Teams using data to differentiate instruction and interventions

- BLT
- Dibels, Pre-post common assessments
- Structured form assessment analysis
- Teachers are using assessment data on SBA. Middle school 19% cumulative, High school 23%. Middle school has more meetings and collaboration than High School. Grade level PLC's vs broader PLC's. How do they allocate scheduled collaboration time for these importance and constant interventions?
- Pre and post, common assessments, time to reflect and share in PLC's. Using assessment information for taller instruction
- Customizing instruction and interventions. Common use: ss learning object, what content needs to be addressed, when ready to move on

Customizing supports at *all* levels

- Intensive intervention blocks with high levels of support
- Interventions blocks

Teachers providing student-centered instruction

- EL and all populations

Importance of high expectations and key role of relationship in setting and communicating them

- Admin in hallways, small class size
- Relationship building, network of support

Strategies for student engagement

- Multiple response opportunities. How long were class observations?
- Student centered learning. Teachers paying attention to pacing, incorporating - technology and making sure applications were relevant is key to implementation
- Motivation: multiple opportunities, time to work with others, relevant content. Extending participation, reducing teacher talk, owning learning, technology, applications.

Additional strategies for student engagement

- District prioritized implementation time, RTI, meeting students where they are at
- Extra academic supports

District-supported adoption for CCSS

- Academically, socially, emotionally