



### **Professional Learning Communities**

Our staff is committed to working in professional learning communities, primarily composed by curricular and subject area to enhance student learning. Our PLCs meet to create common curriculum and assessments (formative and summative) based on essential curricular standards and learning targets. We focus on the four guiding questions:

*What do we expect all students to learn?*

*How will we know if they have learned it?*

*How will we respond when students experience difficulty in their learning?*

*How will we respond to students who have become proficient?*

### **Common Instructional Strategies**

As a staff, we have a building-wide definition of what academic rigor looks like, sounds like, feels like, and can produce. In the process, we have indentified a handful of effective instructional practices that will push our students toward rigor. We utilize active reading, exit slips (and openers), essential questions, learning targets, Cornell notes, and Socratic Seminars (and Philosophical Chairs).

### **Pyramid of Interventions**

Student interventions start at the classroom level in the form of differentiated instruction. Our interventions narrow their focus and intended student target, based on the level of response. Our pyramid of interventions then builds on differentiation by moving towards mandatory Tutorial, the assignment to a staff advocate, Saturday Success, Boot Camp, Directed Tutorial, and the Academy.

### **School-Wide Learning Walks**

We draw on our experience and research supporting Powerful Teaching and Learning and the UW 5 Dimensions of Teaching and Learning to implement building-wide learning walks. Students are asked to connect their learning to the learning target during this professional development which has narrowed our thinking around purpose and created more opportunities for student and staff reflection.