Date: August 28, 2026 **Instructional Focus:** Teir1/Engagement

The Problem of Practice

ACSHS Problem of Practice is: *At ACSHS, we will focus on strengthening Tier 1 instruction by designing and delivering high-quality, student-centered learning experiences that move beyond teacher-led instruction. Our goal is to increase student engagement by fostering student-led learning, critical thinking, and ownership of their academic growth.*

- **Evidence of the Problem:**
- Classroom Observation Data – Learning walk and walkthrough feedback shows that many lessons at ACSHS are still primarily teacher-led, with limited opportunities for students to engage in discussion, collaboration, or self-directed tasks. This indicates a need to shift toward more student-led learning experiences.
- Student Engagement Measures – Student surveys and performance data reveal that while students comply with assignments, many are not demonstrating deep engagement (e.g., limited participation in discussions, lack of persistence when challenged, or minimal evidence of ownership in their learning goals).

Instructional Strategy We Are Working On

Our instructional team has been focusing on implementing strategies that strengthen Tier 1 instruction by increasing student engagement, promoting student-led learning, and fostering ownership of academic growth.This includes:

- **Intentional lesson design**.
- **Creating opportunities for students to collaborate**
- **Reflect on their own learning progress.**

Focus Question

To help us better understand the gap between our efforts and student performance, we want the network to focus on the following question:

- "How do we ensure that our instructional practices consistently translate into improved student learning and achievement across all subgroups?”

What We Hope to Learn

We hope the instructional team will provide us with feedback on:

- The alignment between our instructional strategies and student learning outcomes.
- How effectively Tier 1 instruction is meeting the needs of all learners, including subgroups.

- Opportunities to strengthen student engagement and ownership of learning.
- Ways to better use assessment data to drive instructional adjustments.
- Specific practices that are showing evidence of closing performance gaps.