobody opens.
- The system should carry the load, not the person.
- Teacher action and student outcome belong together, tracked side by side.

WHO IT'S FOR

Teachers, instructional coaches, principals, and district leaders who are done with data as surveillance and ready for data as support.

SEE IT FOR YOUR TEAM

See it for your team. Book a quick demo. No pressure, even if you never sign up, I hope this workbook made tomorrow a little easier.
calendly.com/d/cxyc-ksz-n22/simplified-demo

Built by former educators Jessica Lane and Jenelle McClenahen, who lived the problem before they built the fix.