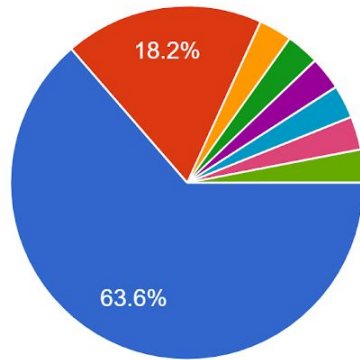


Catoosa County Public Schools Monitoring PLC Practices Spring 2020

Part 1: CFAs/CSAs and Data Conversations

At your school, who determines how frequently CFAs and CSAs are administered? If you choose "Other," please provide additional information.

33 responses



- Individual collaborative teams
- Schoolwide expectation (same for all teams, such as every Friday, every two weeks)
- School set expectations for individual collaborative teams to decide on frequency based on their curriculum map of ESs
- Schoolwide expectations for collaborative teams to create and determine the frequency based on essential standards
- Schoolwide expectation is to give at least one CSA and one CFA per unit but many teams give more CFAs than required
- We have a schoolwide expectation of planning CFAs and CSAs ahead of time, building into the units but the individual power teams work out the time frame based on pacing
- Both we have the expectations of planning CFAs and CSAs ahead of time, building into the units but the individual power teams work out the time frame based on pacing
- We give school-wide expectations, however individual teams may plan additional CFA's depending on units

"Other" shown above:

School set expectations for individual collaborative teams to decide on frequency based on their curriculum map of ESs.

Schoolwide expectations for collaborative teams to create and determine the frequency based on essential standards

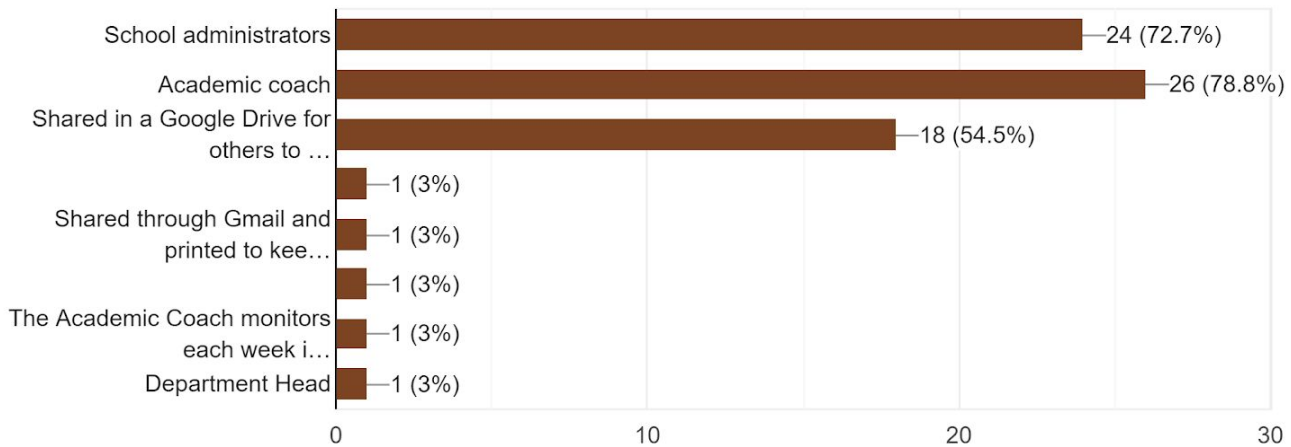
Schoolwide expectation is to give at least one CSA and one CFA per unit but many teams give more CFAs than required

Both we have the expectations of planning CFAs and CSAs ahead of time, building into the units but the individual power teams work out the time frame based on pacing

We give school-wide expectations, however individual teams may plan additional CFA's depending on units

Who monitors how frequently teams administer CFAs and CSAs? If you choose "Other," please provide additional information.

33 responses



“Other” shown above:

Academic coach, Shared in a Google Drive for others to see, Unit plans in a shared Google drive

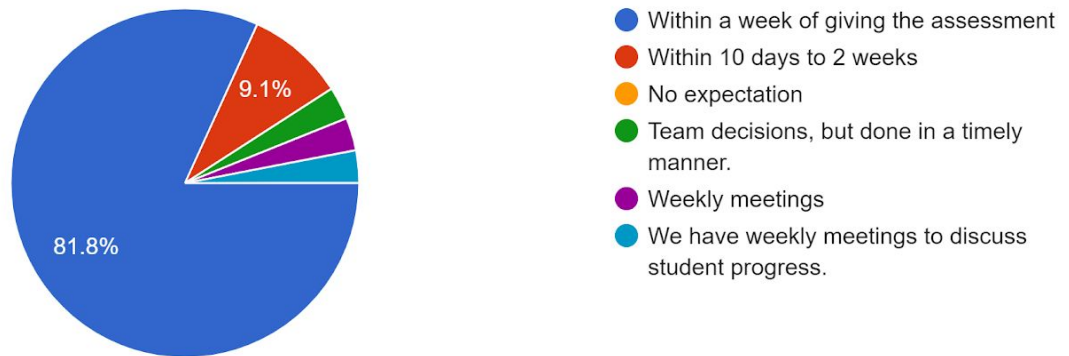
School administrators, Academic coach, Shared in a Google Drive for others to see

School administrator and academic coach is assigned to subject teams. They also have a Google Drive that is shared with administration and academic coach.

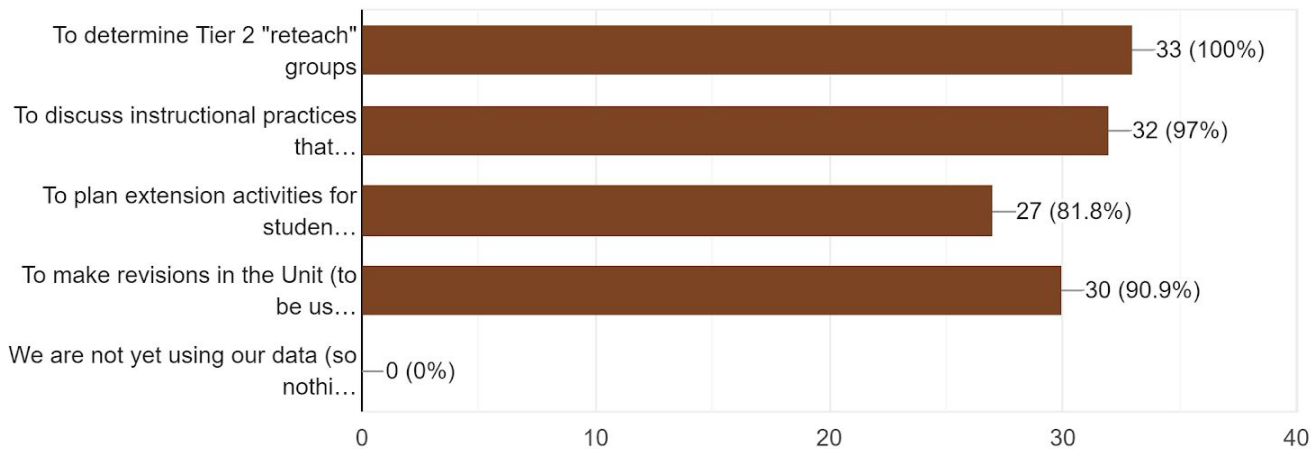
School administrators, Academic coach, Department Head

School administrators, Academic coach, The Academic Coach monitors each week in the collaborative meetings while school administrators check in frequently with the coach on this process to ensure fidelity and to monitor if further support is needed.

Data Conversations: What is your school's expectation regarding when the CFA and CSA data should be analyzed and discussed as a team? If you...se "Other," please provide additional information.
33 responses



How is the CFA data used at your school? (check all that apply)
33 responses

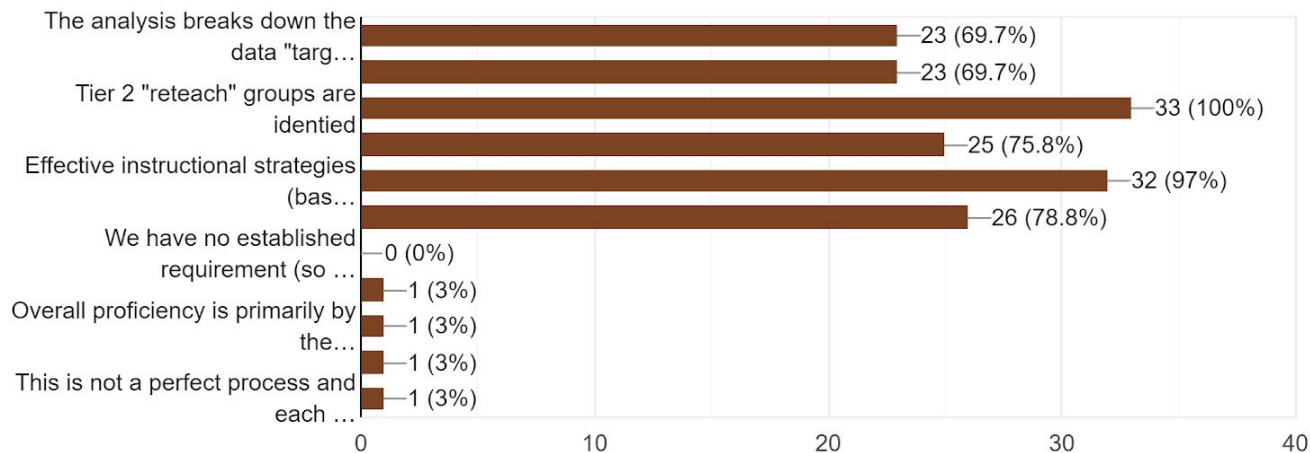


Answer options::

To determine Tier 2 "reteach" groups,
 To discuss instructional practices that were effective based on the data,
 To plan extension activities for students who demonstrated mastery,
 To make revisions in the Unit (to be used when this Unit is taught again)
 We are not yet using our data

Data Conversations: What do you require as part of the data analysis process? (check all that apply) If you choose "Other," please provide additional information.

33 responses



Answer options:

The analysis breaks down the data "target by target" for each student and teacher,
 Tier 2 "reteach" groups are identified, Groups are identified to receive extension activities,
 Groups are identified to receive extension activities
 Effective instructional strategies (based on achievement results) are identified and discussed,
 Analysis is shared with academic coach and/or administrators,
 The overall proficiency level is determined by teacher and student

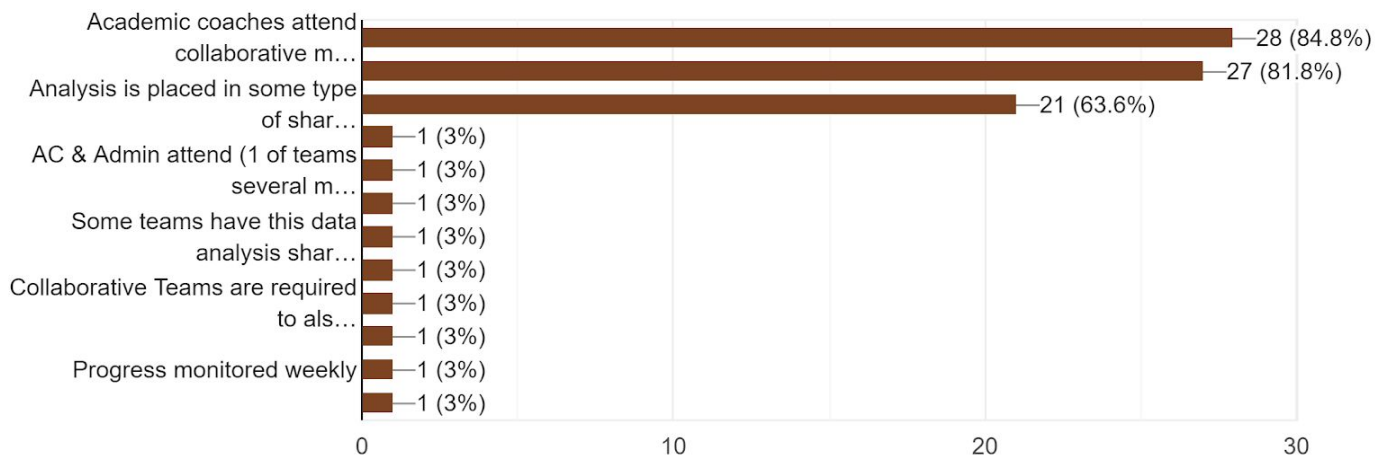
"Other" shown above:

Overall proficiency is primarily by the teachers but we have begun to create and utilize reflection tools that involve students in the process.

This is not a perfect process and each grade level is working at different levels.

Data Conversations: How is CFA/CSA data analysis monitored in your school? (check all that apply)
 If you choose "Other," please provide additional information.

33 responses



Answer options:

Academic coaches attend collaborative meetings during these discussions,
 Administrators attend collaborative meetings during these discussions
 Analysis is placed into some type of shared drive for school leaders and academic coach to see

"Other" shown above:

Collaborative Teams are required to also turn in their Common Assessment Team Reflection sheet to administration electronically.
 Progress monitored weekly
 Student progress is monitored on a weekly basis on a google doc created and shared with the faculty
 Overall proficiency is primarily by the teachers but we have begun to create and utilize reflection tools that involve students in the process as well.

In what ways do you see the school district supporting & monitoring your school's implementation of the use of CFAs or CSAs and their analysis for improving student learning?

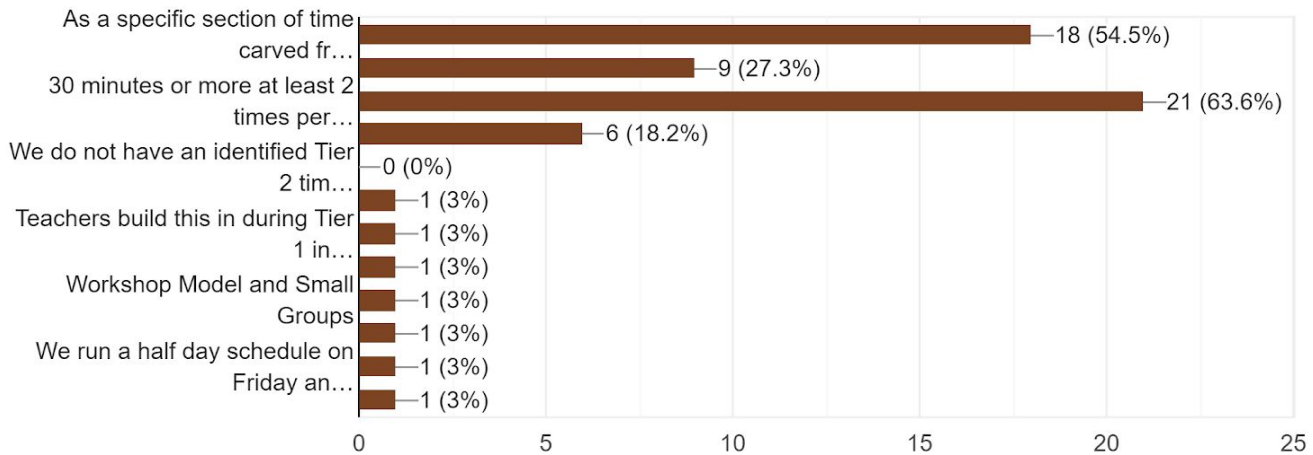
- Continued training and collaboration for administrators and academic coaches, Also, faculty members are involved in district lead training.
- Our district has helped prepare our schools' implementation of CFA's by giving us the best support possible - training with Cassandra Erkens. Every school sends several teachers, the academic coach and a principal to the Assessment training. This has been one of the best trainings we have participated in. We also have monthly Academic Coaches meetings where we discuss what is happening in our buildings. It is helpful to hear where others are in the journey as well as ideas for implementation.
- Ongoing training occurs within our district. Representatives from the district level will attend collaborative meetings as the need arises. An evaluation of the data from the CFA's occurs with a rep. from the district and the SIT team to determine what support a student may need.
- The district is providing PL opportunities for building/creating assessments as well as reviewing the data from the assessments. Also, the importance of regrouping students for re-learning of the standard for Tier 2 time.
- District is providing learning opportunities through professional learning and Global PD training.
- Assessment Coaching workshop was helpful for teacher teams. Look forward to continuing PL. time...to build team trust.
- They've provided training, book studies, and resources on the development of CFAs and CSAs. They've provided the time and platform to create a county-wide benchmark to use as well.
- The district's greatest support in any aspect of PLC is providing outstanding training. The Solution Tree events have had the biggest impact on increasing understanding and by in among teachers.
- Trainings that have been offered have helped with this. Also, the science and social studies standard/CFA trainings have been very beneficial.
- The district provides consistent training to support and deepen the understanding for teams to increase the rigor of the CFAs/CSAs and to make sure they are aligned to the standards. Teams across the district have met to calibrate their CFA's/CSA's.
- The school district supports the individual schools' implementation of the use of CFAs/CSAs by providing ongoing training and professional development sessions relating to the topic through book studies at our monthly Coaches' sessions and by having on-site Solution Tree trainers visit our county. Representatives from the district visit power team meetings held at the individual schools to observe the "real life" implementation practices happening. We were also given the opportunity to visit a PLC model school in our county and observe their practices related to Common Formative and Summative Assessments and Collaborative Planning.
- The system has provided trainings for administrators, academic coaches and teachers. The Academic Coaches monthly meetings focus on learning even more about CFA's and how to use the data, which they take back to their schools. District representatives also visit team collaboration meetings in each school and provide guidance and feedback.
- Our school district provides consistent training for not only the academic leaders and administration, but also to the educators from the classroom. Academic coaches are provided monthly collaboration and support as they monitor implementation within school buildings.
- Ongoing training and site visits
- They frequently come to meeting to see what is done. They discuss information with principals, asst principals, academic coaches. They do surveys and ask questions through group discussions.
- The district provides training for all those involved. Training this year has included admin, academic coaches and teachers. Not all teachers are always able to attend so either the teacher and or the academic coach redelivers the material to the other teachers.
- Our district has provided us with training regarding creating assessment and using the data from these assessments.
- By providing administration & academic coaches with resources to share with our teachers on how to continue to create effective assessments and analyze data.

- The school district provides much training for all schools for CFAs/CSAs and the utilization of this data for improving student learning. Training includes both in-district training as well as out of district trainings such as conferences and institutes. Solution Tree trainers Cassandra Erkens, Nathaniel Provencio, and Jasmine Kullar have been contracted to come to our district to provide more personalized training. Schools have been given the opportunities to attend Solution Tree events outside of the district. At these events, the district has arranged for team time to conference with Solution Tree personnel for Q & A sessions.
- The district has provided resources such as books and videos to help with ongoing learning. Academic coaches, assistant principals, and principals each have their own collaborative teams to learn more about the PLC process. All three groups also make presentations to their teams to provide an inside look at the collaborative teams from their schools. This allows the district to look inside each school from different lenses.
- District leaders also visit schools periodically and join collaborative team meetings. Artifacts are shared with the district leaders from the different teams as evidence of their practices.
- Catoosa County Schools has provided the much needed guidance for developing and implementing CFAs/CSAs and for analyzing them for improving student learning. Our county office staff has led Academic Coaches in several book studies of CFA/CSA training. The staff has also provided numerous trainings and conferencing opportunities in house, within the county, in state, and/or out of state. Dr. Nichols has led the way in establishing a close rapport with Solution Tree to bring in ideas and strategies to equip coaches with the necessary tools to redeliver to staff and to engage staff in the proper modeling of CFA/CSA creation and use. Our district leaders have also provided Academic Coaches with numerous materials to keep cupboards filled with resources to train our teachers successfully.
- One of our best resources for Academic Coaches has been our monthly collaborative meetings! Each month coaches come together with district leaders to share book readings as well as our own school strategies for becoming successful PLCs! It has been wonderful to hear from each other as we continue on our path of implementing the PLC process and garnering the buy-in of our individual school staffs. We are being persistent and continually growing.
- The District works closely with coaches to support schools. The District provides at least monthly meetings where Admin across the District learn together. We have gone through and read several books promoted by Solution Tree to include Learning BY Doing, Transforming School Culture and Simplifying Response to Intervention.
- Our monthly meetings are very informative to help with implementation and analysis. We are given feedback on what we are doing and how to make changes. Also, our other planned trainings (assessment, intervention, reading) also help us incorporate CFA/CSA into our classrooms and power team meetings.
- Our school population is different from the traditional high school; the instruction is online, with teachers providing remediation and extension as needed. The content is aligned to state standards and all agree on the essential standards that everyone must teach. The district office assists with this process and monitors or supports any collaboration for changes.
- Our program is an extension of the traditional high school. Our curriculum is online and the content is aligned to the state standards and monitored frequently by the district office for across the board continuity.
- Subject meetings at the county office level to review essential standards and discuss PLC progress. Assessment training for teachers and teacher leaders. Additional PL funds for PLC and Assessment training. Principal and Assistant Principal PLC meetings to discuss progress and share ideas.
- You are always available to bounce ideas and help problem solve in challenging areas.
- In District training that helps guide our implementation of CFA's and CSA's.
- Administrators / academic coaches attend monthly collaborative team meetings
- Guidance and training from Solution Tree experts, book studies and discussions, monitoring of benchmarks and program data, monthly collaboration meetings

Part 2: Tier 2 Implementation

Tier 2 Interventions: When and how often is the Tier 2 "Reteach" time identified in your schedule?
(check all that apply) If you choose "Other," please provide additional information.

33 responses



Answer Options:

As a specific section of time carved from the Tier 1 (core) block of time, 30 minutes or more at least 1 time per week
 As a separate block of time 30 minutes or more at least 1 time per week
 We do not have an identified Tier 2 time

"Other" shown above:

5th grade has tier 2 written in their unit plan and they hold a reteach/extension day immediately after analyzing the data. After our training with Erkens, several grade levels opted to have reteach every Friday for the class period.

Teachers build this in during Tier 1 instruction time, after CFA's are given, so it's different for every subject and grade. We also have some Tier 2 groups built into an additional block for 45 minutes each day.

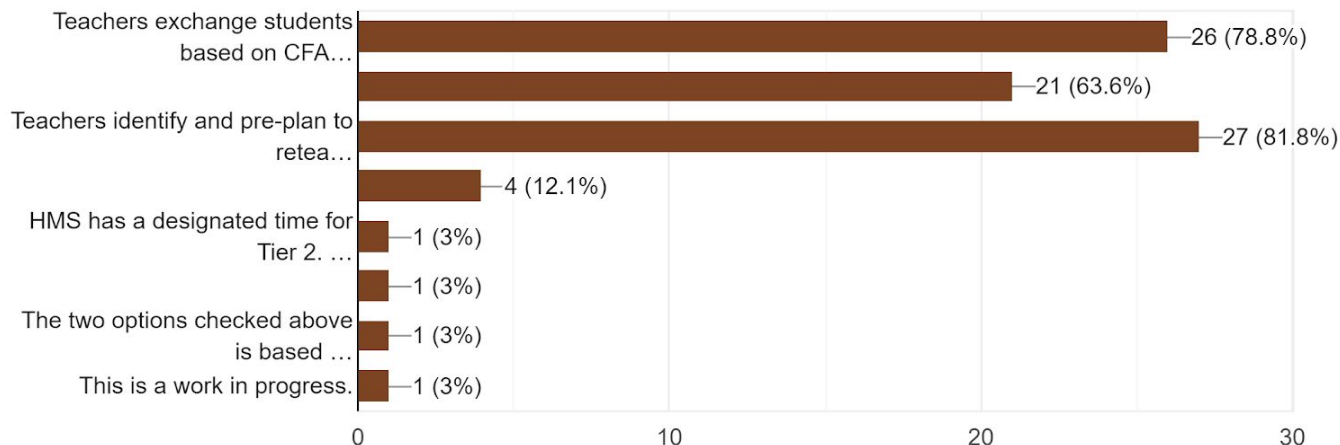
Our Tier 2 supports have been working out to be every 7-10 days to allow for adequate Tier 1 instruction, practice, assessment and regrouping. Through our collaborative meetings and data chats, teachers coordinate the day they will complete Tier 2 supports or extensions based on their CFAs. This is in addition to the Tier 2 supports and extensions that are given daily during our FLEX time. We do not consider this our primary Tier 2 time as there are some students in their gifted or Tier 3 segments. However, teachers utilize tier 2 supports and extensions with those students that remain based on need.

As a specific section of time carved from the Tier 1 (core) block of time, 30 minutes or more at least 2 times per week, Workshop Model and Small Groups

30 minutes or more at least 1 time per week, We run a half day schedule on Friday and alternate 2 blocks each week

Tier 2 Intervention: How is Tier 2 time provided in your school? (check all that apply) If you choose "Other," please provide additional information.

33 responses



Answer options:

The regular teacher carves out a section of core instruction to provide reteach to his/her own students,
 Teachers identify and pre-plan to reteach a specific skill to a specific group of students during Tier 2 time.
 Teachers exchange students based on CFA/CSA results,
 Teachers primarily use Tier 2 time to catch up students who are behind or missing work.

"Other" shown above:

Teachers identify and pre-plan to reteach a specific skill to a specific group of students during Tier 2 time., This is a work in progress.

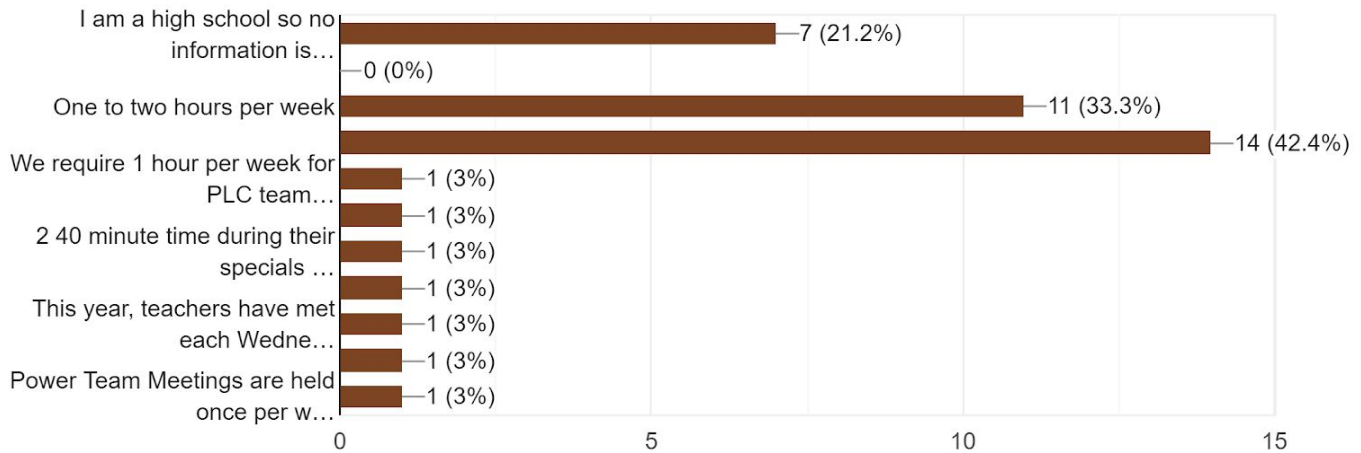
The two options checked above are based on the assessment results. If many students are well on their way to mastery and only a small group needs reteaching, teachers discuss how and when to meet with that small group within their classrooms. If a larger number need reteaching, our teachers discuss strengths and then share students. We also take note of any instructional aides or co-teaching classrooms that would provide more small group opportunities.

HMS has a designated time for Tier 2. It is from 8:10 - 8:45 on Tuesdays, Wednesdays and Thursday. The tier 2 groups are based on CFA data. Sometimes our teachers share students so they can concentrate on specific targets and other times they keep their own students. We use the ELT draft sheet for teachers to create their groups. This spreadsheet will tell every student where they are assigned for Tier 2 time. One week the ELA and SS teachers have an intervention group, while the Math and Sci teachers have an extension group. The next week they switch.

Part 3: The Work of Collaborative Teams

Collaborative Teams: (Elementary & MS Only) How often do you require your teams to meet to collaborate and how long are these meetings? (...se "Other," please provide additional information.

33 responses



"Other" shown above:

We require at least one hour per week but teams are meeting more as they realize the impact of collaboration

We require at least one hour per week but teams are meeting more as they realize the impact of collaboration, We require 1 hour per week for PLC team time, but we also meet on Thursdays as a grade level to discuss topics and train teachers on certain topics. We have numerous teacher leaders that present on teaching strategies or classroom management strategies.

2 x wk (40ish minutes) during specials in addition to 1 hour Tuesday afternoons. (Tuesday Team Time is in gym so that ALL teachers are available...even some vertical planning takes place at this time.

2 40 minute time during their specials rotation, one could be afterschool & Tuesday after-school 3:00-4:00 in the gym

One to two hours per week, Teachers have two required meetings scheduled; however, some teams are meeting more often as they realize the impact of collaboration.

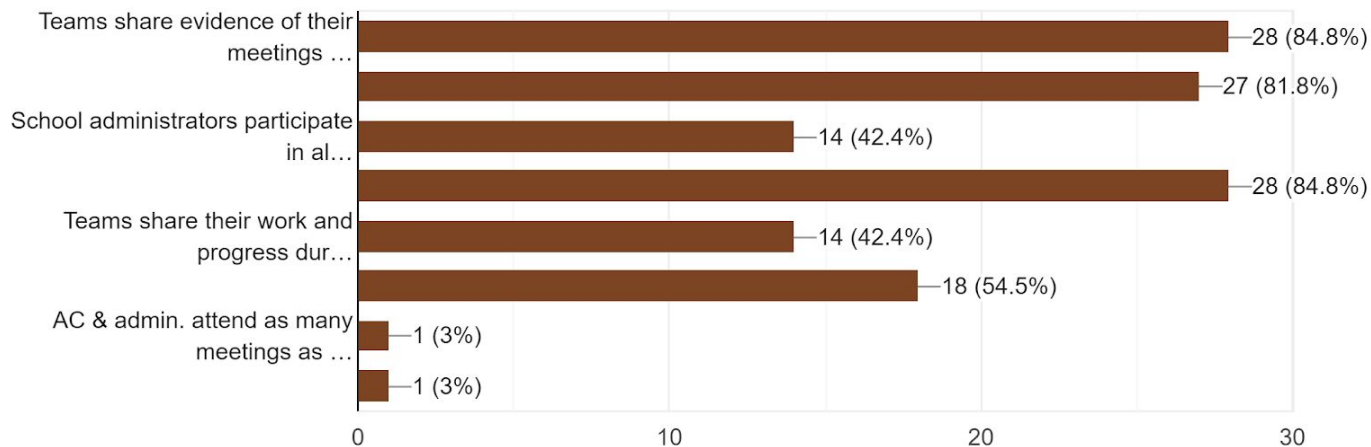
One to two hours per week, This year, teachers have met each Wednesday during planning. We also use the 2nd and 4th Wednesday of each month to continue those talks after school.

One to two hours per week, Teams are required to meet every Tuesday & Thursday. Each session is for 50 minutes for a total of 100 minutes per week. Teacher do meet at other times also. Teams are required to submit their Team Collaboration Agendas & notes from the meetings to administration after each meeting.

One to two hours per week, Power Team Meetings are held once per week within Grade levels. Additional Meetings are held after school on a weekly basis and Vertical planning occurs during In-Service.

How do you know the right work is happening during collaboration time? (check all that apply) If you choose "Other," please provide additional information.

33 responses



Answer Options:

Teams share evidence of their meetings in a shared drive/place for school leaders to see,
 Academic coach is charged with monitoring the work of each team.
 School administrators participate in all team meetings.
 School administrators participate in team meetings as needed based on a review of artifacts/evidence submitted,
 Teams share their work and progress during faculty meetings,
 Guiding coalition members discuss team progress during meetings.

"Other" shown above:

The Academic Coach monitors each week in the collaborative meetings while school administrators check in frequently with the coach on this process to ensure fidelity and to monitor if further support is needed.

In what ways do you see district-level leaders monitoring that the right work is happening in school-level collaborative teams?

- District leaders can monitor that the right work is going on in schools in the same way that they have been working with us so far. Continue to build shared knowledge about PLC practices through admin, and academic coach collaborative team meetings. Continue our learning together through book studies, videos, templates, examples and sharing of school's best practices. Along with setting the vision for our schools and the expectation that schools will be aligned with that vision.
- Sharing the learning and collaboration that is taking place in our building during administrative meetings.
- Middle School Specialist reviewing school data and providing feedback to administrators.
- We have monthly coaches meetings where we discuss what is happening in our collaborative teams. Also, our district has modeled the right work. We begin every meeting by reviewing our norms, followed by an agenda and then detailed discussion on the topic at hand. We have also been encouraged by the district to go observe other schools that have successful collaborative team time.
- Data from the collaborative teams is used at district level meetings for admin. and academic coaches. Examples and evidence from collaboration is shared. When teacher training occurs at the district level (ex. is reading instruction) this is one of the focal points of the training. An established SIT team, which includes a district rep. analyzes student data and instructional methods.
- Monitoring of results through benchmark data, district-wide training sessions with PLC professionals, PLC meetings to discuss progress with coaches, principals, and assistant principals.
- We have had district level employees join collaborative meetings, monitoring tier 3 interventions, met with admin and academic coaches to provide PL and guidance on what collaborative teams are and are not. We have been given the opportunity to share with other schools what collaborative teams look like in our building to learn from one another.
- District-level leaders visited collaborative team meetings, discussed assessment results and instructional practices with the Academic Coach and administrators, and monitored benchmark data and Tier 3 interventions regularly.
- District wide expectations are clear; check in with AC & Admin to share team artifacts. Coaches' Mtgs. are helpful for AC to hear what is working district-wide, how I can support my teams better, etc.
- Based on the CCPS district expectations, schools, teams could provide artifacts documenting the right work. Admins. could present and discuss the right work with others.
- County office visits periodically during content team time. Also, they work closely with administrators and academic coaches to get consistent pulse checks on content teams.
- Visit teams during our Wednesday afternoon collaboration time. Ask for reports from administrators and academic coaches.
- SIT team meetings have collaboration from county leaders. School schedules and interventions are monitored and communicated with school staff. Trainings are offered to help continue our work in the PLC process.
- District leaders participate in School Intervention Team meetings. They are monitoring school schedules to ensure that there is separate time allotted for tier 2 and tier 3. They are providing training to build capacity for all teachers to have the same foundational understanding of a PLC.
- By working closely with administrators and academic coaches and clearly defining expectations and goals for the individual schools in our district. Through ongoing professional development in the areas of CFAs/CSAs and the benefits of Collaborative Teamwork. The development of ASIT and now BSIT teams at the individual schools.

- They "drop-in" on some of our collaboration meetings. They provide feedback afterwards. They are always available for support of this process. They strongly guide the Academic Coaches in doing the right work with their collaborative teams.
- District level leaders plan monthly collaborative meetings with academic coaches to communicate clear expectations and provide training. They are consistently available for support and have been within school buildings to observe data discussions and team meetings. Funding has also been provided for educators and leadership to attend professional development in what we consider the "right work."
- Site visits, monitor intervention usage reports, and guiding coalition team drive members.
- Through reviewing data, by coming to meetings, by working in small groups during admin meetings.
- District leaders are constantly in contact with admin and academic coach. They monitor our data and attend meetings within our school. They also use "well functioning teams" as models for other schools to visit.
- Site visits and monthly Academic Coach meetings
- By receiving feedback from admin & academic coaches, schools providing artifacts to the district, school visits....
- As stated in an above response, district-level leaders are very much involved with monitoring the work that is occurring in each school. They visit the schools and the collaborative teams as well as review artifacts from these teams.
- Thanks to the collaborative efforts of our district-level leaders, much information regarding the right work happening in school-level collaborative teams can be gathered just in the conversations of our monthly meetings/trainings. Our county office staff follow the same guidelines for meeting as we ask of our schools' staffs. Therefore, there is much time devoted to sharing what's happening within our schools so that leaders can do pulse checks each and every meeting. As well, each Academic Coach is given a share time at some point in the year to redeliver the great things happening in his/her school! It's so easy to quickly see how schools are progressing in their PLC processes!
- Another point of monitoring by our district-level leaders comes from school visits during our collaborative team times as well as surveys/questionnaires being requested for completion from time to time regarding different steps of the PLC process. Sometimes coaches are also asked to share CFA templates and profile sheets as well as unit plan samples to keep leaders abreast of what goes on in each school.
- District level PLC meetings are held with admin and coaches. Additionally, District personnel are involved with Academic and Behavioral Student Intervention Teams.
- The district-level leaders not only monitor but coach us in the right work. They give feedback on what is working and suggestions when we need them. They are open to conversations about what works best for each school and specific grade-levels.
- We meet regularly with the district level leaders for a time of discussion and ideas for continuing the "right work" in our schools. Ideas are shared among school leaders for new innovative practices.
- We meet regularly with district leaders to monitor the progress of our collaborative teams.
- Discussions with Matt Maynor and Chris Lusk regarding PLC process at HHS. We share agendas with them and they are part of our Google Classroom for our leadership team. They frequently provide feedback on actions that we are taking and also provide advice. They share successful practices that they have seen at other schools in and outside of our county.
- Monthly updates via Academic Coaches, shared Google Drives, and by continuing to monitor Reading PLus, Ascend, etc.

- They meet with Academic coach and Administrators at scheduled times during the school year to monitor and provide guidance. District training's and Administrative CLT group meetings that provide book studies and share information relative to the PLC process.
- Leaders visit schools during PLC times (collaborative team times) and work with individual schools on collaboration.
- Monthly meetings and break out sessions with Academic coaches and Administrators where collaboration and sharing takes place. It is not unusual for district level leaders to visit schools while activities, training, and meetings are taking place.

Please share any additional information you would like for us to know about the areas referenced in this questionnaire. (CFA/CSA administration and use; CFA/CSA analysis protocols; Tier 2 implementation; Work of collaborative teams; etc.)

- One of the best practices we have implemented is using goal setting cards with our students. They can see the learning targets for the unit and after the CFA mark the learning targets they have mastered. It was a game changer for building a growth mindset with students. The practice generated excitement in students and teachers for learning.
- Also, having teachers take on the role of data analyst changed the way we collected data in a very positive way. Those teachers have taken that responsibility and done an amazing job. Setting team roles was a turning point for us. We are still growing in this area and it is exciting.
- Our school often reflects on where each team is functioning. We use different rubrics that Solution Tree has to offer so that each team can reflect on their progress in this journey. The rubrics give our teams a "next step" so they can keep moving forward.
- The district has put a priority in strengthening Tier 1 and 2 instruction. Research and trainings have shown that it is in these 2 tiers where you have the most impact on student learning. Admin. meetings have transformed themselves into true collaborations among the schools. Principals learn and share from one another at district meetings under norms established by the group.
- WSE plans to begin using a school-wide data analysis template, similar to that of HSM. We are contracting with Edulastic to provide an assessment tool for grades 3-5 where regular data analysis will be implemented. Grades K-2 will also begin regular data analysis of CFAs and CSAs using the data analysis template. To this point, all data analysis has been determined by the grade level. Results will be shared and discussed with admin and the AC weekly.
- Our focus this year was on tier 2 implementation based on CFA results. We were making good progress with the WIN model that I shared during the February academic coach collaboration time. Accountability was falling in line with both teachers and students.
- At our school, I feel like we have reached the point where the teachers are starting to realize the impact of collaborative planning. We are crossing the threshold where the teachers now see the VALUE in what we are doing and in return more and more teachers are jumping on board. We are making the shift to a "Learning Centered" school by sharing our teaching methodologies based on the data we analyze and sharing our

students in the classroom setting to best meet their learning needs. We are agile in our instruction and assessments are used as a tool for both learning and teaching.

- Our district leaders have worked very hard at providing resources for the schools to attend PLC institutes as well as bringing in dynamic trainers to help us in our journey. They have been supportive in the "learning by doing" process as we learn to provide high levels of learning for all!
- What I appreciate most out of this entire process is the ability to learn while doing and the support we have felt from the district office to try new things and be creative. It is a reflective process. One in which we have been allowed to walk through at different paces based on the needs of our students and teachers. The question we always goes back to is "What is best for our kids?" So we collaborate, try, reflect, collaborate some more and try again! What we see from this is teacher efficacy building and an increase in student achievement as we get even more strategic with our assessment and instruction.
- I am very appreciative that the district was able to provide our school with an increased PL budget this year and their significant ongoing PLC training.
- Our schools and county are finally focusing on every student and their specific needs. We continue to grow and learn from each other.
- Our district has shown its commitment through numerous trainings, budgets that allow conference opportunities, and on-site collaborative support when needed.
- As different as each school is from the others in the district, so are the collaborative teams within a school. However, they are very much alike, too. They all follow the same road map; each team has collective commitments, goals, and established roles. They have a data analysis template, CFAs/CSAs, interventions for each tier, shared strategies, common artifacts, etc.
- Each collaborative team, just as the school as a whole, has strengths and areas needing attention. Some teams are in full operational mode with sharing students for Tier 2 while others are providing Tier 2 interventions but are not sharing their students yet.
- As a school, the Guiding Coalition's next step will be to discuss the progress of each collaborative team at one of the bi-weekly meetings.
- As an Academic Coach, I have enjoyed participating in this questionnaire as it has made me stop and think about how far RES has come in the PLC process!! This year has been our most successful! We are meeting regularly as Power Teams, creating CFAs and CSAs together and rehashing them as we administer them and analyze the results. Sometimes results are driven by the proper/improper formation of a CFA which has led to so much new discussion of what makes or breaks a CFA! Cassandra Erkens has truly helped to open our eyes on questioning techniques, DOK levels, and feedback which have become points of discussion in each team at some level! I am sooo excited about this! As well, we are growing in our Tier 2 implementation. We are all doing Tier 2. That's established. Our next growth goal in Tier 2 is the sharing of students to target needs more efficiently. We are working on models for that next school year. It is exciting to see how far we have come and to have goals to strive to attain. We never plateau!! Some of our collaborative teams have become works of art. I mean that from the bottom of my heart. And, some of them are still in a Tier 2 stage. But that's ok. We all have something to get better at, and there is no letting up on getting better!!
- We are moving forward in this process; some at a different pace than others.