

# **Systems in Support of Growth and Achievement**

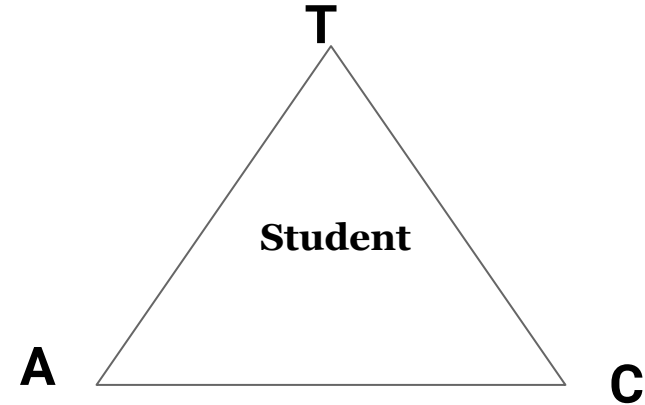
**New Fairfield Public Schools  
Fall 2022**



# Systems in Support Of Growth and Achievement

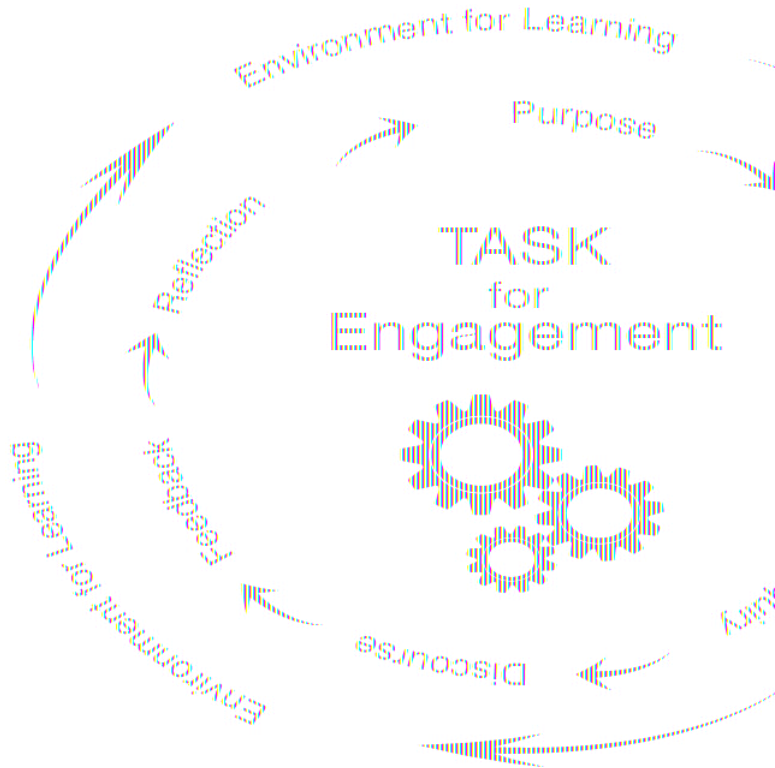
## Multi-Tiered Systems of Support

Tier 1: Instructional Coaching



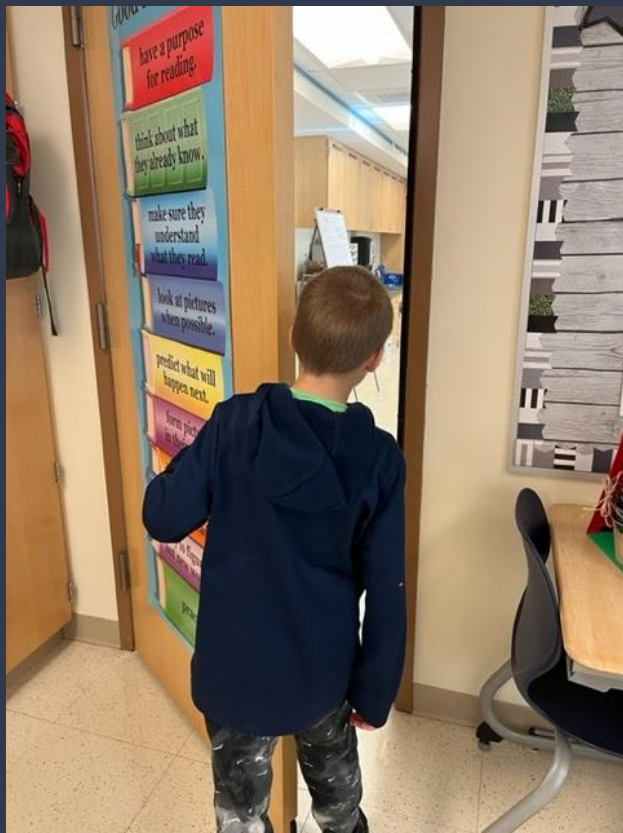
Tier 2 & Tier 3: Intervention

# The Impact of Coherent Systems of Support



“Accomplishing the maximum impact on student learning depends on teams of teachers working together, with excellent leaders or coaches, agreeing on worthwhile outcomes, setting high expectations, knowing the students’ starting and desired success in learning, seeking evidence continually about their impact on all students, modifying their teaching in light of this evaluation, and joining in the success of truly making a difference to student outcomes.”

— John A.C. Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning*



We see coaching and intervention as offering a “doorway” to the classroom for all learners.

Our goal is for students to have a safe and flexible environment to learn and grow alongside peers in the classroom.

<b>Role</b>	<b>Impact</b> (coaches + classroom teachers +interventionists)
Instructional Coaches	<b>support teachers</b> with core instruction and content delivery to meet the needs of all students in the classroom. (Tier 1 Instruction)
Teachers	<b>support all students</b> with core instruction through whole class and differentiated small group/individual instruction. (Tier 1 Instruction and Tier 2 Intervention)
Interventionists	<b>support general education students</b> through targeted instructional cycles focused on an identified weakness to help strengthen learning gaps that exist between students and their grade level content. (Tiers 2 and 3 Intervention)

## **Actions to Support Tier 1 Instruction**

Focus on Tier 1 **planning** and **instruction** through coaching

Ensure consistent pacing of content within and between grade levels

Utilize timely assessments to inform instruction

Provide professional learning to support district and school goals

## **Actions to Support Tiers 2 & 3 Intervention**

Systematically use data to identify students (iReady / SBAC / intervention screeners)

Provide scheduled time to support students in what they need (WIN block built into the schedule)

Utilize articulated 6-8 week intervention cycles to ensure timely and targeted instruction

# Instructional Coaching

Support for Tier 1 Instruction

# NFPS Instructional Coaching



Cathy Hall

## Key Goals for Instructional Coaches

1. Work in support of the District plan to improve the quality of instruction in New Fairfield Public Schools.
2. Support teacher self-efficacy in planning instruction that is inclusive of all learners.
3. Support an instructional model that is student-centered, data driven, and responsive to the diverse needs of all students.
4. Regularly engage in supporting District, school, grade-level, or individual professional learning through monthly, weekly, or daily coaching sessions.
5. Model and support growth, reflection, and lifelong learning.



Jen Powers



# Coaching

**Supports Tier 1 Instruction**

**Connects District Vision and Goals**



**School Level**



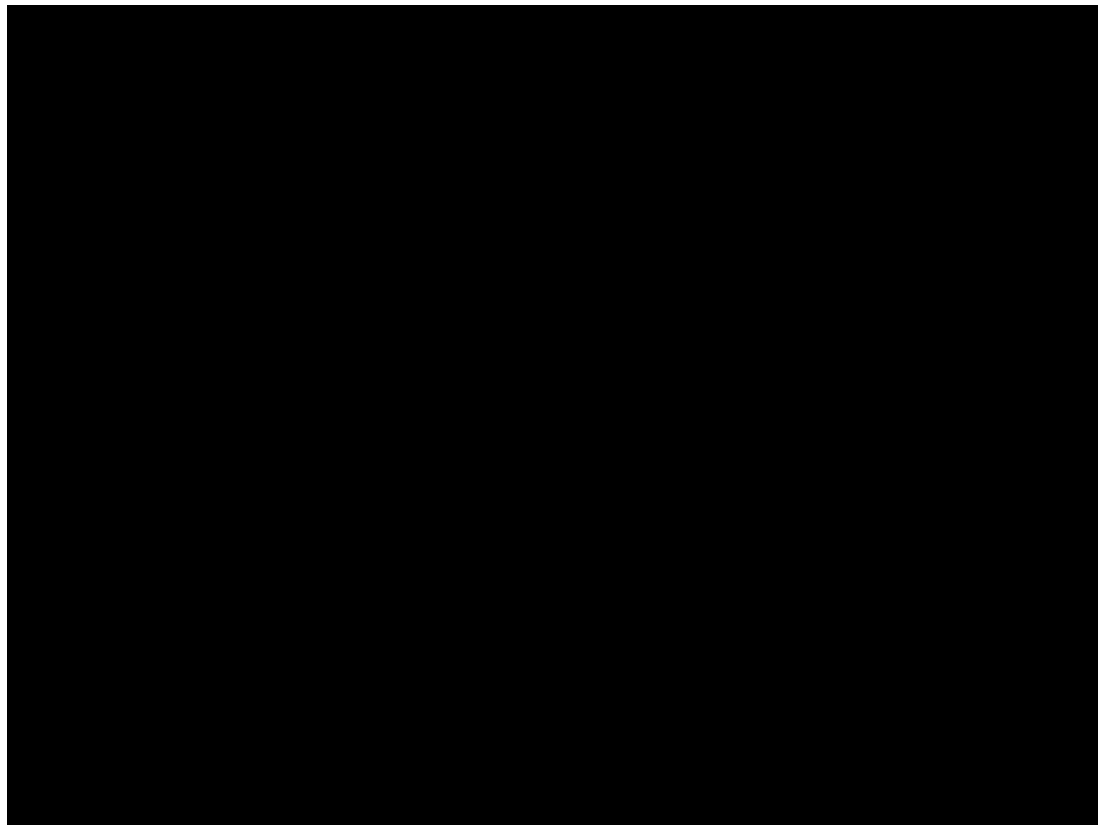
**Grade / Department Level**



**Classroom**



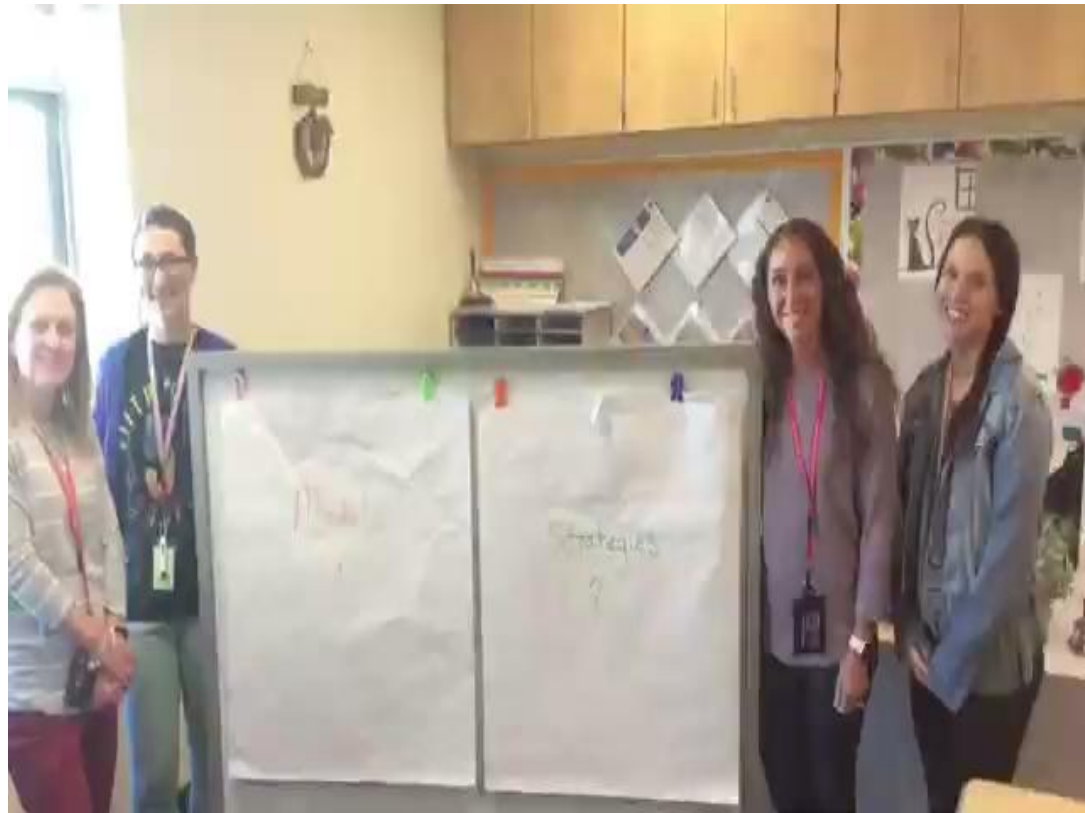
**Teacher**



"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."  
Robert John Meehan



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“One of the benefits of coaching cycles I’ve found is that the coach can research and find exemplary tasks and activities which then can be rolled out to all classes. Last year we did an activity on the congruence of triangles that worked really well in my classes.”

“I felt that meeting and discussing each lesson to see what worked and didn’t work then applying to the next lesson was very helpful.”

“The coaches have been working with all teachers in the school to help us understand Task Design and High Quality Instruction. I participated in her professional development session on November 8 and found the hands-on approach to be helpful.”

“Jen and Cathy have been such a tremendous support to teachers and administrators. **They have been involved in planning high quality tasks with teachers**, have **led professional learning**, and have been **working alongside the teachers** in their classrooms. They have contributed to the much needed throughline in the district, and their heavy lifting of the work has elevated teaching and learning in our schools.

*Jen and Cathy get TWO THUMBS UP! Highly recommend!”*

“My coach and I have **worked collaboratively to bring Interactive Learning back into Social Studies** classroom and increase student engagement with student-centered activities.”

“...She has observed all members of the high school English department, has been involved in various departmental meetings -both formal and informal. Jen has listened and considered staff concerns regarding planning and curriculum needs across the broad spectrum of course offerings...”

Teachers are OUR most valuable resource  
and when collectively supported - learning thrives for all.

## How has coaching lifted your instruction in your classroom?

“Having Amy and Nicole as coaches has been invaluable. Their **guidance with curriculum pacing** keeps us focused and organized. Their leadership at our PLC makes each meeting meaningful...Nicole has assisted in the implementation of Bridges by **explaining the upcoming lessons** and workplaces...Amy has helped us with **assessment ideas** and schedules. **These time saving actions allow me to focus on the actual teaching of the lessons** and whether or not the students have mastered the skills being taught.”

## How has coaching raised the level of instruction & what impact has it had on student achievement?

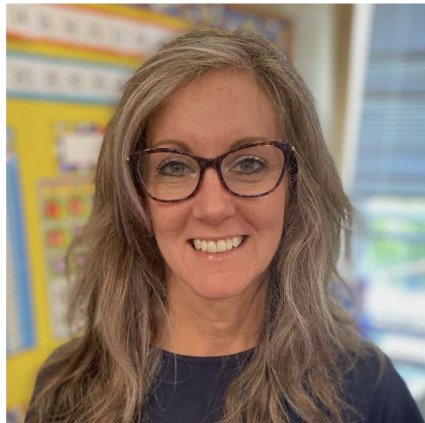
“Nicole and Amy observe teachers as well as engage with the students. They add to lessons by questioning the students and bringing the instruction to the next level. We **discuss lessons**, determine what standards are being addressed and **review the assessments** to make sure what we are teaching is **appropriate and purposeful**. This **assures that all of the needs of the students** are being met.”

--

Diana Manning, Kindergarten Teacher

# Intervention

Tier 2 and Tier 3 Support



**Robyn Biasetti**  
Math Interventionist  
Consolidated



**Stephanie Taylor**  
Math Interventionist  
Consolidated



**Elizabeth Antonelli**  
Math Interventionist  
Meeting House



**Ryan Ragan**  
Math Interventionist  
Meeting House

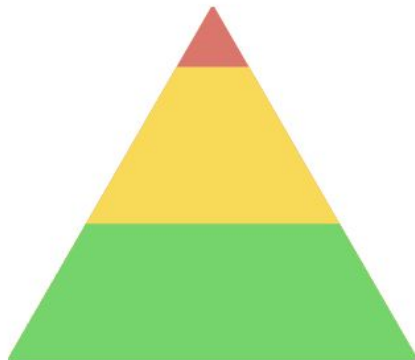
## Meet the K-5 Numeracy Intervention Team

# Math Intervention at Consolidated and Meeting House



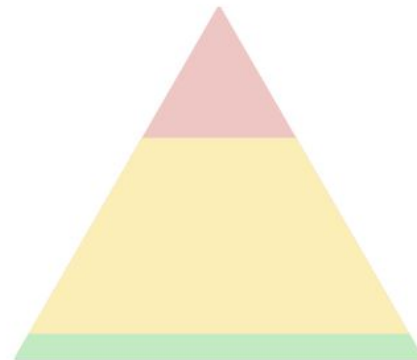
# Impact: CONS Math Fall 2021 - Spring 2022

## Overall Placement



Final Diagnostic

- **At Risk for Tier 3**  
3% (From 14%)
- **Tier 2**  
35% (From 72%)
- **Tier 1**  
62% (From 14%)

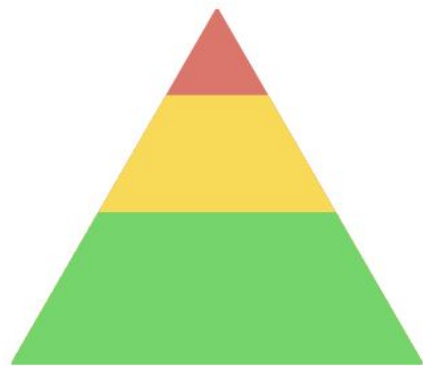


Fall 2021-2022



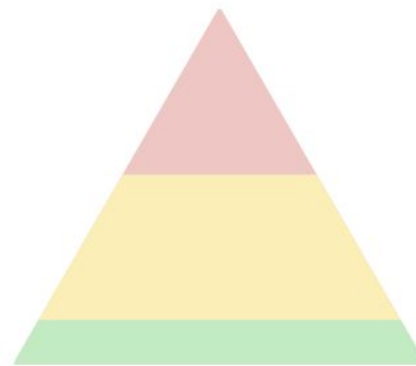
# Impact: Meeting House Math Fall 2021 - Spring 2022

## Overall Placement



Final Diagnostic

- **At Risk for Tier 3**  
6% (From 22%)
- **Tier 2**  
27% (From 55%)
- **Tier 1**  
67% (From 22%)



Fall 2021-2022



**Stacey Bianco**  
Reading Interventionist  
Consolidated



**Allannah Greco**  
Reading Interventionist  
Consolidated



**Deanna Crum**  
Reading Interventionist  
Meeting House



**April LaLonde**  
Reading Interventionist  
Meeting House

## Meet the K-5 Literacy Intervention Team

# Reading Intervention Team

## Collaborative Resume

- Number of years combined teaching experience: 77
- Number of combined levels taught: 7
- Higher Education: Early Childhood Education, Remedial Reading K-12 (Certification 102), Elementary Education BS, Master of Arts in Teaching, BA in Sociology & Anthropology, BS in Business Administration, Sixth Year: Degree in Advanced Studies of Literacy
- Degrees held: 9
- Strengths of the team: In depth knowledge of reading development, data analysis, empathy for students' challenges

## Science of Reading Professional Development

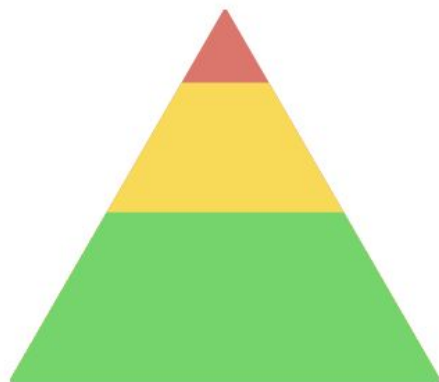
Remedial Reading K-12 Certification 102, Dyslexia Trainings, Orton Gillingham Training, Heggerty Language Routines, Bridge the Gap Phonemic Awareness Training, Foundations, Shifting the Balance to Support the Science of Reading in Classrooms

# Reading Intervention at Consolidated and Meeting House

Elementary Literacy Intervention

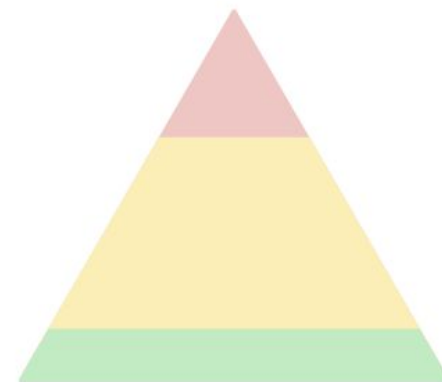
# Impact: CONS Reading Fall 2021 - Spring 2022

## Overall Placement



Final Diagnostic

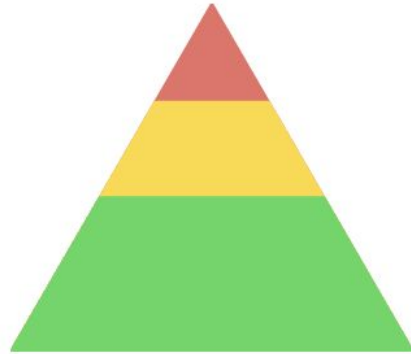
- **At Risk for Tier 3**  
4% (From 12%)
- **Tier 2**  
26% (From 62%)
- **Tier 1**  
70% (From 25%)



Fall 2021-2022

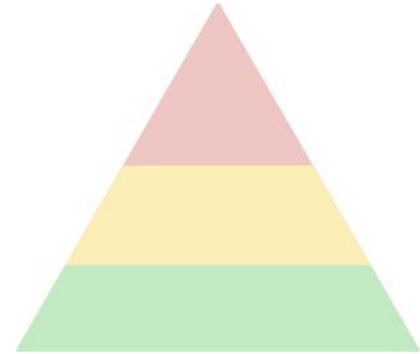
# Impact: Meeting House Reading Fall 2021 - Spring 2022

## Overall Placement



Final Diagnostic

- **At Risk for Tier 3**  
8% (From 22%)
- **Tier 2**  
23% (From 35%)
- **Tier 1**  
69% (From 43%)



Fall 2021-2022



**Traci Rehtiene**  
Reading Interventionist  
Middle School



**Treva King**  
Math Interventionist  
Middle School

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# Meet the Middle School Intervention Team

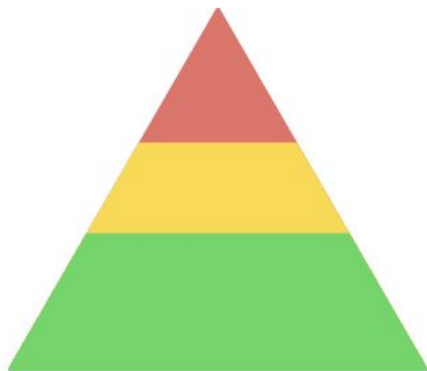
# Reading and Math Intervention at the Middle School





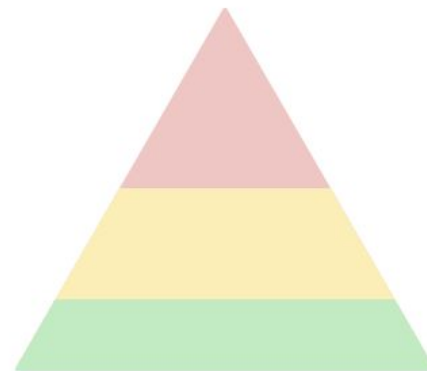
# Impact: Middle School Math Fall 2021 - Spring 2022

## Overall Placement



Final Diagnostic

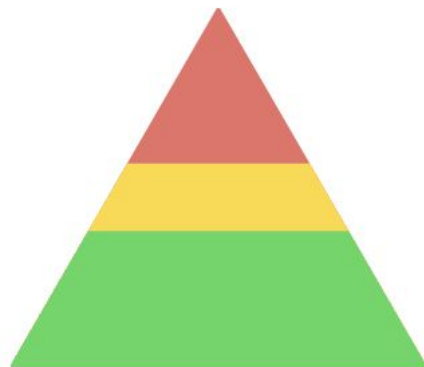
- **At Risk for Tier 3**  
14% (From 25%)
- **Tier 2**  
25% (From 40%)
- **Tier 1**  
61% (From 35%)



Fall 2021-2022

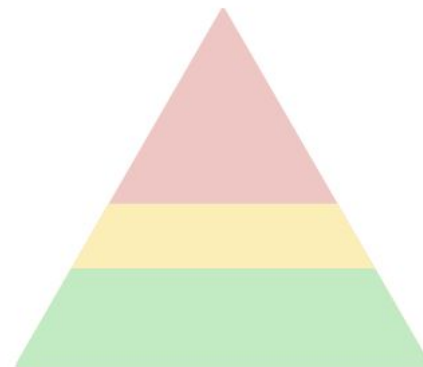
# Impact: Middle School Reading Fall 2021 - Spring 2022

## Overall Placement



Final Diagnostic

- **At Risk for Tier 3**  
19% (From 30%)
- **Tier 2**  
20% (From 23%)
- **Tier 1**  
61% (From 47%)



Fall 2021-2022

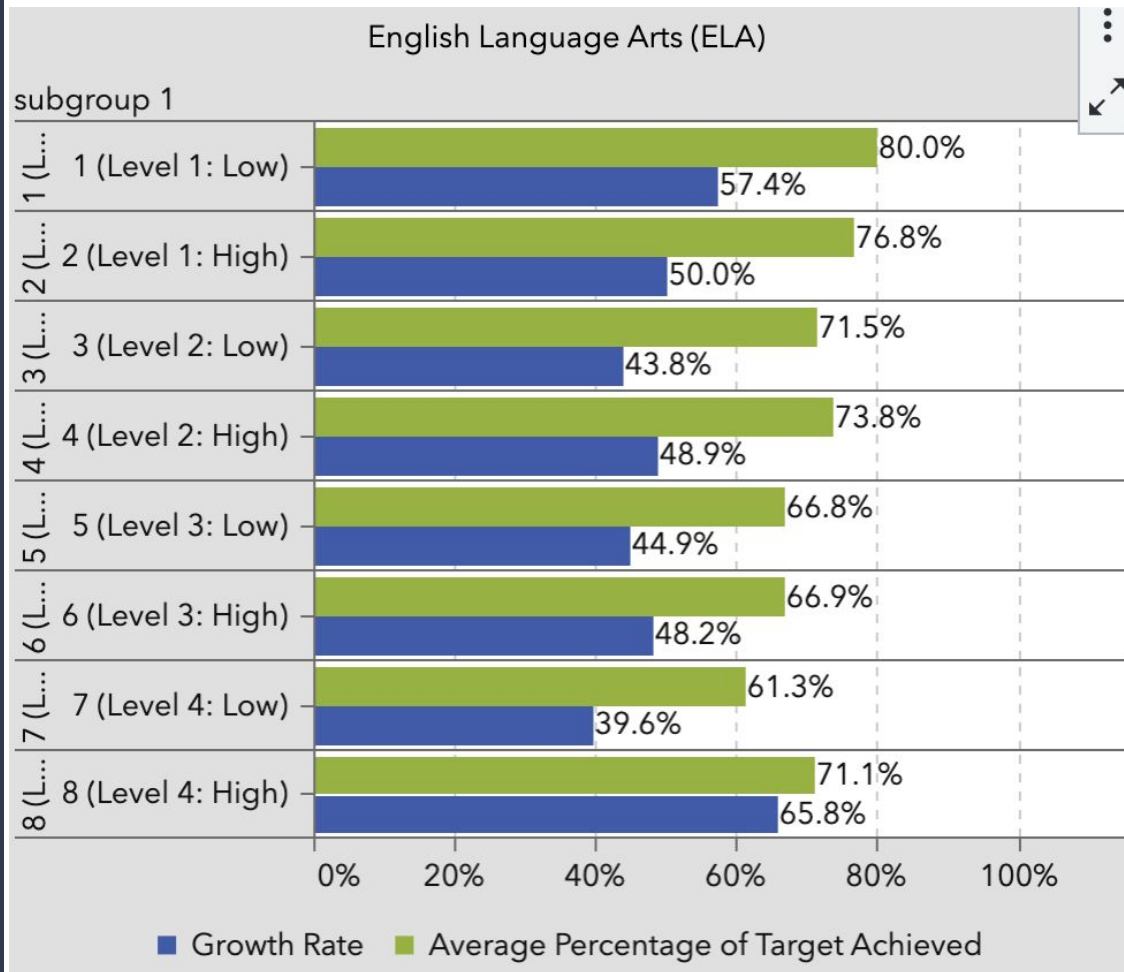
## Impact: English Language Arts (SBAC Growth Data)

Students who ended the 2020 - 2021 school year below benchmark in ELA (levels 1 & 2) made MORE growth (on average) than students who ended the year on or above benchmark (levels 3 & 4)

AND

students in level 1 (below benchmark) made the most growth!

# ELA SBAC Growth Data



## Impact: Mathematics (SBAC Growth Data)

Students who ended the 2020 - 2021 school year below benchmark in mathematics (levels 1 & 2) made comparable growth to students who ended the year on or above benchmark (levels 3 & 4)

AND

students in level 2 (approaching benchmark) made the most growth!

# Math SBAC Growth Data

