Department of Learning & Innovation
Updates: February 2025

Gratitude

Building Instructional Leadership Teams

BILT Approach

"There's been a shift in my district thanks to the development of a **positive**, **collaborative culture** driven by **shared leadership** with a **collective purpose**."

excerpt from written reflection

Harvard Instructional Coaching through Change Course

RAS BILT

JANUARY

ISSUE 1

MEETING SNAPSHOTS

ALL BILTS

- Reviewed Evals from December
- Previewed work through end of the year including
  - Q Comp Program updates
  - Calendar
- Continued PD & PLC Planning
  - 1/20 Rocket Camp
  - 3/21 Half PD Day
- Considered 25-26 calendar

REAMS

- Discussed literacy curriculum review process and timeline
- Reviewed ideas and timeline for grade level data retreats
- Considered approach for building systems around testing, conferences, instruction
- Next meeting: 2/4

RMS

- Discussed technology and instruction (Infinite Campus and Google Classroom)
- Shared ideas about the Baker field trip
- Decided to gather team input about how to balance PLC time for the rest of the year
- Next meeting: 2/4

INSTRUCTIONAL INSPIRATION

A TEACHER'S INFLUENCE DOESN'T STAY IN SCHOOL. IT GOES OUT INTO THE WORLD AND CANNOT TRULY EVER BE MEASURED. EVERY STUDENT YOU INSPIRE TO DO SOMETHING GREAT GOES ON TO INSPIRE OTHERS. THERE IS NO LIMIT TO YOUR IMPACT.

George.Couros

#BecauseofaTeacher

RHS

- Discussed professional development avenues related to relicensure
- Reflected on PLCs connected to student achievement evidence
- Considered approaches for RHS work to come (college credits, graduation honors)
- Next meeting: 1/21, 2/18

Questions?
Contact a BILT member, Kathy Mattson or Jeff Ridlehoover.

Keeping it in Perspective

This data is
- a part of the story *not the whole story*.
- a way to understand student achievement and growth.
- a shared responsibility.
- not the complete measure of a student.
- not an evaluation of a teacher.
- an opportunity to reflect on instruction so we can grow as teachers.

Reminder
We're building systems that will allow us to do this work in a meaningful, structured way. It's new. It will take time. It's a process.

New Goal Structure

Students will show growth by decreasing their risk level from Fall 2024 to Spring 2025 on the aReading and aMath FAST test.

High Risk →	Some Risk →	Low Risk →	On Track ⭐

This empowers teachers to focus on student growth--moving individual students to the right to *decrease* their risk level.
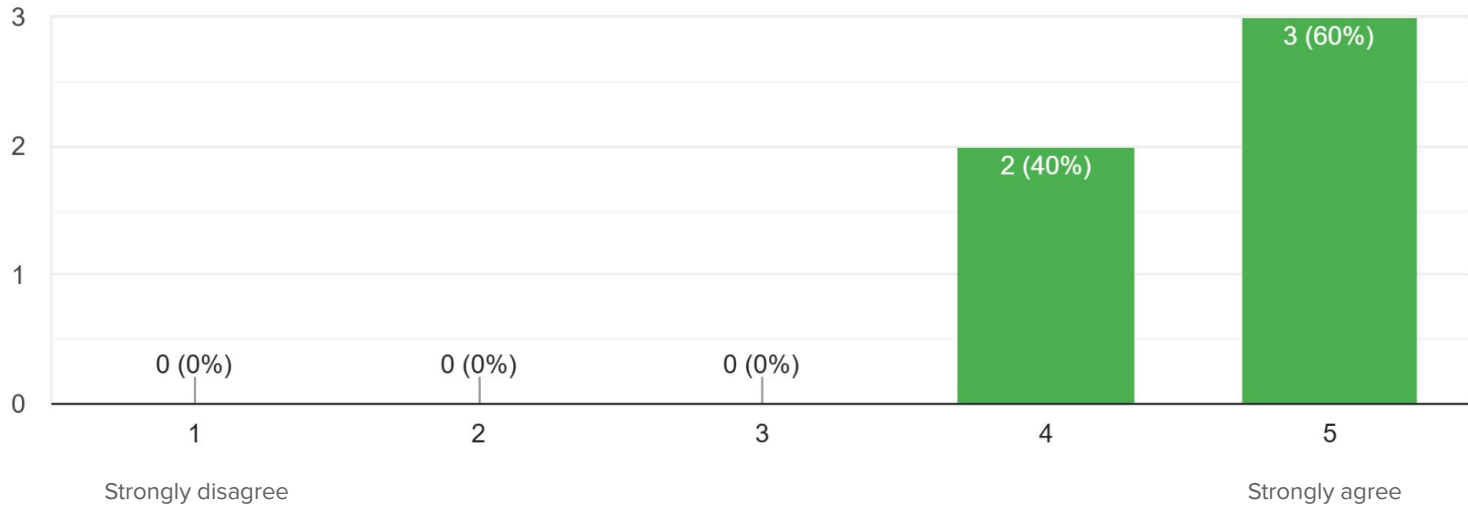This data is available in FastBridge and Infinite Campus.
More accessible, more concrete.
Data for each student can be tracked over time.

REAMS Data Retreats

The data retreat provided our team an opportunity to express thoughts and ideas concerning literacy instruction.
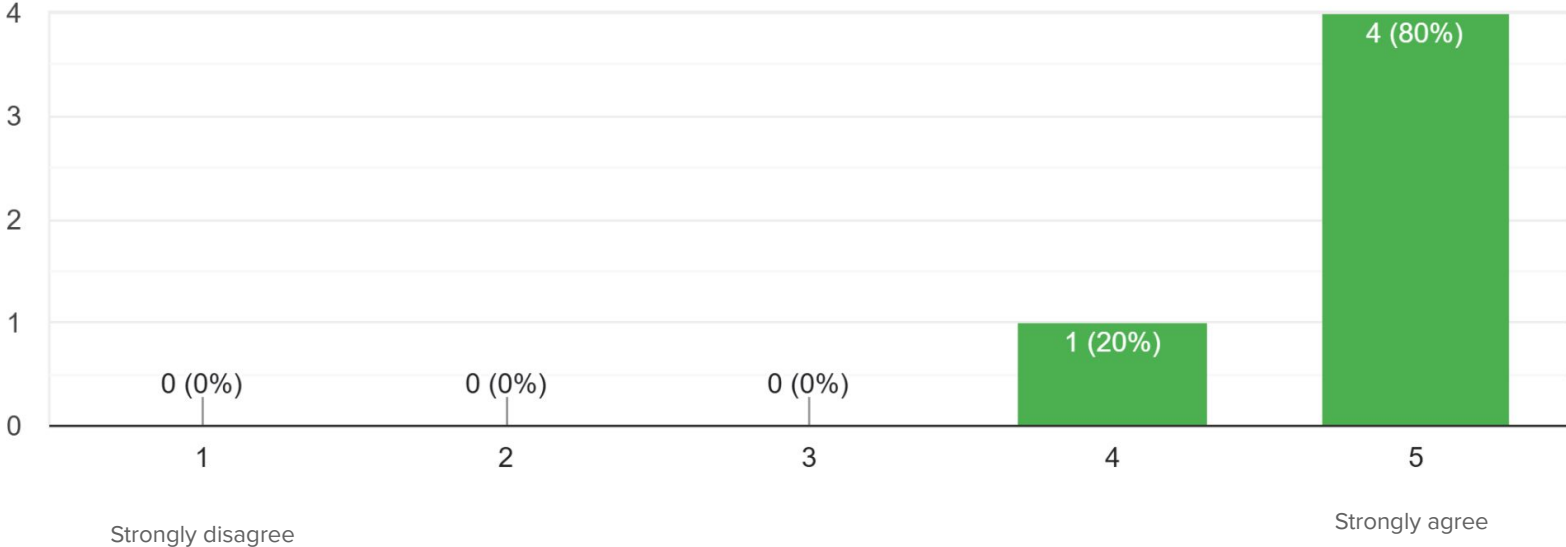
5 responses

Rachel Yakesh creating, leading
BILT input shaping, guiding

REAMS Data Retreats

Our team feels it would be beneficial to offer data retreats in the future.

5 responses

Curriculum Review

Timeline

1. September-November
   a. Department of Learning & Innovation drafting a process for adopting curriculum
   b. Department of Learning & Innovation shares process with Literacy leads
2. December
   a. Meet with representatives of possible curriculum
   b. Share the draft process with REAMS BILT
3. January-March
   a. Share the process plan with REAMS (January)
   b. Review Materials
   c. BILT facilitates the process and all grade-levels are engaged
4. April
   a. Initial recommendation
5. May
   a. Order materials
   b. Outline support for summer
   c. Implementation plan for 25-26 shared

RMS: Excellence in Environmental Education PD Grant

B. Designing Investigations
Learners design environmental investigations to answer specific questions—often their own questions.
Plan and select lines of inquiry appropriate to their questions. For example, working collaboratively, plan an investigation comparing their school's environmental impact to other schools in the district. Determine how data related to environmental quality (energy use, recycling rates), health (indoor air quality/asthmas rates), and/or economics (dollars spent on energy use and waste management) can be collected.
Define the scope of an inquiry, identifying the main variables and phenomena to be studied.
Choose appropriate methods of observation and measurement for an environmental investigation. For example, design an investigation of energy use across schools in their district that involves interviewing facilities managers.
Select the appropriate tools for environmental investigations based on the question asked and the type of information sought. For example, use a spreadsheet and a simple journal to track telephone interviews with school facilities managers about energy use.

C. Collecting Information
Learners locate and collect quantitative and qualitative information about the environment and environmental topics, using a range of methods and sources. They explain why they used selected information collection methods.
Use field study skills to systematically observe, accurately measure, and keep thorough and accurate records of firsthand information about their own community.
Use technology to access, collect, and store written notes, data tables, graphs, sketches, and photographs.
Use various methods of measurement, including derived measurements such as rates of change.
Assess, choose, and synthesize information collected about their environmental topic or question from resources such as aerial photographs, topographic maps, and satellite images; library and museum collections, historical documents, and eyewitness accounts; computerized databases and spreadsheets; and government records.

Jamie Madson creating, leading

BILT input shaping, guiding

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Professional Development

PD & PLCs

REAMS PLCs & PD

Due today
8:00 AM – Q Comp Reflection 2

Due Monday
Observation 2 Paperwork

RMS-CES PLCs & PD

Due today
8:00 AM – Q Comp Reflection 2

Due Monday
Observation 2 (Counselors)
Observation 2 (Tech Integrationist, DAC)

RHS PLCs & PD

Due today
8:00 AM – Q Comp Reflection 2

Due Monday
Observation 2 Paperwork

Professional Development Days

PROFESSIONAL DEVELOPMENT DAY
OCTOBER 16, 2024
ROCKFORD AREA SCHOOLS

Time	REAMS	RMS-CES	RHS
7:20am 11:05am	**Classroom Teachers** 7:20-9:20am, *Classrooms* ☐ Complete ADSIS SAEBRS surveys (directions) 9:30-9:50am, *Theater Room* ☐ Curricular Map & Learning Scale Intro 10:00-11:05am, *PLC Meeting Locations* ☐ Curricular Map Work with PLCs (see ongoing PLC agenda/notes) **Interventionists/Specialists** 7:20-11:05am, *PLC Meeting Location* ☐ Data review & format for distribution **Special Education** 7:20-11:05am, *PLC Meeting Location* ☐ Continue PLC Goal 1 (Fast Progress monitoring) **REAMS/RHS Shared Staff** 7:20-8:20am, *RHS Meeting, RHS Media Center* 8:30-11:05am, *REAMS/RHS Classrooms* ☐ Curricular Map Work	**7:20-8:20am** *RMS-CES Media Center* *All staff* ☐ School Improvement Plan (SIP) ☐ District issued curriculum survey ☐ Survey Reflection- Student Connectedness **8:30-9:15am** *RMS-CES Media Center* *All staff* ☐ Curricular Map & Learning Scale Intro **9:25-11:05am** *RMS-CES Media Center* Classroom Teachers ☐ Curricular Map Work with PLCs (see ongoing PLC agenda/notes) Special Education ☐ Continue PLC Goal 1 (Fast progress monitoring)	7:20-8:20am *RHS Media Center* *All staff* ☐ Note-Taking follow-up ☐ School Improvement Plan (SIP) ☐ Curricular Map & Learning Scale Q&A **8:30-11:05am** *PLC Meeting Locations* Classroom Teachers ☐ Curricular Map Work with PLCs (see ongoing PLC agenda/notes) Specialists, Interventionists, Special Education ☐ Continue PLC Goal 1

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Professional Development Days

PROFESSIONAL DEVELOPMENT DAY
NOVEMBER 4, 2024
ROCKFORD AREA SCHOOLS

Time	REAMS	RMS-CES	RHS	Special Education
7:20am 11:05am	**Classroom Teachers** 7:20-8:50am *PLC Meeting Locations* ☐ Curriculum Mapping Work with PLCs **Interventionists** 7:20-8:50am *PLC Meeting Locations* ☐ Continued PLC Goal: Systems of Support **Classroom Teachers** 9:00-10:00am *Theater Room, with computers* ☐ IXL Training (info) **Specialists** 9:00-10:00am ☐ Curriculum Mapping Work **All Staff** 10:10-11:05am *Theater Room, with computers* SIP Session Information	**7:20-8:50am** *RMS Media Center* *All Staff, with computers* ☐ Curriculum Mapping Work with PLCs **9:00-10:00am** *RMS-CES Media Center* *All Staff, with computers* ☐ IXL Training (info) **10:10-11:05am** *RMS-CES Media Center* *All Staff* ☐ IXL Implementation Follow-Up ☐ Quarter Follow-Up ☐ New Quarter Sharing ☐ Parent Communication	**7:20-8:50am** *RHS Media Center* Classroom Teachers ☐ Curriculum Mapping Work with PLCs District Groups ☐ Continue PLC Goal 1 **9:00-10:00am** Know Where to Go ☐ IXL Training (info) ☐ New Staff Meeting ☐ Curriculum Mapping **10:10-11:05am** *RHS Media Center to start* ☐ IB Big Picture ☐ IB: MYP/DP	**7:20-8:50am** *RMS-CES Room 121* Science of Reading & IEPs Session Info Teachers involved received invite **7:20-8:50am** RMS-CES Program Transition Teachers involved will be emailed **9:00-11:00am** Join the work in your respective buildings or continue Program Transition. **Note** If the sessions above don't apply to you, follow your building's schedule instead.

IXL

SCHOOL ACHIEVEMENT

Spark Studio

THIS YEAR, WE'VE ANSWERED **4 4 4 , 7 3 7** QUESTIONS!

Aim for 200,000 questions each month!
FEBRUARY

SKILL PROGRESS SUMMARY

9,637
SKILLS MASTERED

11,483
SKILLS PROFICIENT

19,530
SKILLS PRACTICED

SKILL PROGRESS SUMMARY

MATH · ELA

4,715
SKILLS MASTERED

3,059
SKILLS MASTERED

5,843
SKILLS PROFICIENT

3,550
SKILLS PROFICIENT
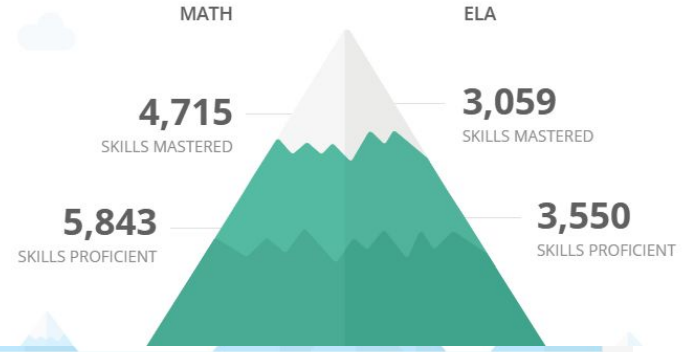
Professional Development Days

Rocket Camp Overview

Session Title	Audience	Session Leader	Location	Time Offered		
				8:00	9:05	10:10
American Indian History & Culture (fulfills license renewal requirement)	EC -12	Debra Bently Brian Triplett	Auditorium*	X		
Craft Wellness Together	EC -12	Jenn DesMarais-Holland	108	X		
Curricular Map Workshop	K-12	Kathy Mattson	400	X		
EdPuzzle 101: Make Video Interactive	K-12	Megan Childs	400		X	
EdPuzzle 102: Level Up Video in your Classroom	K-12	Megan Childs	400			X
Exploring College Credit and Career Pathway Opportunities	EC -12	Jill Gordee	109		X	
FAST Data Collaboration & Action	EC -12	Kevin Neff	406	X		
Instructional Design Support	K-12	Caroline Young	101	X		
IXL Basics	1-12	Kristy Diedrich	405		X	
IXL: Using the Data and Analytics	1-12	Kristy Diedrich	405			X
Make and Take Student Books	K-8	Dawn Engebretson	206	X		
Making Cross-Curricular Connections with Fine Arts	K-12	Jenna Scheevel	108		X	
Native Enough: The Complexity of American Indian Identity (fulfills license renewal requirement)	EC -12	Nina O'Leary	Media Center		X	X
PBIS (fulfills license renewal requirement)	EC-12	Debra Bently	Choir Room*			X
Renewing Your License: No Vision Test Required	EC-12	Kevin Neff	406			X
Student Mental Health (fulfills license renewal requirement)	EC-12	Susan Chwalek Debra Bently	West Commons* Choir Room*		X	
Using AI to Create IEPs	Special Education	Chrissy Andring	404			X

* indicates a space that changed to accommodate the large group that registered.

Do you like the Rocket Camp format for professional development?
115 responses

- Yes
- No

100%
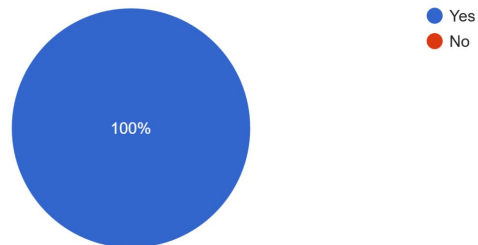
Overall, how would you rate this year's Rocket Camp?
115 responses

1	2	3	4	5
0 (0%)	1 (0.9%)	12 (10.4%)	43 (37.4%)	59 (51.3%)
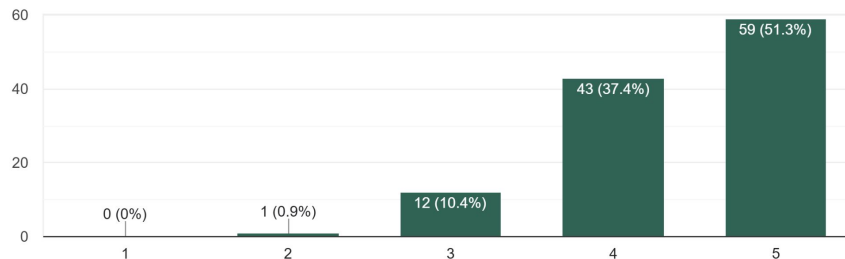
PLCs

Acknowledgements

1. This is a part of a larger sequence. Take it one step at a time.
2. This work has been done in various ways over the last 20 years. This is not the process it was in the past. Trust the new process.
3. This work will be the foundation for ongoing instructional work to support students in achievement and growth--not just this year, but also in years to come.
4. Knowing where you are and what you have right now helps start this process.
5. Be real as you go through this process.
6. Wherever you are is ok.
7. We're going to get stronger together through the process that will come step-by-step.
8. Your voice, suggestions, reflections, and questions are welcome throughout the process.

Purpose

Strategic Direction: Student Achievement and Growth

Standards

from District Professional Learning Plan

Align instruction to standards that are clearly communicated and documented.

What this looks like when complete/end in view:
- ☐ essential standards identified
- ☐ universal structure
- ☐ enables effective alignment conversations
- ☐ enables continuity of practice even with staff changes

Learning Targets

from District Professional Learning Plan

Integrate learning targets as a part of the learning process using a universal, consistent structure.

What this looks like when complete/end in view:
- ☐ wording consistent across classrooms, buildings (I can)
- ☐ targets align to standards
- ☐ integrated beginning, middle, end of lesson

Assessments

from District Professional Learning Plan

Use assessments that are standards-aligned, varied, and purposefully used to continuously monitor student progress and achievement.

What this looks like when complete/end in view:
- ☐ assessments align to standards
- ☐ common assessments where applicable
- ☐ structure of assessments vary
- ☐ assessment reflection practice

Process & Product

BUILDING
Class/Department, Subject/Grade

Contributing Teachers

RAS Learning Scales
Guide to the Curricular Map

Link to syllabus/course outline if applicable

Unit	Time	Power Standards	Learning Targets	Assessments	Instructional Materials

Guide to the Curricular Map

Unit	Time	Power Standards	Learning Targets	Assessments	Instructional Materials
Put the unit name or unit number here. This should be sequenced in the same order the material is delivered instructionally.	Indicate how long the unit takes. Days Weeks	For Science, ELA, Math: Use Test Specs, Achievement Descriptors (Reading, Math, Reading/Math/Science) to identify Power Standards For other subject areas: REAL Criteria District Example K-8 Power Standards (bundled and power standards)	Formulate statements with "I can…" You can create a document for each unit and link to it here rather than listing them if you prefer. Learning targets should be aligned to the power standards. Eden Prairie Example	You can link to assessment docs or describe the structure. Indicate if its a common assessment. Be sure the assessment aligns to the standards identified for the unit.	May include: Link to student materials Google Classroom share classwork (video support) Teacher instructional materials, existing maps (resources, slides, deliverables, etc.) Name of curriculum (where applicable), digital/print
Product of PLC/PD work in 24-25 - Trust the process. Questions? Put them on your PLC notes or use this form. - You may be drawing from past documents. - These documents will be foundational to all of our instructional work and used on a continuous basis for many purposes. For that reason, having them be parallel in structure is key. They'll be used within teams and between teams. - These documents are internal documents. - Add to the document by adding what you've done since the start of the year, then keep adding. - New standards coming? You can work with the new standards. - The learning scales (next slide or here) will be used to monitor individual/team progress.					As time allows in 24-25

Core Subjects/Grade Level Classroom Teachers					
	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Standards	**are not linked to the class**, documented, or used/referenced.	**are linked to the class** and teachers are aware of what they are.	**are aligned to class instruction, and documented** in the RAS curricular map.	**are aligned, documented** and **include power/essential standard**s along with standards bundles.	**regularly referenced** in monitoring, adjusting instruction both within teams and across teams (vertically). Documents are **go-to for new staff**.
Learning Targets	**are not linked to the class,** documented, or used/referenced.	**are linked to the class** and teachers are aware of what they are.	**are aligned to standards, constructed** in the RAS format, and **documented** in the RAS curricular map.	**are aligned, constructed effectively, documented** and **communicated** to students reliably in a predictable structure.	**are referenced throughout the lesson** such that student achievement and growth is impacted.
Assessments	**are not aligned to the standards**.	**are aligned to the standards.**	**are aligned to the standards, documented clearly,** and implemented as common assessments where applicable.	**are aligned, documented**, and **implemented effectively** as a way to monitor student achievement and growth on an ongoing basis.	**are aligned, documented**, and **implemented effectively** as a way to monitor student achievement and growth on an ongoing basis. Assessments are also varied to support student achievement with different assessment structures.

	No Evidence	Beginning	Progressing	Mastering	Excelling
Broadly Applicable Learning Scale (Interventionists, SLPs, District Attendance Group)					
	0	1	2	3	4
Team-identified Goal	**is not linked to the context**, documented, or used/referenced.	**is linked to the context** and the relevant audience is aware, some documentation.	**is aligned to achievement/growth, and documented** clearly.	**is aligned, documented and includes** communication and structures to support the process.	**is aligned, documented, structured such that it is now a standard practice that is sustainable and transferable.**

Q Comp (PD & PLCs Reflection)

Rate the overall effectiveness of the Q Comp/PLC program.

101 responses

Ineffective

Highly effective
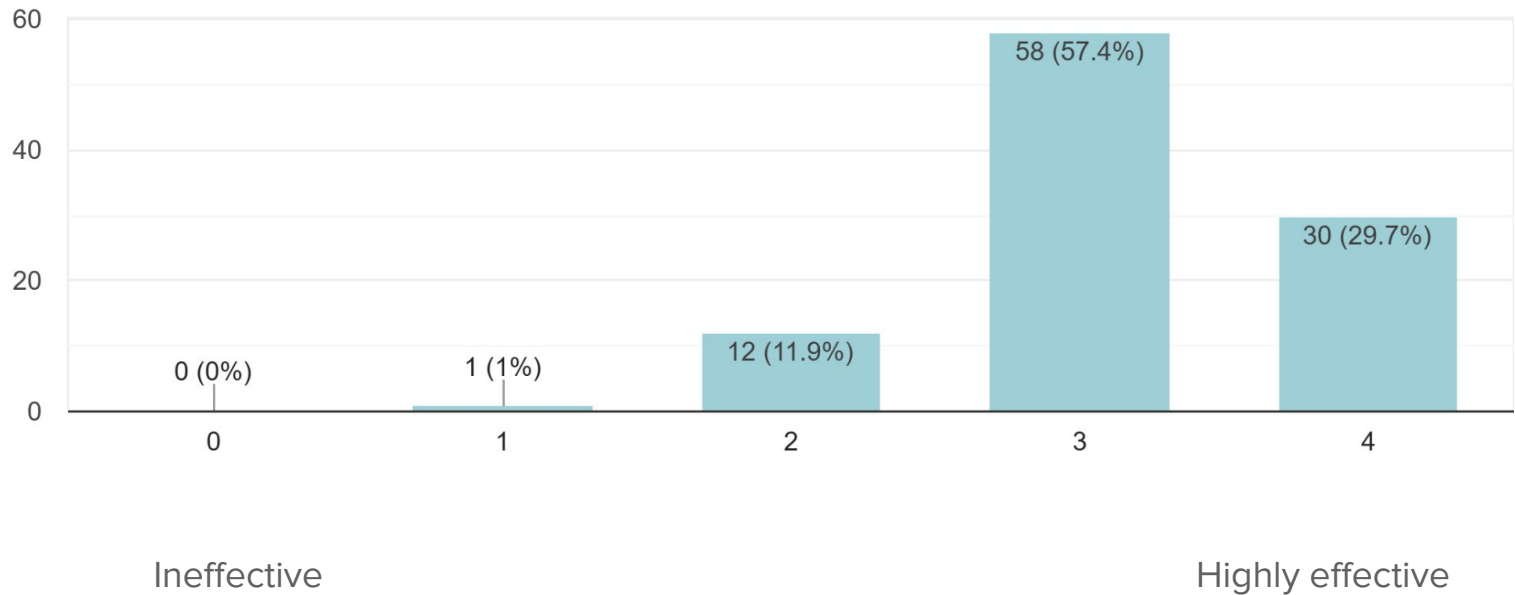
Q Comp (PD & PLCs Reflection)

Most Valuable Component

What component did you find most valuable from our Q Comp work this year?

| Category	1st	2nd	3rd	Total
Job-embedded PLC	31	24	18	73
Individual Goal	26	23	27	76
Observations	19	18	22	59
Building Goals	2	4	9	15
Staff Development Days	23	32	25	80

Teacher Voice

- I think QComp forces teachers to have a **framework** and a **focus** to the work they do. It requires teachers to have **accountability** and provides **coaching** and **collaboration** to meet individual and district **goals.**
- Our Q Comp/PLC program has evolved in such a positive direction! I believe that its **value** and **effectiveness** has been impacted by BILT, by Dept. of Innovation & Learning, and by allowing teachers to have a **voice** that seems to be heard.
- I am pleased with how we're doing more **collaborating** when working towards finding ways to meet the students needs, breaking down barriers and finding **interventions** that will help students to be **successful**.
- I love QCOMP and the opportunity to **grow** as an educator and work with my colleagues on **common goals**.

Q Comp (PD & PLCs Reflection)

What component do you find least valuable from the Q Comp work?

101 responses
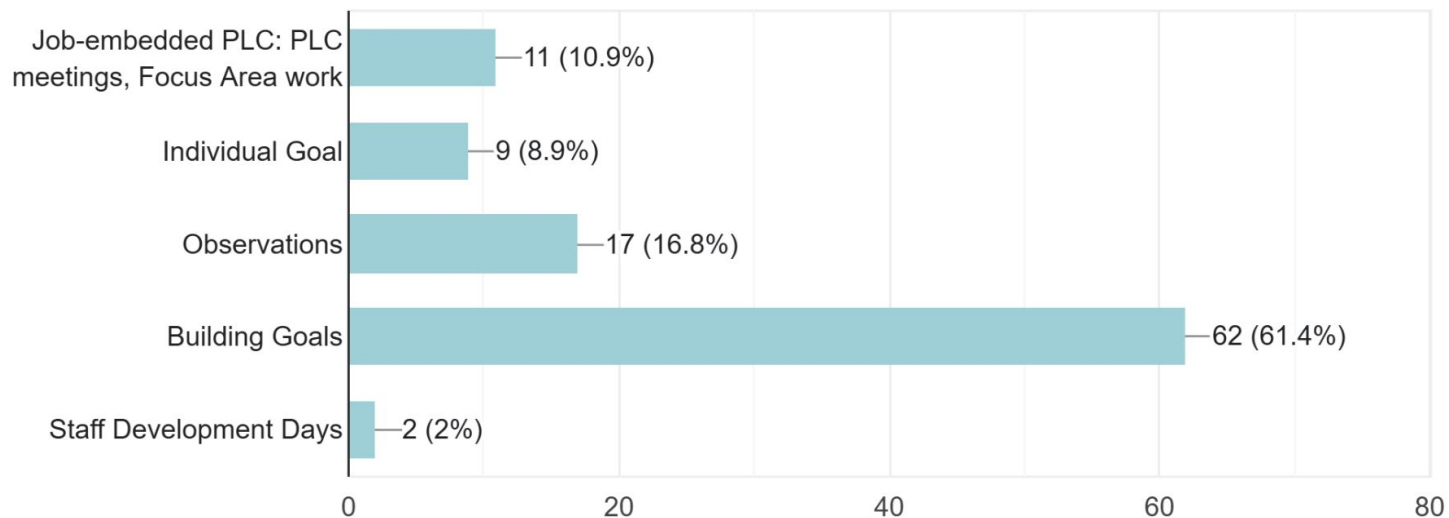
Using Data: RHS Pilot

Purpose, Process, Product + Plan, Do, Study, Act

Date	August	September October	November December	January February	March April	May
Purpose	Know Your Students	Test (September) Plan	Cycle 1	Cycle 2	Cycle 3	Reflect Create
Process	Review Fast & MCAs	Distribute and teacher/team plan	Teacher teams do, act	Do, act Study new results New plan	Do, act new plan MCA Test Continue do act	FAST Test
Goal/ Product	Data & Student Understanding	Review new data Tier I & Tier II Plans Tier III as needed	Progress Monitor (Tiers I, II, III) Adjust Plans	Review new data Progress Monitor Adjust Plans	Progress Monitor Adjust Plans Summer school recommendations	Reflection on instruction effectiveness Landing page

Samantha Bloom creating, leading
BILT input shaping, guiding

Student Testing Reflection

What did you notice as far as your reading and math Fast results?

90 responses

I noticed that as the years progressed, the percentiles all increased, and it does match with the changes I've noticed.

it looks fine to me

i failed them all except like two bruh

I noticed that I am better at math than reading because I am in a higher percentile in math. They both match because I did good and understood math last year and reading I did okay in but was a little bit of a struggle.

It shows that I'm better at math than reading. This makes sense because I've always felt more confident about math and tend to try harder on those tests.

Student Testing Reflection

If you have questions about your scores or how to use this or support for growing, share them here. Otherwise, leave it blank.

20 responses

How does the scale score work?

Swimmer is to goggles as pilot is to flying is that right

no

How did I get a 100 in 2019 spring math. How is that possible???

I would like to understand how I can use these to support my growth and I'd also like to understand what it means by some risk as I get that it means I need some help but I am confused on what kind of help that means. Thank you :)

no. Wonder why I am always at somerisk

There are a few years missing, like 3rd and 5th grade, would you have any idea why?

I am a little confused about it since I only took the Fall FAST testing and the Spring and Winter are not taken

Department Discussion

1. What barrier (or problem) is getting in the way of student achievement?

2. What instructional strategies will effectively support achievement given the identified barriers?

3. How will those strategies help increase student achievement (decrease risk)?

Reflection & Follow Up

1. Identifying the Barrier: Behavior as Communication

C	D	E	
Can you identify the problem?	**Explain column C**	**Responsive Action/Intervention**	
Unsure ▾			
Behavior Academic Skills ▾			
Academic Skills ▾			
Behavior Academic Skills ▾			
Academic Skills ▾			
Academic Skills ▾			
Academic Skills ▾			
Behavior ▾			
Academic Skills ▾			
Unsure ▾			
Academic Skills ▾			
Academic Skills Behavior ▾			
Unsure ▾			
Academic Skills ▾			
Academic Skills Behavior ▾			
Behavior Academic Skills ▾			

Data-Based Decision Making & Problem-Solving

PDSA Step	Tier I	Team Action Steps
Problem Identification Identify the problem and the objectives	What is the discrepancy between expected outcomes and what is occurring?	• Assessment data • Class grades
Plan Develop a plan for instruction and assessment	What is it that we expect our students to learn?	Curricular maps: • Standards • Learning targets • Rubrics for formative/summative • Assessments
Do Implement instruction and assessment	What evidenced-based strategies are we using to deliver instruction? What evidence is telling us if they are learning it?	Implement, Instruct, Assess • Communicate standards and related learning targets • Share rubrics • Gather data
Study Collaboratively analyze data	What does the data tell us about who has learned it and who has not? What are the common misconceptions for those who have not?	• Reflect on data • Create responsive plan
Act Use Informed Team Action Planning	What is our response when some students do not learn?	• Celebrate success • Plan for students who did not achieve expected outcomes

Student Achievement Action Plan
RHS

Student Name _____

Date _____

Student Achievement, Engagement Evidence

FAST Testing	Class Grades

• aMath
   ◦
• aReading
   ◦
	1. Block 1:
	2. Block 2:
	3. Block 3:
	4. Block 4:
	5. Block 5:
	6. Block 6:
	7. Block 7:

Concern Context ☐ Assessment Results **Identify the Barrier** ☐ Academic skills ☐ Behavior (engagement, effort, motivation)	**Concern Context** ☐ Class Grades **Identify the Barrier** ☐ Academic skills ☐ Attendance ☐ Behavior (engagement, effort, motivation)

Responsive Action (Systems Level)--completed by Counseling Office

Context	Evidence	Responsive Action

Responsive Action (Classroom Level)--completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.

Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class?

Team Collaboration in Implementation

1. Communication
   - ☐ Student
   - ☐ Counselors
   - ☐ Family
2. Progress Monitoring
3. Plan Adjustments

Student Achievement, Engagement Evidence

FAST Testing		Class Grades			
aMath	**aReading**	**S1 Final**		**S2 In Progress**	
Fall - 220! Some Risk Winter - 220! Some Risk Spring	Fall - 530! Some Risk Winter - 518!! High Risk Spring -	English	C+	English	F
		World Hist	F	World Hist	F
		Geometry	D-	Geometry	A
		Chem Conc.	C-	Chem Conc.	F
		Intro to Bus	F	Phy Ed	F
		Read+/Math+	P	Read+/Math+	
		AVID	B+	AVID	
Concern Context ☐ Assessment Results		**Concern Context** ☑ Class Grades			
Identify the Barrier ☑ Academic skills ☑ Behavior (engagement, effort, motivation)		**Identify the Barrier** ☑ Academic skills ☐ Attendance ☑ Behavior (engagement, effort, motivation)			

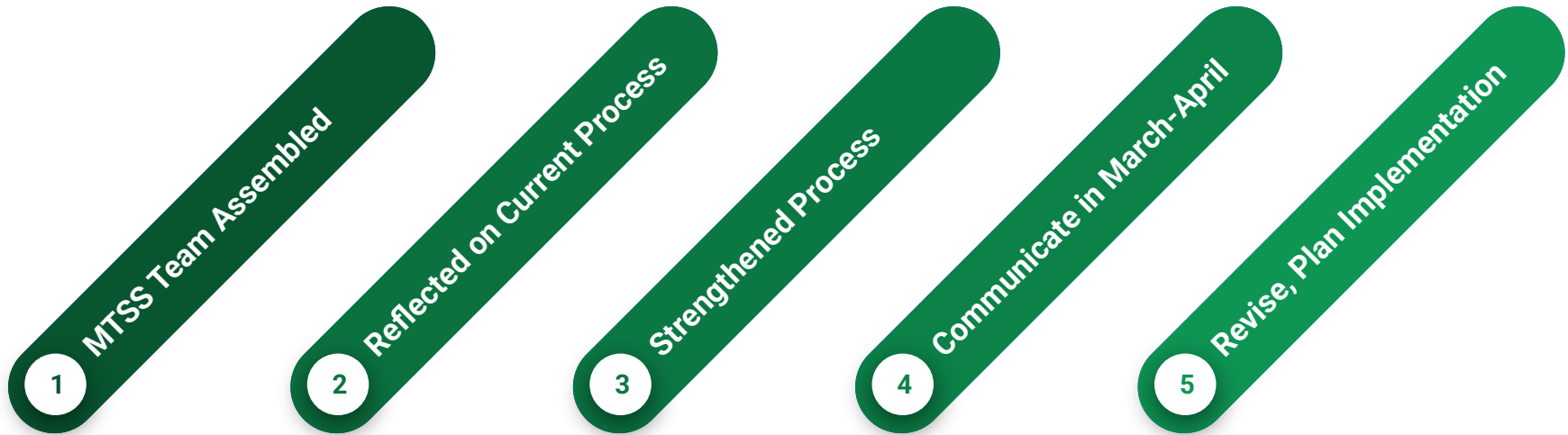## Responsive Action (Systems Level)--completed by Counseling Office

Context	Evidence	Responsive Action
Test Scores	FAST	Math & Reading ADSIS Supports via Math+/Read+
Counselor	N/A	Weekly check-ins to discuss missing work and understanding of what he needs to do.

Responsive Action (Classroom Level)--completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.

Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class? Tier 1 Guidance
Teacher A	Assignments turned in but needs to take the test.	Check in and see if he knows how to get started, any questions, and in the right spot to achieve success? Have him pull up the note packet key to make sure he sees.
Teacher B	8% Missing a LOT	How are you going to get started, what questions do you have, are you in a good space for achieving Skeleton notes
Teacher C	Often off task and disengaged	Check his skeleton notes and all notes in general for completion,
Teacher D	Getting caught up after absences	How are you going to get started, what questions do you have, are you in a good space for achieving Skeleton notes
Teacher E	Missing a lot, often off-task (socializing)	Skeleton notes, video resources for reteaching (absence), preview assessment (practice quiz)
Formative/Summative Work Specifics		
Classroom work time	Struggles to complete coursework	Desk touch check ins for pretty much everything - BUT be careful of overwhelm, give space
Assignments and projects	Struggles to complete assignments	Benefits from intentional and deliberate scaffolds - sentence starters and slide skeletons
exams	Overwhelmed by unit assessments	Chunk, extended time

Team Collaboration in Implementation

1. Communication
   - ☐ Student
   - ☐ Counselors
   - ☐ Family
2. Progress Monitoring
3. Plan Adjustments

Multi-Tiered System of Support

MTSS: Strengthen and Update

1. MTSS Team Assembled
2. Reflected on Current Process
3. Strengthened Process
4. Communicate in March-April
5. Revise, Plan Implementation

Questions

Thank you!