



OPERATIONALIZING RTI: ALIGNING PLCS, SCHEDULING, & STUDENT NEEDS

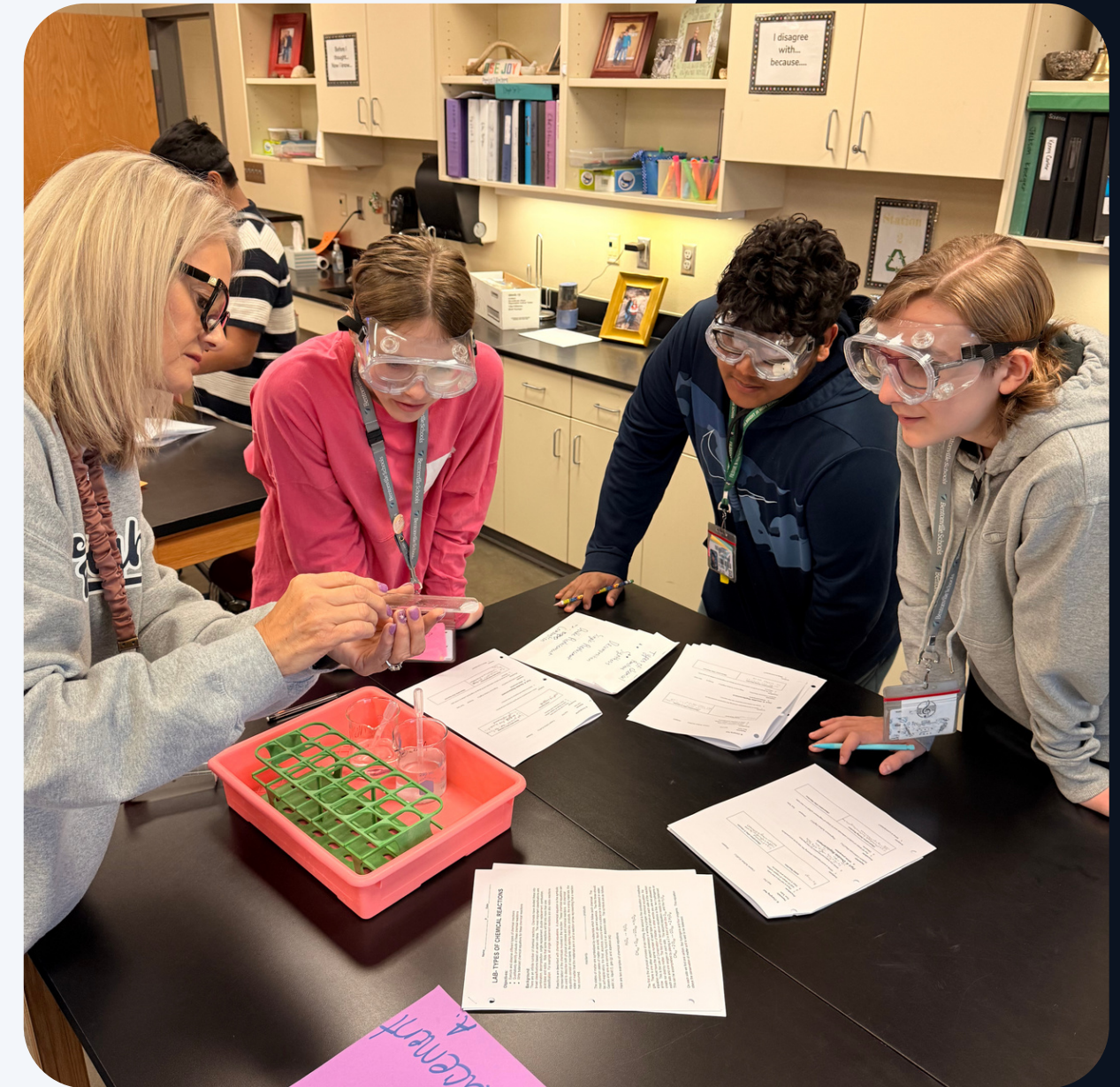
Callie Sanchez | Danielle Renfro | Joe Herrington



Fulbright Junior High

Why the MINDSET shift?

- Mindset shift: We are strong in achievement. This is not enough. The focus is on GROWTH
- Staff consensus was that change was needed
- Realign to our values: more learning and fewer loopholes for time wasting
- Rebrand: it's hard to break habits; change will require a system reboot
- PLC planning and sharing of the load.



- Response to Intervention (RTI) is built in to the school schedule
- *RTI Scheduler* is an online platform used by school staff and students to create, register, and track class sessions

←

Tuesday, August 11th

My Advisory

Students I Teach

All Students

Teachers

Courses

📅

Sessions Begin: Tue, Aug 11th

🕒

Activity Log

Edit Schedule

Tuesday, August 11th

20 days ago

Your Session:

📦

Identifying key features of graphs

34 Teachers without a Session

11% have a session

564 Students without a Session

6% enrolled

Notifications

📧

📄

Reports

RTI Sessions

🔍

Search for Department, Grade, Teacher, Session. Examples: 'Math 11' or 'English Closed'

Department	Teacher	Grades	Type	Session	Room	Enrolled	Enrollment
Arts	Rios, M	9,10,11,12	Enrichment	📦 Calligraphy: The Art of Writing	105	0/20	Open
CTE	Dunn, A			📦 Communication and the Winning Job Interview	200	14/22	Open
Math	Baker, N			📦 Chat Pack: Conversation Skills in Spanish/En	201	7/25	Open
Social Studies	Gammon, D	9,10	Intervention	📦 Identifying key features of graphs	307	12/18	Closed

Common PGPs

Professional Growth Plan

Building Focus

How will I help identify and support students for Tier II interventions or extensions during Target Time? **Informal assessments, test scores, practice assignments, vocabulary**

Data Input & Analysis

How can I use initial benchmark and classroom performance data to identify a) Tier II candidates for intervention and b) students for extension? **Check benchmark scores and compare with classroom assessments-proficient and advanced and passing scores for extension; proficient, basic, below for intervention**

TESS Strand

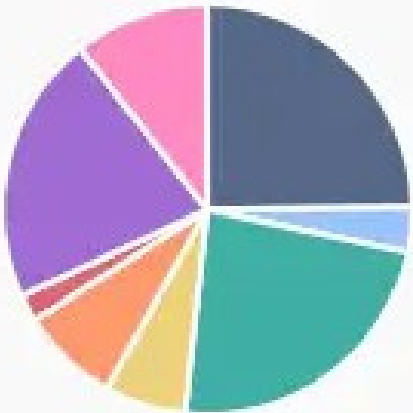
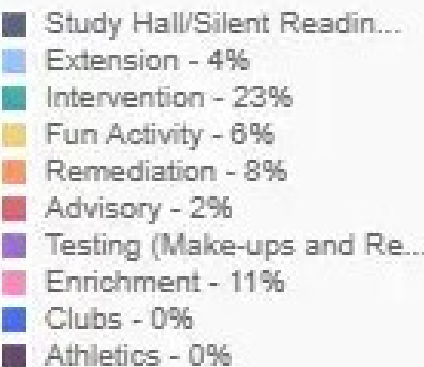
What TESS descriptors involve analyzing and communicating student data, planning, and assessing? **1B Demonstrating knowledge of students 1E Designing coherent instruction 1F Designing student assessments 3C Engaging students in learning 3D Using assessment during instruction**

2025-2026 Goal

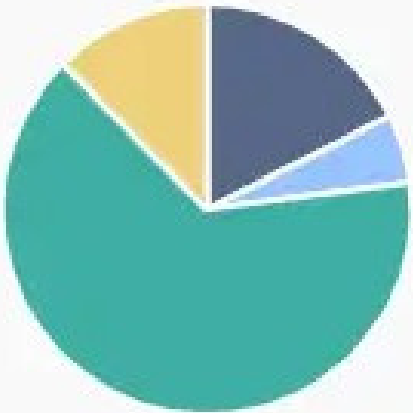
Check the link icon for examples

I will increase the effectiveness of Tier II practices and extension tasks in Target Time by using a rotating schedule that targets 2 days per week for intervention groups and 1 for extension, informed by PLC-generated student data and tracked via a Google Sheet, with a goal of increasing the overall percentage of students pulled into Target Time (for either intervention or extension) by 15% this year.

Sessions by Type



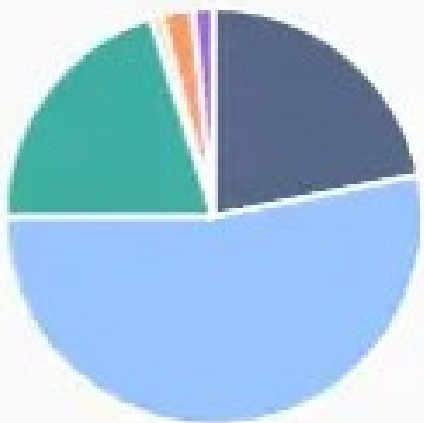
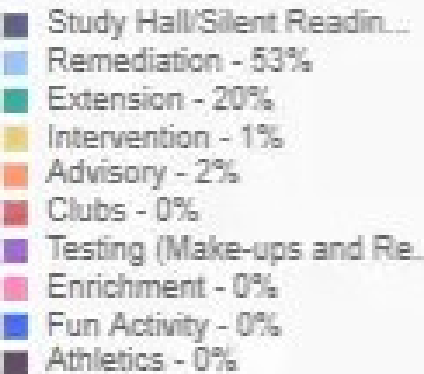
How Students are Enrolled



24-25

“I left it up to them to sign up.”ft

Sessions by Type



How Students are Enrolled



25-26 Jan. Check-In

TIME	A Days Mondays/Wednesdays	B Days Tuesdays/Thursdays
8:25 – 8:35	Begin release to 1st period	Begin release to 5th period
8:35 – 9:55	1 st	5 th
10:00 – 11:20	2 nd	6 th
11:20 – 1:20	3 rd Lunch	7 th Lunch
1:25 – 2:10	Seminar	Seminar
2:15 – 3:35	4 th	8 th

2024- 2025

TIME	A Days Mondays/Wednesdays	B Days Tuesdays/Thursdays
8:25 – 8:35	Begin release to 1st period	Begin release to 5th period
8:35 – 9:52	1 st	5 th
9:56 – 11:13	2 nd	6 th
11:17 – 1:08	3 rd Lunch	7 th Lunch
1:11 – 1:32	Advisory	Advisory
1:32 – 2:14	Target Time	Target Time
2:18 – 3:35	4 th	8 th

2025-2026

We have 120 hours each year dedicated to tradional seminar.
How can we maximize this time for protected instructional use?

REBRAND:

TARGET TIME

- Zone 1** Tier III
- Zone 2** Pathway
- Zone 3** Tier II
- Zone 4** Extension
- Zone 5** Study Hall



ELA	Little	Zone 5 - Study Hall	28	Zone 3 - RTI	12	Zone 3 - RTI	12	Zone 3 - RTI
	Smith	Zone 4 - Extension	20	Zone 3 - RTI	12	Zone 4 - Extension	20	Zone 3 - RTI
	Stevenson	Zone 3 - RTI 7ELA	12	QUIZ BOWL	20	Zone 3 - RTI 8ELA	12	Zone 5 - Study Hall
	Martin	Zone 4 - Extension	20	Zone 1 - Tier III	6	Zone 1 - Tier III	6	Zone 1 - Tier III
	Schultz	Zone 1 - Tier III	8	Zone 5 - Study Hall	28	Zone 1 - Tier III	8	Zone 4 - Extension
	Bornhoft	Zone 1 - Tier III	9	Zone 3 - RTI	12	Zone 1 - Tier III	9	Zone 5 - Study Hall
	Jessie	Zone 5 - Study Hall	28	Zone 4 - Extension	20	Zone 4 - Extension	12	Zone 5 - Study Hall
	Eckert	Zone 1 - Reading	12	Zone 5 - Study Hall	28	Zone 1 - Reading	20	Zone 3 - RTI
Math	Jenkins	Zone 3 - RTI Math 7	12	Zone 3 - RTI Math 8	6	Zone 3 - RTI Math 8	12	Zone 5 - Math Missing Work and Re
	Chandler	Zone 5 - Study Hall	28	Zone 3 - RTI Adv Math 7	12	Zone 4 - Extension	20	Zone 5 - Study Hall
	Madey	Zone 3 - RTI Algebra	12	Zone 4 - Extension	20	Zone 3 - RTI Algebra	12	Zone 4 - Extension
	Simmermon	Zone 5 - Study Hall	28	Zone 5 - Study Hall	6	Zone 3 - RTI Math 7	12	Zone 3 - RTI Math
	Buehler	Zone 1 - Math - HIIT Grant	12	Zone 3 - RTI Math 7	6	Zone 1 - Math - HIIT Grant	28	Zone 3 - RTI Math 8
	Baker	Zone 3 - RTI Math 7	12	Zone 3 - RTI Math 7	12	Zone 5 - Study Hall	28	Zone 5 - Study Hall
	Remillard	Zone 3 - RTI Adv Math 7	12	Zone 3 - RTI Math 8	12	Zone 3 - RTI Adv Math 7	12	Zone 5 - Study Hall
	Riddle	Zone 4 - Extension	20	Zone 5 - Study Hall	28	Zone 3 - RTI Algebra	12	Zone 4 - Extension
Science	Blasi	Zone 3 - RTI	12	Zone 5 - Study Hall	28	Zone 4 - Extension	20	Zone 3 - RTI
	Schillinger	Zone 5 - Study Hall	28	Zone 3- 8th Grade RTI	12	Zone 3 - Phys Sci RTI	20	8th Phy Sci Extension
	Collins	Zone3 - RTI	12	Zone 4-Extension	20	Zone 5 -Student Council (closed se	28	Zone 3-RTI Spotlight
	McKelvy	Zone 5 - Study Hall	12	Zone 3 - RTI	12	Zone 4 - Extension	20	Zone 3 - RTI
	Walbe	Zone 4 - Extension	20	Zone 3 - RTI	12	Zone 5 - Study Hall	28	Zone 5 - 7th/8th Dance
	Anderson, G	Zone 5 - Study Hall	6	Zone 1 - Math	28	Zone 4 - Extension	6	Zone 1 - Math

Removal from the Plate

- Creating Sessions
- Placing recurring rosters for Tier III and Tier II
- Adding Tags for Level
- Creation of Spotlight Groups
- Ensuring adequate seat counts

7	Jessie Anderson	👉 -ELA, 👉 -	🔍 A. Madey (217) MathCounts
8	Wade Kniss	👉 -ELA, 👉 -	
7	Meredith Bornhoft		
7	Ryan Graziani	👉 -ELA, 👉 -	👉 -ELA 👉 -Science
8	Elizabeth McKinney	👉 -Math	
7	Laurie Baker	👉 -ELA, Circ	🔍 L. Herndon (gym) Zone 5 - Intramurals
7	Trudy Collins	👉 -ELA, 👉 -	
8	Stephanie Williams		
7	Randall Simmermon	👉 -ELA, 👉 -	🔍 R. Payne (Caf.) Readers as Leaders Field Trip - WES
8	Daniel Rosson	👉 -ELA, 👉 -	
7	Ryan Graziani	👉 -ELA, 👉 -	
8	Alyssa Buehler		

REFLECTION- 3 MIN.

- What mindset shift is needed in your current environment?
- Whose buy-in do you need to make this shift?
- How are you protecting intervention time currently within your infrastructure?

Use your packet to jot down some thoughts to these questions or confer with someone nearby.



**How did we present
this shift to our staff?**

Guidelines

OPEN/CLOSED SESSIONS

- All sessions should remain open, except for Zone 1 & II

NORMS FOR SESSIONS

- Seating chart
- GoGuardian filters turned on if using Chromebook
- No student travel or work in the hallways
- Group work should be placed by teacher in session
- Only place student once per week

MINIMUM SEAT COUNT

- Zone 1 (SMG)
- Zone 2 (≤ 20)
- Zone 3 (12)
- Zone 4 (20)
- Zone 5 (28)



Extensions

WHO?

- Students with tags identified via ATLAS
- Students showing mastery of standards
- Students who have expressed interest in the given topic

WHAT?

- Atlas items
- ACT & SAT practice
- Vertical standard tasks
- Real World challenges or applications, e.g. simulations, publications

HELP

- Media Specialist
- Instructional Coach
- Interventionist
- PLC - collaboratively designed tasks
- Brisk - AI tool for scaling, scaffolding, and scheming tasks for given skills

Extension Training:

Math



Essential Question: How big is that friggin' shark?

Megalodon tooth = 146.42 mm
Megalodon length = 56.35 ft $\frac{146.42}{45.44} = 3.22$

Great White tooth = 45.44 mm
Great White length = 17.5 ft $\frac{45.44}{17.5} = 2.59$

The Megalodon is $\frac{3.22}{2.59}$ times larger than a Great White. (scale factor)

A shark's body is 101.5 times larger than its tooth.

Once students solve, go outside and line up to estimate the length of the megalodon.

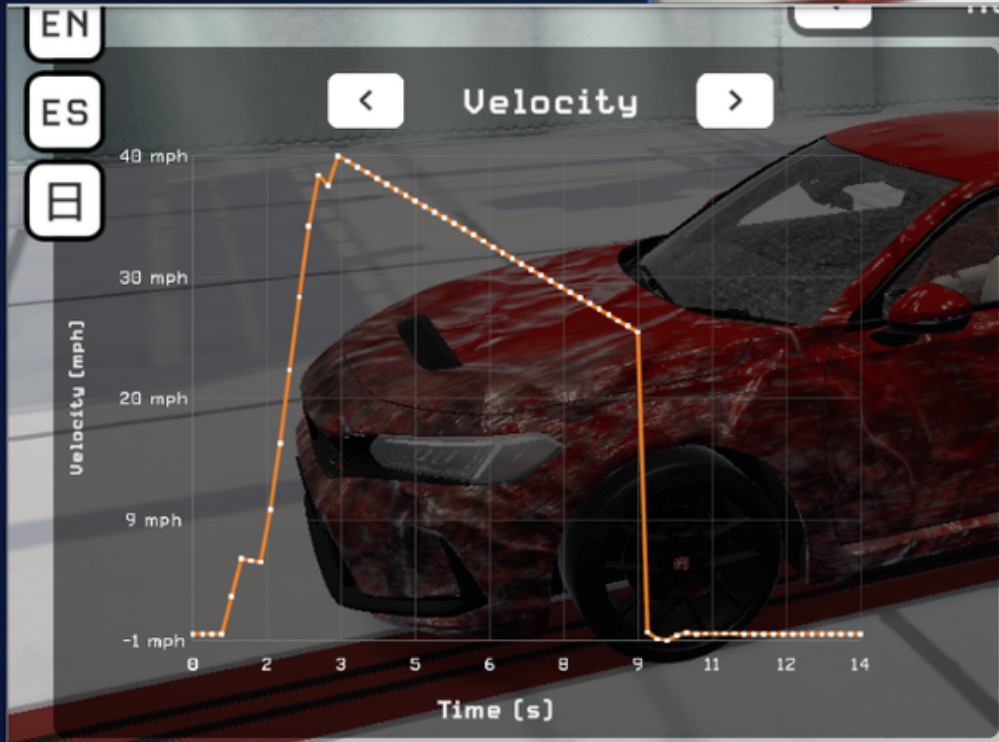
Science



Crash Course

This interactive 3D experience will help students learn the principles of speed and the forces involved in a real-time crash test-based scenario. Choose your course variables, then take the wheel of a Honda Civic Type R and witness the outcome of your decisions.

Play → Download Guide ↓



Impact	Yes
Seatbelt	Yes
ESC	Yes
AEB	No
Day or Night	Day
Road Surface	Dry
Reaction Time	No Brake
Time to Stop	Impact
Risk Score	50%
Stop Distance	Impact

PRACTICE TEST 4 SCIENCE REASONING TEST

301

4 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ 4

PASSAGE IV

The *photoelectric effect* is the emission of electrons from matter upon the absorption of electromagnetic radiation, such as ultraviolet radiation or X-rays. Electromagnetic radiation is made up of *photons*, which can be considered finite packets of energy at various levels. Photons have properties attributed to both particles and *waves*. This phenomenon is known as the *wave-particle duality*.

The photoelectric effect is especially noticeable when dealing with metals. When a metallic surface is exposed to electromagnetic radiation that is above the minimum energy threshold (which is specific to the type of surface and material), photons are absorbed and electrons are emitted. No electrons are emitted for radiation with energy frequencies below that of the threshold, as the electrons are unable to gain sufficient energy to overcome the attractive forces within the metal. A scientist wishing to measure the photoelectric effect so as to further understand the nature of photons conducted the following experiments.

Table 2	
Frequency of radiation (Hertz)	Voltage of electric current (volts)
10^{14}	0.02
10^{15}	0.15
10^{16}	0.95
10^{17}	1.25

19. A scientist predicts that in years to come the earth's atmosphere will become much less effective at shielding the surface from radiation of higher frequencies. If this prediction is correct, which of the following is most



**How to address
the hurdle of
Athletics?**

Athletics

- In-season only (1x week)
- Students flagged for failing cannot be placed
- Students not attending
 - No new skills introduced
 - No punishment in play
- Remind and hold students to a high standard; ensure they do so to continuously maintain eligibility



**How do we
maintain our club
and organization
meetings?**

Clubs or Organizations

- Competitive school organizations (1x week)
 - Can replace Zone 4 Extension or Zone 5 Study Hall
- Student-led Clubs (1-2x month)
- Students flagged for failing cannot be placed

School Business & Subs

- School Business: build a session & place participants if out of the building during Target Time, e.g. track meet, field trip
- Personal Business: if out for the day, change session to Zone 5 Study Hall



Unplaced Students Assigned

Students check system
and sign up if not
already placed



Monday

ELA + Math

Place for next week



Tuesday

Sci. + History

Place for next week



Wednesday

All Others

Place for next week



Thursday

Place for Extensions

Place for next week



Friday

Admin

Admin run report to
check sessions, and
follow up with teachers
for accountability



Monday

- Set a time to lock day-of sessions
- If a student is already placed, determine the greatest need & communicate teacher-teacher
- Set PLC meeting times to support this timeline
- Administrator accountability

Little	Zone 5- Study Hall	28	Zone 3 - RTI	12	Zone 3 - RTI	12	Zone 3 - RTI
Smith	Zone 4 - Extension	20	Zone 3 - RTI	12	Zone 4 - Extension	20	Zone 3 - RTI
Stevenson	Zone 3 - RTI 7ELA	12	QUIZ BOWL	20	Zone 3 - RTI 8ELA	12	Zone 5 - Study Hall
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Collins	Zone3 - RTI	12	Zone 4-Extension	20	Zone 5 -Student Council (closed se	28	Zone 3-RTI Spotlight
McKelvy	Zone 5 - Study Hall	12	Zone 3 - RTI	12	Zone 4- Extension	20	Zone 3 - RTI
Walbe	Zone 4 - Extension	20	Zone 3 - RTI	12	Zone 5 - Study Hall	28	Zone 5 - 7th/8th Dance
Anderson G	Zone 5 - Study Hall	6	Zone 1- Math	28	Zone 4 - Extension	6	Zone 1- Math

PLC IN PRACTICE

- Departments & PLCs templated for the sessions & days
- Maintaining adequate seat count as a factor for changes

WEEKLY PLC WORK

- Each week, teachers review skills, needs, and possible extensions
- Assign themselves to run those sessions
- Place students in those sessions

Week 26 (Feb. 23-27) - Target Time Ideas					
	Zone 3	Tuesday	Wednesday	Thursday	Friday
Yen	Zone 3 - Missing Test/Study Hall	Zone 5 - NJHS Food Drive	Zone 3 - What is Imperialism	Zone 3 - What is Imperialism	Zone 5- What is Imperialism
Rubey	Zone 3 - Missing Assmt/Review	Zone 4- Bill of Rights Scenerios Bingo	Zone 5-Study Hall	Zone 4 - Bill of Rights Scenerios Bingo	Zone 5 - Study Hall
Paslay	Zone 5 - Study Hall	Zone 4 - What is imperialism?	Zone 3 - Missing Test/Corrections	Zone 5 - Intramurals	Zone 3 - Man in the Arena breakdown
Rosson	Zone 3 - Missing Test	Zone 4-Imperialism	Zone 5-Study Hall	Zone 3- Imperialism	Zone 5-Study Hall
Graziani	Zone 3 - Vocabulary Review	Zone 4 - Federalist Paper Jeopardy	Zone 4 - Federalist Paper Jeopardy	Zone 3 - Missing Tests/ Reattempt	Zone 5-Study Hall
	Students to Place				Skills to hit in Zone 3
	Zone 4 - 7th Grade	Zone 3- 7th Grade	Zone 3- 8th Grade	Zone 4 - 8th Grade	writing a claim/thesis
					identifying main idea vs details
					summarizing practice
					paraphrasing practice
					sentence development
					using evidence in writing

REFLECTION- 3 MIN.

- Reflect on the timeline presented. Would this be feasible for your staff? What changes, if any, would need to be made?
- What visual system could you devise to code students for easy placement?
- What norms would you need to establish with your staff to create a consistently productive environment?

Use your packet to jot down some thoughts to these questions or confer with someone nearby.

Mid- Year Pathway Review

These students who did not show growth, but were not Tier III. They were placed once a week with an elective teacher to work on their pathway.

- Took an engagement rating from Pathway teacher.
- Summative to Summative compared to Interim to Interim
- Exited 40 students based on Interim Performance
- Added any Level 1 students on Interim that were not currently in a more targetted intervention.

	-25	Level Math	Math	Interim	Next...
	-4	Level 2	1055	7	
	13	Level 2	1046	-11	Pathway stay
	-9	Level 3	1063	-6	Exit Pathway
	-2	Level 2	1058	2	
	-7	Level 3	1060	8	
	-15	Level 3	1068	3	
	2	Level 3	1065	12	
	-11	Level 3	1070	1	Exit based on
	#N/A	Level 2	1057	9	
	-2	Level 2	1055	8	
	-4	Level 2	1052	5	
	-8	Level 3	1069	-3	
	6	Level 2	1059	5	Admin convo;
	-9	Level 3	1063	3	
	-8	Level 3	1069	1	
	-8	Level 3	1071	13	Exit based on
	-4	Level 2	1049	0	
	-6	Level 1	1044	-4	Admin convo;
	-4	Level 3	1060	8	Admin convo;
	5	Level			

Student Data Ownership

Teacher: Anderson, G- 2

ATLAS Science Data Profile

	May '25 Summative	Nov. '25 Interim	Feb. '26 Interim	Apr./May '26 Summative
Overall Science Score	1063	1072		
Earth and Space Science	1057	1068		
Life Science	1066	1063		
Physical Science	1066	1086		

*Benchmark Score (Level 3) = 1060

Notes:



Spotlight Groups

- The interventionist and administrators created lists of students to shine our “spotlight” on with a combination of historical data, interim data, and teacher observations.
- These students may be in the bottom quartile, stalled in growth, or in need of extension. They are not served in Tier III or in an Advanced class.
- Placement was primarily based on the student’s lowest subcategory or subcategories in each tested content.
- Students could be in multiple Spotlights across contents, but not in multiple categories of a single content.

ATLAS ELA Score Ranges for Achievement Levels

Grade	Level one	Level two	Level Three	Level Four
3	1000-1042	1043-1059	1060-1070	1071-1118
4	1000-1042	1043-1059	1060-1072	1073-1119
5	1000-1042	1043-1059	1060-1071	1072-1118
6	1000-1041	1042-1059	1060-1072	1073-1118
7	1000-1041	1042-1059	1060-1072	1073-1117
8	1000-1040	1041-1059	1060-1072	1073-1116
9	1000-1040	1041-1059	1060-1073	1074-1118
10	1000-1041	1042-1059	1060-1072	1073-1117

ATLAS Mathematics Score Ranges for Achievement Levels

Grade	Level one	Level two	Level Three	Level Four
3	1000-1044	1045-1059	1060-1072	1073-1118
4	1001-1044	1045-1059	1060-1073	1074-1120
5	1002-1046	1047-1059	1060-1072	1073-1120
6	1004-1045	1046-1059	1060-1073	1074-1120
7	1001-1045	1046-1059	1060-1073	1074-1120
8	1003-1044	1045-1059	1060-1068	1069-1120
Algebra I	1000-1047	1048-1059	1060-1068	1069-1115
Geometry	1000-1048	1049-1059	1060-1067	1068-1110

ATLAS Science Score Ranges for Achievement Levels

Grade	Level one	Level two	Level Three	Level Four
3	1000-1044	1045-1059	1060-1074	1075-1120
4	1000-1043	1044-1059	1060-1073	1074-1120
5	1000-1043	1044-1059	1060-1073	1074-1120
6	1000-1042	1043-1059	1060-1073	1074-1120
7	1000-1043	1044-1059	1060-1074	1075-1120
8	1000-1043	1044-1059	1060-1072	1073-1120
Biology	1000-1042	1043-1059	1060-1074	1075-1120

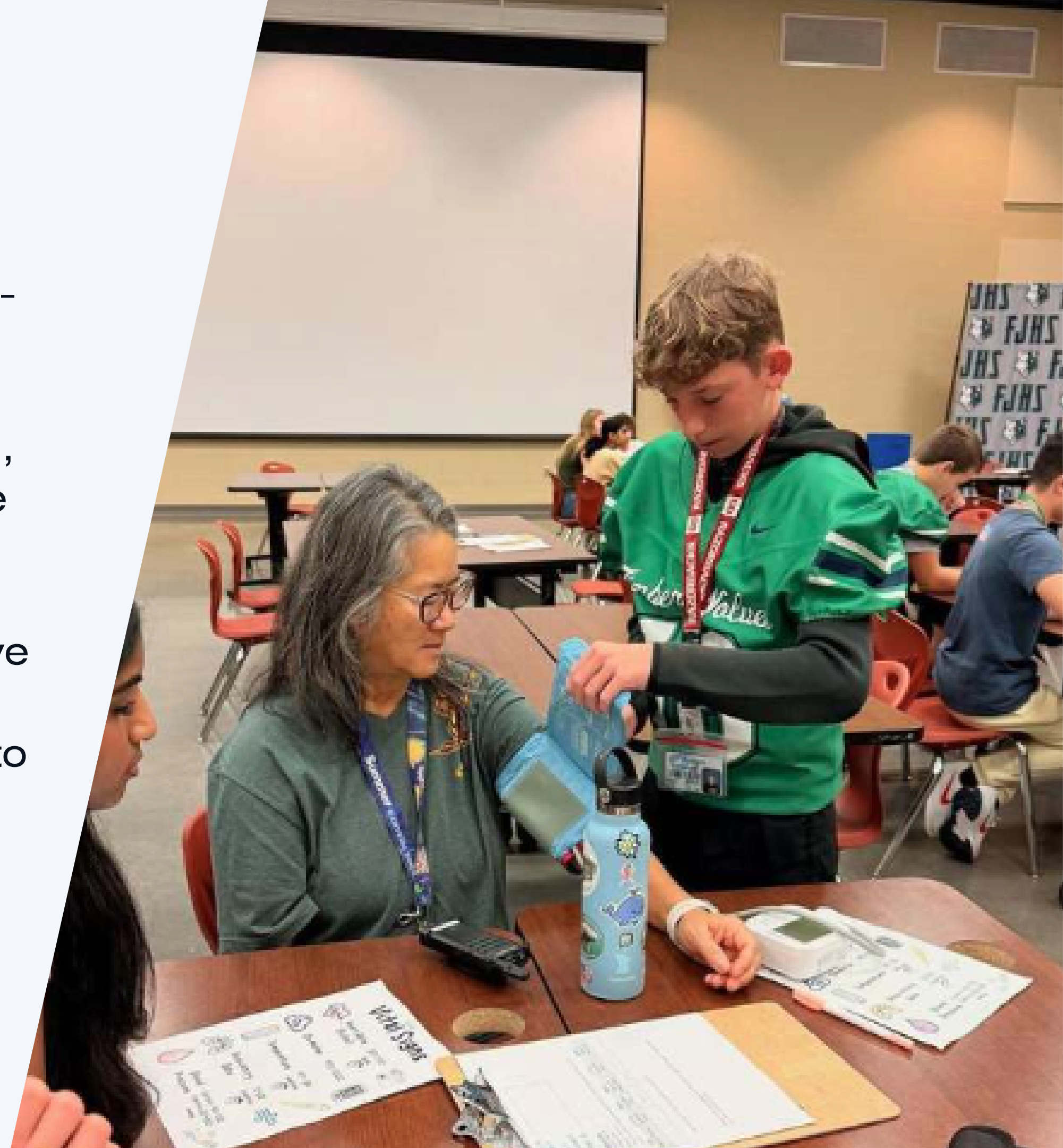
How to set up Spotlight groups?

- Identify the subcategory with the highest potential for growth
- Students who made a Level 2 or 3, not Level 1, were chosen.
- If multiple low subcategories were present, we deferred to historical trends to select.
- Administration created a calendar that allowed for students to be placed in multiple content Spotlight groups without overlap, built the sessions, and placed all the students.
- Each subcategory skill had 6 sessions in the month of April to prepare for the Summative
- 47% of the students in our building were placed in at least one Spotlight group.



Divide and Conquer

- We gave the tested subject teachers a half-day to review the lists, give feedback, and create the 6 lessons.
- Since Tier II intervention, Tier III intervention, make-up testing, etc., still had to occur, we provided dedicated time for the creation of these lesson plans. We also started early. The half-day took place in December to give adequate time for quality lesson creation.
- We asked teachers to divide and conquer to create lessons during the half-day.
- These lessons were created with the intention of recycling them each year and with the assumption that the teacher creating them wouldn't necessarily be teaching them.



Backward Design

- Lesson plans were grounded in the Atlas Blueprint.
- Teachers began with an objective based on the proficiency in the standard.
- Teachers were encouraged to build in Pre/Mid/Post checks (5 mins or less) to assess progress throughout the 6 sessions.
- Each session broke down the steps of the objective with a specific focus aligned to that standard.

- Teachers were provided with this template to link each lesson.
- The linked lessons can now be recycled this school year and revised as needed.
- Any groups larger than a traditional Tier II group of 12 were designed with two teachers to best support the learning. We used elective teachers and social studies teachers to assist with ELA due to the number of subcategories present.
- Support staff was utilized to maximize success as well, when necessary.

Helpful Links

Math - FJHS Data Sheet	ELA - FJHS Data Sheet	Science - FJHS Data Sheet
Spotlight Lists- MATH	Spotlight Lists- ELA	Spotlight Lists- SCIENCE
Math Atlas Level Descriptors	ELA Atlas Level Descriptors	Science Atlas Level Descriptors

Teacher(s):

Vision: Growth for all students.

Mission - Focus Area + Reasonable Objective [USE ATLAS LEVEL DESCRIPTORS]

Example: I can determine the central idea and theme of a text, support my thinking with clear evidence, make inferences using what I know and what the text shows, and interpret figurative language and vocabulary to understand deeper meaning.

Students

Scheduling (Goal is 5-6 sessions by May Summative testing)

Session	Lesson Goal	Scheduled
1	Theme, making meaning, and choosing the best evidence	
2	Understanding Central Ideas and Themes Target Time Spotlight Lesson 2	
3	Finding and Using Text Evidence	
4	Making Inferences Using Background Knowledge	
5	Academic Vocabulary in Context	
6	Comprehensive Text Analysis	

How did it go?

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
5/14/2024	ATLAS Grade 5 Math Summative	Spring 2024 - ATLAS Summative		1064 ± 1	13	21	38	29
5/9/2025	ATLAS Grade 6 Math Summative	2024-2025 - ATLAS Summative		1066 ± 1	10	18	42	30
				+3	-3	-1		+16
5/8/2026	ATLAS Grade 7 Math Summative	2025-2026 - ATLAS Summative		1070 ± 1	7	17	30	46

As a group, 4% increase proficiency

How did it go?

Date	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
5/16/2024	ATLAS Grade 6 Science Summative	Spring 2024 - ATLAS Summative		1069 ± 1 i	6	25	30	39
5/12/2025	ATLAS Grade 7 Science Summative	2024-2025 - ATLAS Summative		1070 ± 1 i	6	20	37	37
5/11/2026	ATLAS Grade 8 Science Summative	2025-2026 - ATLAS Summative		+1 1071 ± 1 i	6	-3 17	33	+7 44

As a group, 3% increase proficiency

Spotlight Groups

<i>Math 7 Spotlight Group</i>	AVERAGE of ATLAS Grade 7 Math Summative Scale Score	AVERAGE of Difference Geomtery & Measurement	AVERAGE of Difference Number Concepts & Computations	AVERAGE of Difference Proportional Relationships and Algebra
Students not in Spotlight Group	1071.79	3.78	6.02	4.55
Geo/Meas and Stat/Prob	1058.26	14.53	2.26	-0.42
Number Concepts/ Computations	1058.44	-0.17	7.56	-1.11
Proportional Relationships & Algebra	1057.45	-0.75	2.65	8.05
Overall Building	1069.21	3.92	5.64	4.12

Spotlight Groups

<i>English 8 Spotlight Groups</i>	AVERAGE of ATLAS Grade 8 ELA Summative ELA Scale Score	AVERAGE of Difference Reading Fundamentals & Vocabulary	AVERAGE of Difference Reading Informational Text	AVERAGE of Difference Reading Literary Text	AVERAGE of Difference Writing and Language
Students not in a Spotlight Group	1068.66	-2	0.55	-0.85	-0.09
Reading Fundamentals/Vocabulary	1059.84	9.21	7.74	4.95	5.05
Reading Informational Text	1056.83	-1.71	9.13	2.71	5.21
Reading Literary Text	1054.11	-3.56	-0.78	13.94	1.06
Writing & Language	1057.05	4.8	7.65	9.65	1.85
FJHS Overall	1066.34	-1.35	1.8	0.94	0.37

Zone 2 Pathway Groups

<i>Zone 2 Pathway (ELA 7th)</i>	AVERAGE of ATLAS Grade 7 ELA Summative ELA Scale Score	AVERAGE of Difference in Scale Score	AVERAGE of Difference ELA Reading Scale	AVERAGE of Difference Reading Fundamentals & Vocabulary	AVERAGE of Difference Reading Informational Text	AVERAGE of Difference Reading Literary Text	AVERAGE of Difference Writing and Language
Zone 2 IXL Pathway	1059.43	3.67	4.21	5.85	1.85	9.65	3.77
FJHS Overall	1067.54	1.64	2.45	2.48	1.52	4.38	0.37

Zone 1 and Zone 2 for Math 7

	AVERAGE of ATLAS Grade 7 Math Summative Scale Score	AVERAGE of Difference in Scale Score	AVERAGE of Difference Geomtery & Measurement	AVERAGE of Difference Number Concepts & Computations	AVERAGE of Difference Proportional Relationships and Algebra
Students not in a Zone 1 or 2	1073.47	3.69	2.65	4.76	3.84
HIIT (Online Tutor)	1043	4.96	7.81	7.12	3.85
Zone 1 Math (In person)	1046.5	11.5	24.5	7.5	11.5
Zone 2 iReady Pathway	1063.15	6.52	6.73	8.77	5.21
FJHS Overall	1069.21	4.32	3.92	5.64	4.12

Limitations

- Electives de-prioritized
- Implementation gap- Teacher perception of another prep and needed support for shift change
- Struggling students needing help in all subjects, all at once

Next Steps:

- Celebrate Success
- Continue to use time efficiently
- Critical Conversations with reluctant staff
- Next Year's PGP will be focused on using our PLCs to use this time effectively and efficiently, i.e. Question 3 & 4.

Focus Area	Goal 1: Building Focus (Target Time)	Goal 2: Choice Focus PLC/Personal
2026-2027 Goal	Enhance the growth of all students through intentional use of Target Time with intervention and extension, utilizing the four questions of the PLC process.	SMART Goal format: [Write a statement of the professional need you are addressing. Then type your SMART goal here.]
Data Input & Analysis	How can I use initial benchmark and classroom performance data to identify a) Tier II candidates for intervention (PLC Q3: How will we respond when some students don't learn?) and b) students for extension (PLC Q4: How will we extend the learning for students who are already proficient?)? How can my PLC partner and I organize placement and accessibility to instruction? PLC Discussion	How will data be collected, analyzed, and used to drive this specific goal? [Type your analysis here...]
Implementation Strategy	How will I help identify and support students for Tier II interventions or extensions during Target Time based on essential standards? PLC Discussion	What specific actions, routines, or strategies will be implemented to achieve this goal? [Type your strategy here...]
TESS Strand Alignment (minimum of 4 indicators)	What TESS descriptors involve analyzing and communicating student data, planning, and assessing? 1c, 1f, 3d, 4d ✓ Aligned	Which TESS components align best with this PLC or personal growth area? [Type aligned TESS components here...]

 **Thank you!**

