

# Curriculum and Assessments Meeting

## April 21, 2015

### Response to Intervention (RtI) – Multi-tiered Systems of Support

Something this comprehensive takes a team effort and bringing together many people with different areas of expertise. RtI is not a Special Education initiative but without a solid system in place, it is no longer possible to identify students with a Learning Disability. While we had a few things in place prior to the beginning of this school year, we were lacking a comprehensive system of support that would support all students and was clearly understood by staff and parents.

1. Work Team
  - a. Jim Jaeger – School Psychologist
  - b. Penny Antell – Building Principal
  - c. Reading Staff – Rachel Tassler, Brian Perrodin, Michele Theut and Angie McPherson
  - d. Math & G/T – Laurie Tracy (just beginning)
2. Primary Focus for 2014-15 (Elementary)
  - a. Rationale
  - b. Reading then Math (limited resources in Math)
  - c. Connected to School Improvement Process and Student Learning Objectives
3. Explanation of the process
  - a. Developed MTSS Structure for the Elementary School (See handout)
    - i. Building level data meetings
      1. Annual school improvement goals
      2. Teacher Student Learning Objectives (SLO's) tied to school goals
    - ii. Grade level data meetings
      1. Improve classroom instruction (Tier 1)
      2. Identify students needing small group interventions
    - iii. Tier 2 (Targeted small group intervention) committee meetings
      1. Review progress monitoring data
      2. Based on data respond to student needs (Return to Tier 1 only, continue with Tier 1 & 2 or move to Tier 1 & 3)
    - iv. Tier 3 (Individualized Intensive Interventions) committee meetings
      1. Review progress monitoring data
      2. Based on data respond to student needs (Return to Tier 1 & 2, continue with Tier 1 & 3, continue Tier 1 & 3 and initiate a SPED referral)
  - b. Developed TES Protocol
    - i. Condensed version of full MTSS Structure
    - ii. Quick reference guide with protocols
  - c. Began the process of identifying “research based” interventions and developing “Intervention Protocols” and “Intervention Fidelity Checklists”
    - i. Started with Tier 3 Reading
    - ii. Rachel Tassler been working on the development of a district RtI website
    - iii. Show website – under construction
4. Next Steps
  - a. MTSS infused into the daily elementary scheduled (Min. 30 minutes/day) – See handout
  - b. Continue to identify interventions and develop Intervention protocols and fidelity checklists.
  - c. Development in the area of Mathematics
  - d. Expansion to Middle School and High School – Some in place but needs to be formalized

# Tomahawk Elementary School Multi-tiered Systems of Support

## Tier 1 - Professional Educators Using Best Practices with All Students

### Building Level Meetings

*Meetings will take place a minimum of 3 times per year, will be led by the building Principal and will include all instructional staff.*

State and local assessment data and local attendance and behavioral data will be reviewed and analyzed. This data will include but not be limited to:

- Measures of Academic Progress (MAP)
- Badger Exam / Wisconsin Knowledge and Concepts Exam (WKCE)
- PALS
- Dynamic Learning Maps (DLM)
- Grade Level Math & Reading Assessments
- Attendance
- Behavior

Disaggregated data will be reviewed and analyzed. Disaggregated data will include but not be limited to:

- Gender
- Special Education
- Economically Disadvantaged
- Specific Grade Level
- Specific Content Area
- Students missing more than (15) days of school per year
- Students with more than (5) office referrals per year

Key questions will be asked and answered. These questions will include but not be limited to:

- How are students performing in each content area when compared to CESA #9, state of Wisconsin, and national data?
- How are our disaggregated groups performing in each content area when compared to CESA #9, state of Wisconsin, and national data?
- What are our building content strengths?
- What groups of students are performing at high levels?
- What content areas are our students performing poorly?
- What groups of students are performing poorly?

Annual building goal/s will be established based on areas needing the greatest improvement.

- Goals will be focused on student learning and will be developed using SMART criteria (Specific, Measurable, Attainable, Results Based & Time Bound).
- Each teacher will develop one annual Student Learning Objective (SLO) that will be tied to the building goal and written using SMART criteria.

## Grade Level Meetings

*Meeting will take place a minimum of 2 times per month during the academic year, will be led by the building Principal and will include all grade level instructional staff. Each grade level team will have one Reading Interventionist, one Mathematics Interventionist, and one Enrichment Coordinator).*

Grade level data will be reviewed and analyzed. Reading and Mathematics screening data (MAP) will be the priority data source but other data sources may be included. Other data sources may include but will not be limited to:

- Grade level Reading and Math Assessments
  - Reading Fluency and/or comprehension assessments
  - Math facts assessments
  - Etc.
- Classroom assessments
- Student work samples
- Office Disciplinary Referrals (ODR's)
- Attendance data

Key focused questions will be asked and answered. These questions will include:

- How are our grade level students performing in the areas of Reading and Math based on state and national proficiency levels?
- Which students just above or below proficiency are “we worried” about and what supports can be provided for those students in the classroom? (Differentiated core instruction).
- Which students are performing at the lowest levels (or have received classroom interventions and are not responding) and need more urgent interventions? (Lowest 10 to 15 percent needing Tier 2 “targeted group” interventions).
- Which Students are performing at high levels and need to be challenged and pushed to a higher level? (Highest 10 to 15 percent needing differentiated core instruction and group enrichment. Highest 3 to 5 percent needing recommendation for consideration of “gifted and talented” identification. Student identified as gifted and talented will have individualized plans developed and will be considered for grade level and/or subject advancement).
- Are any students performing at a level where consideration should be given to skipping Tier 2 and moving right to Tier 3 intervention (Lowest 3-5 percent).

Post meeting tasks will be delineated, work tasks will be assigned and timelines established. This will include:

- Identifying responsibilities for (Tier 1) classroom interventions, how long the interventions will be implemented (minimum of six weeks) and how frequency, fidelity and progress will be monitored?
- Identifying which interventionist or enrichment coordinator will be responsible for implementing (Tier 2) targeted group interventions with the students identified as needing tier two support, how long the interventions will be implemented (minimum of four weeks) and how frequency, fidelity and progress will be monitored?
- Identifying who will be responsible for recommending individual students to the School Psychologist/Rti Coordinator and Gifted and Talented Coordinator for possible additional testing and/or gifted and talented identification. By when will this be completed?
- Identifying who will be responsible for communicating data and grade level recommendations to parents? By when will this be completed? How will this be documented?

## Tier 2 – Targeted Group Interventions

### Tier 2 Committee Meetings

*Meetings will be held a minimum of 1 time per month, will be led by the building principal and will include the grade level Reading and Mathematics Interventionists (Tier 2), building level Reading and Mathematics Interventionist (Tier 3 -TBD) and the School Psychologist/Rti Coordinator.*

Tier 2 student progress will be reviewed and analyzed. This will include weekly progress monitoring data (such as AimsWeb probes) and documentation of intervention fidelity (including student attendance).

Key focus questions will be asked and answered. These questions will include:

- Have the tier 2 interventions been implemented with fidelity? Do we have documentation to support our answer?
- What does the progress monitoring data suggest?
  - The student has made sufficient progress, no longer needs tier 2 intervention and should be able to continue to make gains returning to tier 1.
  - The student is making adequate progress and should continue to receive tier 2 interventions.
  - The student is not making adequate progress. Is this due to a lack of fidelity with the intervention or does the student need tier three interventions?
- Which students after receiving tier 2 interventions, delivered with fidelity, have not made adequate progress and need more intensive intervention? (Recommendation for Tier 3 “intensive” intervention)

Post meeting tasks will be delineated, work tasks will be assigned and timelines established. This will include:

- Identifying which building level interventionist will be responsible for implementing (Tier 3) intensive interventions with the students identified as needing tier 3 support, how long the interventions will be implemented (minimum of six weeks) and how frequency, fidelity and progress will be monitored?
- Identifying who will be responsible for communicating data and grade level recommendations to parents? By when will this be completed? How will this be documented?

## Tier 3 – Intensive Interventions

### Tier 3 Committee Meetings

*Meetings will be held a minimum of 1 time per month will be led by the building principal and will include the building level Reading and Mathematics Interventionist (Tier 3 -TBD) and the School Psychologist/Rti Coordinator.*

Tier 3 student progress will be reviewed and analyzed. This will include weekly progress monitoring data (AimsWeb probes) and documentation of intervention fidelity (including student attendance).

Key focus questions will be asked and answered. These questions will include:

- Have the tier 3 interventions been implemented with fidelity? Do we have documentation to support our answer?
- What does the progress monitoring data suggests?
  - The student has made sufficient progress, no longer needs tier 3 intervention and should be able to continue to make gains returning to tier 2.
  - The student is making adequate progress and should continue to receive tier 3 interventions.
  - The student is not making adequate progress. Is this due to a lack of fidelity with the intervention or does the intervention need to change or increase intensity?
- Are there students who, after receiving tier 3 interventions, delivered with fidelity, have not made sufficient progress based on progress slope analysis?
- Are there students who show good response to intervention but only with intervention of such intensity that it can only be delivered through Special Education?
- Is there data to suggest that exclusionary factors (Environmental or Economically Disadvantaged, Cultural Factors, Other Impairments or Lack of Instruction) do not exist and that the level of delay is >1.25 standard deviations?

Post meeting tasks will be delineated, work tasks will be assigned and timelines established. This will include:

- The School Psychologist/Rti coordinator will assist the classroom teacher in developing the narrative appropriate for Special Education referral. Parent communication will be initiated (either by meeting or phone contact).
- The School Psychologist will then take over and work with the Pupil Services and Special Education Director to identify the appropriate IEP team members, document required parent contacts and will lead the team through the Special Education evaluation and determination process.

# Tomahawk Elementary School

## Multi-tiered Systems of Support (MTSS) Protocol

### Tier 1 – Universal Instruction

Student receives core classroom instruction daily.

- ✚ Implement Scientifically Research Based Core Curriculum and address the following:
  - Environment – welcoming, positive climate, collaborative culture
  - High quality/differentiated instruction – purposeful, explicit, student centered, active student engagement, increase learning time, flexible groupings, hands-on materials and technology integration.
  - Assessment - using quality data to drive instruction and on-going communication of data to improve student learning outcomes
- ✚ Review monitoring data with collaborative grade level teams
  - If student is being successful and meets grade level standards, continue with Tier 1 instruction and monitor student progress.
  - If student is not being successful, provide targeted differentiated intervention in a small group setting within the classroom and continue weekly progress monitoring.

If student is not being successful after a minimum of 6 weeks of tier 1 interventions, refer to tier 2 team. Tier 2 team evaluates progress monitoring data and recommends:

- Continue Tier 1 intervention (adjust strategy/intensity/duration) OR
- Move to Tier 2 (adjust strategy/intensity/duration)

### Tier 2 – Small Group Intervention

Student receives targeted small group intervention (5 to 10 students)

- ✚ Minimum of 20 minutes per day in addition to core instruction.
  - Facilitated by a highly qualified teacher providing timely and corrective feedback.
  - Weekly progress monitoring with documentation.

If student is not being successful after a minimum of 6 weeks of tier 2 interventions, refer to tier 3 team. Tier 3 team evaluates progress monitoring data and fidelity of interventions and recommends:

- Continued Tier 2 small group intervention(adjust strategy/intensity/duration) OR
- Move to Tier 3 (adjust strategy/intensity/duration)

### Tier 3 – Intensive Individualized Intervention

Student receives targeted small group intervention (3 to 5 students)

- ✚ A minimum of 30 minutes per day in addition to core instruction.
  - Facilitated by a specialist or other highly qualified teacher providing timely and corrective feedback.
  - Continued weekly progress monitoring with documentation.

If student is not being successful after a minimum of 6 weeks (based on progress slop analysis) of tier 2 interventions, the Tier 3 team evaluates progress monitoring data and fidelity of interventions and recommends:

- Continued Tier 3 small group intervention(adjust strategy/intensity/duration) OR
- Consideration of exclusionary factors (Environmental or Economically Disadvantaged, cultural factors, other impairments or lack of instruction/attendance) and if they do not exist, possible initiation of a Special Education referral (with the assistance of the School Psychologist).

*Notes: Intervention time will vary depending on review of progress monitoring data and individual student needs and/or circumstances. Some students may proceed to the next tier in less than six weeks or may even skip a tier and move to a more intensive intervention as determined by review of achievement and progress monitoring data.*

### Tomahawk Elementary School Multi-tiered Systems of Support Schedule and Interventionists

	Enrich/Intervention Block	Tier 2 Read	Tier 2 Math	Tier 2 Enrich.	Tier 3 Read	Tier 3 Math
<b>Grade Level</b>						
Kindergarten						
1						
2						
3						
4						
5						
PMA						
UMA						

### Tomahawk Elementary School Multi-tiered Systems of Support Meeting Schedule

	Building Meetings (3X /year)	TBD	TBD	TBD		
		<b>Grade (2X/Month)</b>	<b>Tier 2 (1X/Month)</b>	<b>Tier 3 (1X/Month)</b>		
	<b>Grade Level</b>					
	Kindergarten					
	1					
	2					
	3					
	4					
	5					
	PMA					
	UMA					

**Notes:**

Beginning the 2015-16 school year all intervention blocks will be a minimum of 30 minutes.