



# Accelerated Learning Institute

## Grapevine, TX • July 20–21, 2026

### Monday, July 20

|                       |                                                                                                                                                                                                                                                                                              |             |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 7:00–8:00 a.m.        | Registration and Continental Breakfast                                                                                                                                                                                                                                                       | Rooms TBD   |
| 8:00–9:15 a.m.        | <b>Keynote</b> —Sharon V. Kramer and Sarah Schuhl<br><i>Acceleration for All! Why It Matters and How Teams Make It Happen</i>                                                                                                                                                                |             |
| 9:15–9:30 a.m.        | Break                                                                                                                                                                                                                                                                                        |             |
| 9:30–11:00 a.m.       | <b>Breakout Sessions</b>                                                                                                                                                                                                                                                                     | See page 2. |
| 11:00 a.m.–12:00 p.m. | Lunch (provided)                                                                                                                                                                                                                                                                             |             |
| 12:00–1:30 p.m.       | <b>Breakout Sessions</b>                                                                                                                                                                                                                                                                     | See page 2. |
| 1:30–1:45 p.m.        | Break                                                                                                                                                                                                                                                                                        |             |
| 1:45–3:00 p.m.        | <b>High-Impact Strategies</b> —Short “Ted Talk” sessions with tips and tricks to aid learning and school improvement.<br><br>(Each Session <b>A</b> High-Impact Strategy will be repeated in Session <b>B</b> .)<br><br><b>Session A</b> —1:45–2:15 p.m.<br><b>Session B</b> —2:30–3:00 p.m. | See page 2. |
| 3:30–5:00 p.m.        | Reception and Meet-and-Greet                                                                                                                                                                                                                                                                 |             |

### Tuesday, July 21

|                       |                                                                                              |             |
|-----------------------|----------------------------------------------------------------------------------------------|-------------|
| 7:00–8:00 a.m.        | Registration and Continental Breakfast                                                       | Rooms TBD   |
| 8:00–9:15 a.m.        | <b>Keynote</b> —Joe Cuddemi and Jeanne Spiller<br><i>Teach With Heart, Lead With Courage</i> |             |
| 9:15–9:30 a.m.        | Break                                                                                        |             |
| 9:30–11:00 a.m.       | <b>Breakout Sessions</b>                                                                     | See page 2. |
| 11:00 a.m.–12:00 p.m. | Lunch (on your own)                                                                          |             |
| 12:00–1:30 p.m.       | <b>Breakout Sessions</b>                                                                     | See page 2. |
| 1:30–1:45 p.m.        | Break                                                                                        |             |
| 1:45–3:00 p.m.        | <b>Jumpstart Acceleration</b> —Presenters aid in your collaborative team discussions.        |             |
| 3:00–3:15 p.m.        | Break                                                                                        |             |
| 3:15–3:30 p.m.        | <b>Celebrations and Inspiring Actions</b> —Anisa Baker-Busby                                 |             |

Agenda is subject to change.

# Breakout Sessions at a Glance

Rooms will be listed in [blue](#) beneath titles three weeks before the event.

| Presenter                | Monday, July 20                                                                                   |                                                                                                            |                                                                                               | Tuesday, July 21                                                                                                         |                                                                                                |
|--------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                          | 9:30–11:00 a.m.                                                                                   | 12:00–1:30 p.m.                                                                                            | High-Impact Strategies<br>1:45–3:00 p.m.                                                      | 9:30–11:00 a.m.                                                                                                          | 12:00–1:30 p.m.                                                                                |
| <b>Anisa Baker-Busby</b> | Leading With Purpose: Acting on the Right Work to Accelerate Learning<br><a href="#">Room TBD</a> | Accelerate What Matters: Strengthening Tier 1 to Propel Every Learner Forward<br><a href="#">Room TBD</a>  | Partnering With Families to Accelerate Learning<br><a href="#">Room TBD</a>                   | Aligning Actions With Values: Innovative Master Scheduling Approaches to Accelerate Learning<br><a href="#">Room TBD</a> | Accelerate Learning With Common Assessments<br><a href="#">Room TBD</a>                        |
| <b>Joe Cuddemi</b>       | Improving Communication and Collaboration Among the Adults<br><a href="#">Room TBD</a>            | Shifting From a Culture of Blame and Shame to a Culture of Dignity and Respect<br><a href="#">Room TBD</a> | Each One, Reach One<br><a href="#">Room TBD</a>                                               | The Impact of Classroom Culture on Student Behavior<br><a href="#">Room TBD</a>                                          | Ten Minutes to Teach, a Lifetime to Practice<br><a href="#">Room TBD</a>                       |
| <b>Sharon V. Kramer</b>  | Learning Is Required! What if We Really Meant It?<br><a href="#">Room TBD</a>                     | Good Attendance Begins in the Classroom<br><a href="#">Room TBD</a>                                        | Audaciously Attainable Goals<br><a href="#">Room TBD</a>                                      | The Cycle of Learning in Action<br><a href="#">Room TBD</a>                                                              | Differentiate to Accelerate, But How?<br><a href="#">Room TBD</a>                              |
| <b>Sarah Schuhl</b>      | Designing Effective Mathematics Lessons to Accelerate Learning<br><a href="#">Room TBD</a>        | Planning for Effective Mathematics Interventions to Grow Learning<br><a href="#">Room TBD</a>              | Step-Up and Transition Planning for Continuous Improvement<br><a href="#">Room TBD</a>        | Start Acceleration With Priority Standards and a Plan<br><a href="#">Room TBD</a>                                        | Connecting Grading and Learning<br><a href="#">Room TBD</a>                                    |
| <b>Jeanne Spiller</b>    | Small Moves, Big Shifts: Ten-Minute Strategies That Change Engagement<br><a href="#">Room TBD</a> | Rise Together: High-Impact Practices That Move Schools Forward<br><a href="#">Room TBD</a>                 | Unlocking the Room: Designing Learning So Every Student Can Enter<br><a href="#">Room TBD</a> | Every Student Can Be a Strong Reader and Writer: Strategies You Can Use Tomorrow<br><a href="#">Room TBD</a>             | Right Support, Right Time: Making Literacy Interventions That Work<br><a href="#">Room TBD</a> |

Agenda is subject to change.

# Session Descriptions—Day 1

## MORNING KEYNOTE

### Sharon V. Kramer and Sarah Schuhl

#### **Acceleration for All! Why It Matters and How Teams Make It Happen**

Every student deserves the opportunity to learn at grade level and beyond, even when there are learning gaps that must be closed. Growing student learning requires more than good intentions or isolated efforts; it demands a collective, intentional shift from remediation—going backward to move forward—to acceleration.

In this keynote, Sharon V. Kramer and Sarah Schuhl connect the *why* and *how* of acceleration. Why is acceleration essential for equity in student learning? How can educators collectively ensure every student learns to grade level or higher? Participants learn schoolwide and districtwide shifts in mindset required for acceleration, explore how teacher teams and leaders focus on essential grade-level learning, and address the four PLC at Work critical questions to ensure every student experiences success. Together, we reimagine what's possible when acceleration becomes a shared mindset and a way to build hope and confidence in teachers and students.

## MORNING BREAKOUT SESSIONS

### Anisa Baker-Busby

#### **Leading With Purpose: Acting on the Right Work to Accelerate Learning**

You've been there; you attend an amazing conference, your mind buzzing with ideas, your heart on fire to lead change. You can see what's possible for your school. But then Monday comes, and reality hits: Where do you even start? Are you ready to move from inspiration to impact? In this session, Anisa Baker-Busby helps leaders and teacher teams focus on the right work—the high-leverage actions that accelerate learning for all students. Participants learn how to turn great ideas into sustainable progress and lead with clarity, confidence, and purpose.

Participants in this session:

- Reflect on current practices to identify what propels or slows student learning.
- Design an acceleration action plan with clear, doable steps to get started on the right work.
- Develop strategies to engage teams and sustain momentum for long-term growth.
- Leave inspired, focused, and equipped to lead the work that truly accelerates learning.

## Joe Cuddemi

### **Improving Communication and Collaboration Among the Adults**

The first step to improving relationships with students and colleagues is to strengthen our metacognition skills and reflective learning skills. This includes recognizing and understanding our own reactions and behaviors and using this awareness to build trust and collaboration.

Participants in this session:

- Learn core personal and interpersonal competencies that support strong and healthy collaboration.
- Explore practical strategies to strengthen communication, adaptability, and reflective practice in everyday interactions.

## Sharon V. Kramer

### **Learning Is Required! What if We Really Meant It?**

Schools and districts are learning organizations where the central purpose is learning. If we truly believe all kids can learn and that all really means *all*, then learning must be the mission of every school and district. In this session, Sharon V. Kramer demonstrates what it would look like, sound like, and feel like if we really meant learning is required. Participants explore the roles of students, teachers, administrators, parents, and community members in creating this focus on learning. Dr. Kramer shares examples from schools and districts that have made “learning is required” a reality.

Participants in this session:

- Determine whether “learning is required” is their current reality.
- Gain strategies for creating a learning-focused culture as a school, collaborative team, and classroom.

## Sarah Schuhl

### **Designing Effective Mathematics Lessons to Accelerate Learning**

Each daily lesson is an opportunity to grow a student’s mathematical understanding and learning. How do teachers effectively plan for that learning? What key criteria should be considered when designing mathematics lessons each day to include prior knowledge and grade-level learning? Participants in this session consider what the teacher and students are doing during each part of the lesson and how learning grows using feedback generated and shared throughout the lesson.

Participants in this session:

- Explore ways to accelerate learning through connections, problem solving, and student discourse.
- Examine quality lesson design focused on the engagement and learning of every student.

## Jeanne Spiller

### **Small Moves, Big Shifts: Ten-Minute Strategies That Change Engagement**

When students seem disengaged, disconnected, or simply over it, it's easy to feel like the only solution is a complete instructional overhaul. However, the truth is that small, intentional moves made consistently can transform the learning experience for both students and teachers. In this session, Jeanne Spiller explores how these relationship-centered, research-driven strategies can be implemented in ten minutes or less and applied to any subject, at any grade level, with any group of students. These practices build trust, spark curiosity, increase participation, and help students experience success from the start. Participants gain practical routines they can use to make learning feel more welcoming, relevant, and achievable for every student.

Participants in this session:

- Implement quick, high-impact engagement routines that foster connection and belonging at the start of class without requiring a redesign of their entire lesson.
- Use fast, formative show-me-what-you-know techniques to check understanding in real time and adjust instruction to support students who may be struggling or disengaging.
- Design micro-moments of student voice and choice that increase ownership, motivation, and positive participation—even with students who are typically reluctant to respond.

## AFTERNOON BREAKOUT SESSIONS

### Anisa Baker-Busby

#### **Accelerate What Matters: Strengthening Tier 1 to Propel Every Learner Forward**

Teams often find themselves buried in conversations about intervention—what to do, how to track it, and when to fit it in. But true progress begins before intervention, with the daily Tier 1 practices that prevent learning gaps and accelerate growth for all students.

In this session, Anisa Baker-Busby helps educators find the balance between support and stretch—using time, talent, and tools across the entire school to accelerate learning, not just remediate it. Participants are equipped to transform time, instruction, and collaboration into a schoolwide engine for accelerated learning and lasting success.

Participants in this session:

- Gain clarity on what students must know and do to reach and exceed grade-level expectations.
- Learn how to leverage assessment and the existing schedule to target essential learning needs within Tier 1 instruction.
- Discover how to align systems and staff to create a culture where acceleration is everyone's work.

## Joe Cuddemi

### **Shifting From a Culture of Blame and Shame to a Culture of Dignity and Respect**

High-performing schools don't sustain excellence in learning environments divided by adult conflict, blame, or isolation. In this session, Joe Cuddemi explores how to build a school culture that honors both organizational alignment and professional autonomy.

Participants can expect to:

- Examine how school culture directly impacts student engagement and adult collaboration.
- Explore protocols for building and sustaining a positive, respectful learning environment.

## Sharon V. Kramer

### **Good Attendance Begins in the Classroom**

Consistent attendance is a common problem in schools across the nation. Many strategies are being implemented to increase attendance in schools. Most of these strategies focus on incentives for students and parents, daily progress tracking, and attendance teams that meet with students and parents to address the need that students attend school. However, these strategies do not focus on the real problem: Why are students choosing not to attend? An even more pertinent question is: What would make students want to come to school? In this session, Sharon V. Kramer explores the answers to these questions, focusing on what happens every day in classrooms to inspire students to not only attend but also be an active participant in the learning.

Participants in this session:

- Examine how learning can be something done *with* students not *to* students.
- Explore strategies for bringing joy into the learning process.
- Learn methods for creating an inclusive learning culture with belonging at its core.

## Sarah Schuhl

### **Planning for Effective Mathematics Interventions to Grow Learning**

Not all students learn at the same rate or speed. How will you accelerate learning through your use of strong first-best instruction and ensure the learning through intervention? Explore how to coordinate student Tier 1, Tier 2, and Tier 3 learning experiences to accelerate mathematics learning. Participants in this session focus on team-designed Tier 2 learning experiences and considerations for Tier 3.

Participants in this session:

- Explore strategies for teaching targeted content in Tier 2 interventions.
- Examine considerations for Tier 3 mathematics interventions.

## Jeanne Spiller

### **Rise Together: High-Impact Practices That Move Schools Forward**

Every school has strengths to build from, even when the data feels discouraging. In this session, Jeanne Spiller focuses on how teams can generate momentum and regain belief using the PLC process. Participants learn high-impact, easy-to-implement instructional and collaborative practices that improve engagement, clarity, and learning in every classroom. Through guided protocols and team planning time, participants diagnose current challenges, prioritize what matters most, and create a focused thirty-day action plan they can put in motion immediately. Participants leave energized, equipped, and ready to take the next right steps—together.

Participants in this session:

- Identify and apply high-impact instructional and collaborative practices that reliably improve student engagement and learning in any school context.
- Use the PLC process to focus on what matters most by clarifying essential learning goals, selecting targeted strategies, and monitoring progress with clarity and consistency.
- Develop a focused, thirty-day momentum plan that includes clear actions, shared responsibility, and evidence-based measures to track and celebrate growth.

## HIGH-IMPACT STRATEGIES

## Anisa Baker-Busby

### **Partnering With Families to Accelerate Learning**

Learning accelerates when schools and families move in the same direction. In this session, Anisa Baker-Busby explores how professional learning communities can extend beyond staff meetings and into powerful parentships—collaborative partnerships among teachers, parents, and students that drive faster, deeper learning for all. Participants learn how to shift from traditional parental involvement to meaningful engagement that fuels academic growth. Using the “power of three”—students, parents, and teachers—participants discover actionable ways to align communication, decision making, and collective responsibility to remove barriers and accelerate student success at every level.

Participants in this session:

- Identify the difference between involvement and engagement and how each impacts acceleration.
- Learn strategies for building parentships that strengthen Tier 1 instruction and promote equity and access for all learners.
- Develop an action plan for integrating parents into the PLC process through shared data, communication, and goal setting.
- Leave with ready-to-use tools to foster collaboration that turns every home into a hub of accelerated learning.

## Joe Cuddemi

### **Each One, Reach One**

Every campus has students at greater risk of disengagement or failure. While no single program meets every need, targeted relationship building and support strategies can change student trajectories. In this session, Joe Cuddemi introduces practical, evidence-informed strategies to reach and support our most vulnerable students.

## Sharon V. Kramer

### **Audaciously Attainable Goals**

Writing and implementing SMART goals is not new to educators. However, the common practice is to set safe goals, not audaciously attainable goals. This acceleration session demonstrates a way to write goals that are attainable and instill a sense of hope and confidence in teachers and students.

## Sarah Schuhl

### **Step-Up and Transition Planning for Continuous Improvement**

Every year, plans can be made at the end of the school year to inform effective summer school or start-of-the-year learning. Participants in this session learn about step-up and transition planning to start day one of each school year with a plan to accelerate learning.

## Jeanne Spiller

### **Unlocking the Room: Designing Learning So Every Student Can Enter**

Every classroom contains a wide range of strengths, needs, languages, backgrounds, and learning profiles. Universal design for learning (UDL) helps us design instruction from the start so every student can access grade-level learning without lowering expectations or creating separate lessons. Participants in this session explore how small, intentional adjustments to how students access content, make sense of ideas, and express their understanding can remove barriers before they lead to frustration or disengagement. Through live modeling and hands-on planning, Jeanne Spiller demonstrates how to use the Triple Access Pass, a simple framework for offering multiple entry points into reading, thinking, discussion, and writing. Participants gain classroom-ready tools and routines that open learning to all students, including those who currently appear below grade level.

Participants in this session:

- Identify common learning barriers that students encounter across various content areas and grade levels, and recognize how these barriers impact engagement and performance.
- Apply the Triple Access Pass framework to design lessons that offer multiple ways for students to access information, process ideas, and demonstrate understanding.
- Plan and adjust instruction proactively so that students performing below grade level are supported in engaging with grade-level standards without lowering the rigor.



# Session Descriptions—Day 2

## MORNING KEYNOTE

### Joe Cuddemi and Jeanne Spiller

#### **Teach With Heart, Lead With Courage**

Every student has a story, and for many, the difference between disengagement and connection is one caring adult who chooses to see them, hear them, and believe in what's possible. But belief alone isn't enough. In this session, Joe Cuddemi and Jeanne Spiller weave together two truths: Relationships change lives, and action changes systems. Participants explore how compassion fuels courage, how connection drives learning, and how the work we do next determines whether our students experience hope, a sense of belonging, and high levels of learning. Participants are equipped to act, lead, and carry the torch of accelerated learning with intention and heart.

## MORNING BREAKOUT SESSIONS

### Anisa Baker-Busby

#### **Aligning Actions With Values: Innovative Master Scheduling Approaches to Accelerate Learning**

Do you have students who need more time and support—and others who are ready to move faster? Does your master schedule reflect your belief that every student can grow? In this session, Anisa Baker-Busby shows participants how to design or refine their master schedule to turn their learning priorities into daily opportunities for acceleration. Participants are empowered to design a master schedule that amplifies what they value most—equity, access, and accelerated learning for all.

Participants in this session:

- Reflect on their current master schedule to determine how well it aligns with their school's mission, vision, and values.
- Learn how to use the “vitamin approach” to embed targeted time for enrichment, intervention, and acceleration within the school day.
- Explore innovative scheduling strategies that maximize instructional time, build teacher collaboration, and ensure every learner gets exactly what they need to grow.

### Joe Cuddemi

#### **The Impact of Classroom Culture on Student Behavior**

Educator actions and classroom environment play a critical role in student engagement. In this session, Joe Cuddemi explores a variety of classroom cultures and their impact on student learning.

Participants can expect to:

- Examine the key factors that influence classroom climate, culture, and student behavior.
- Explore the proactive instructional strategies that build supportive, structured learning environments where students thrive.

## **Sharon V. Kramer**

### **The Cycle of Learning in Action**

The professional learning community framework is the foundation of school improvement. Teams are guided by the four questions of learning as they move through each unit of instruction. In this session, Sharon V. Kramer sets the four questions in motion and describes the implementation of data-informed learning. Participants explore the collaborative work that is completed before, during, and after each unit of instruction.

Participants in this session:

- Understand how the four critical questions of a PLC are embedded in a unit of study.
- Examine their current team practices to validate their work and determine additional ways to improve the process.

## **Sarah Schuhl**

### **Start Acceleration With Priority Standards and a Plan**

Acceleration requires a focus on priority standards (the essentials) and a yearlong plan so teams can guarantee what all students will learn at grade level and beyond. With intentional planning, teams provide equitable learning experiences and design more effective common assessments and daily lessons. Together, teams build a shared understanding of the standards students must learn and a plan to ensure that learning. In this session, Sarah Schuhl shares practical tools and strategies for the planning required to accelerate learning.

Participants in this session:

- Learn a process for choosing priority standards and developing a yearlong plan for unit planning.
- Practice unwrapping standards into learning ladders with prior knowledge skills to inform instruction, assessment, and student reflection.

## **Jeanne Spiller**

### **Every Student Can Be a Strong Reader and Writer: Strategies You Can Use Tomorrow**

Students arrive with diverse skill levels, backgrounds, and experiences, but every student can grow as a reader and writer when instruction builds bridges rather than barriers. In this session, Jeanne Spiller focuses on a core set of high-impact literacy strategies that make grade-level text and writing tasks accessible for all learners, including those who are currently performing below grade level. Participants learn how to model thinking, scaffold discussion to deepen

comprehension, and use structured writing supports that gradually release responsibility. Participants explore how to maintain rigor while providing the right scaffolds, enabling students to engage confidently in grade-level work. Jeanne provides ready-to-use tools, sentence stems, guided reading routines, and writing frameworks that participants can integrate seamlessly into their current instruction—no extra prep required.

Participants in this session:

- Use scaffolded literacy routines (for example, think-alouds, guided annotation, collaborative dialogue stems, sentence frames) that make grade-level texts and tasks accessible to students performing below grade level—without lowering expectations.
- Design reading and writing supports that gradually release responsibility by modeling, co-constructing responses, and shifting ownership to students through structured practice.
- Collaboratively plan how to integrate these scaffolded literacy strategies into existing lessons and PLC cycles by identifying essential standards, determining where scaffolds are needed, and monitoring student growth over time.

## AFTERNOON BREAKOUT SESSIONS

### Anisa Baker-Busby

#### **Accelerate Learning With Common Assessments**

Quality common assessments provide teachers and students with evidence showing what students have learned and not yet learned. How does the structure of an assessment affect teachers' analysis of student learning and instructional practices? Additionally, how are students involved in the assessment process so they learn from each one? Participants in this session examine the criteria needed to strengthen their common assessments. Accelerating learning means assessments become a show-what-you-know experience for students and become part of their learning story.

Participants in this session:

- Learn how to create common mid-unit and end-of-unit assessments for teacher and student learning.
- Explore student reflection structures to use common assessments as part of a student's learning experience

### Joe Cuddemi

#### **Ten Minutes to Teach, a Lifetime to Practice**

Not all students arrive at school with the foundational success skills needed to thrive academically, socially, and in future workplaces. These skills—such as communication, teamwork, and personal responsibility—can be integrated into daily instruction, not taught as a separate program.

Participants in this session:

- Clarify the essential behavioral and communication skills students need for academic and life success.
- Explore instructional strategies that weave these skills into grade-level learning to boost motivation and engagement.

## Sharon V. Kramer

### **Differentiate to Accelerate, But How?**

To ensure all students learn at high levels, teachers must respond to the needs of *each* student. Differentiation is a way to reach all students, but it is difficult for any teacher to do alone. In this session, Sharon V. Kramer demonstrates a collaborative team process for meeting the needs of all learners in a proactive rather than reactive manner.

Participants in this session:

- Learn the difference between *proactive* and *reactive* differentiation.
- Understand how a team develops a learning plan that includes differentiation before, during, and after instruction.
- Identify tools and strategies for implementing differentiation in their classrooms.

## Sarah Schuhl

### **Connecting Grading and Learning**

Teachers use grades to report student learning in grade books and on report cards. Yet questions related to grading persist. How do grades align with student learning and provide feedback? What is the purpose of each grade? Are grades consistent across a collaborative team? Who uses this information?

As teachers shift instructional and assessment practices to accelerate student learning, grades too often become an afterthought that muddy accurate reporting. Clarity is needed within districts, schools, and collaborative teams so students and other stakeholders know the meaning of each grade reported and the evidence of student learning used to generate the grade.

Participants in this session:

- Examine challenges surrounding traditional grading practices.
- Explore grading practices that share accurate and useful information related to student learning.
- Investigate grading protocols to deepen collective responses to student learning.

## Jeanne Spiller

### **Right Support, Right Time: Making Literacy Interventions That Work**

Not all interventions are equal, and more intervention time doesn't automatically lead to better results. Effective literacy support depends on matching the right strategy to the student's needs, using the MTSS/RTI framework to guide decision making. In this session, Jeanne Spiller breaks down the roles of Tier 1, Tier 2, and Tier 3 literacy support and shows how to use formative data to determine what a student needs next, not just what they need more of. Participants practice diagnosing specific reading and writing gaps, selecting targeted interventions, and designing concise, effective progress-monitoring cycles that demonstrate whether the support is working. Participants gain practical tools, quick diagnostic techniques, and a simple planning framework their teams can use tomorrow.

Participants in this session:

- Identify the student's type of literacy need (for example, decoding, fluency, vocabulary, background knowledge, comprehension, written expression) using quick, classroom-friendly assessments.
- Match specific instructional strategies and intervention routines to student needs at Tier 1 (core instruction), Tier 2 (small-group targeted support), and Tier 3 (intensive, skill-based intervention).
- Design a short-cycle progress monitoring plan that includes: a clear goal, the strategy being used, the frequency of intervention, how success will be measured, and when and how to adjust if learning isn't improving.