



# Intervention

**Where We've Been - Where We're Going**

# District Policy I-17 & Regulation R-1

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- Appropriate instruction is provided, monitored & adjusted by teacher to meet student needs
- Teachers & principal collaborate on Intervention Strategies for low-performing students.
- School & parent work together for improvement.

# Pipeline to Special Education

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# Real Learning

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# Current Intervention Guidance

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## Elementary

- ✓ Reading Sufficiency Act (RSA)
- ✓ Academic Progress Plan (APP)
- ✓ OSDE Reading Screener

## Secondary

- ✓ Khan Academy (SAT)
- ✓ Achieve 3000 data
- ✓ Graduation Requirements

## All Levels

- ✓ Standards-Based Instruction, Planning & Assessment PD
- ✓ Common Assessments on Mastery Connect Platform
- ✓ Response to Intervention (RTI) forms to request Special Education Services

# New Resources Since July 2016

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- ✓ Academic Standards & Evidence of Learning
- ✓ District Unit Plans, bundled by Quarter
- ✓ High-Impact Instructional Strategies
- ✓ Daily, Weekly & Unit Assessments
- ✓ District Common Assessments
- ✓ District & Site Professional Development
- ✓ District-Provided Intervention Resources

# Current Interventions

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- ✓ Districtwide Expectations
  - RSA Guidelines – Tiered Interventions
  - Academic Achievement Classes – Secondary
  - Response to Intervention Packet – Special Ed
- ✓ Intersession & Summer School
- ✓ Specialized Teachers (ELL & Special Education)
- ✓ Site-Based Decision-Making for Real-Time Intervention

# Our Current Reality

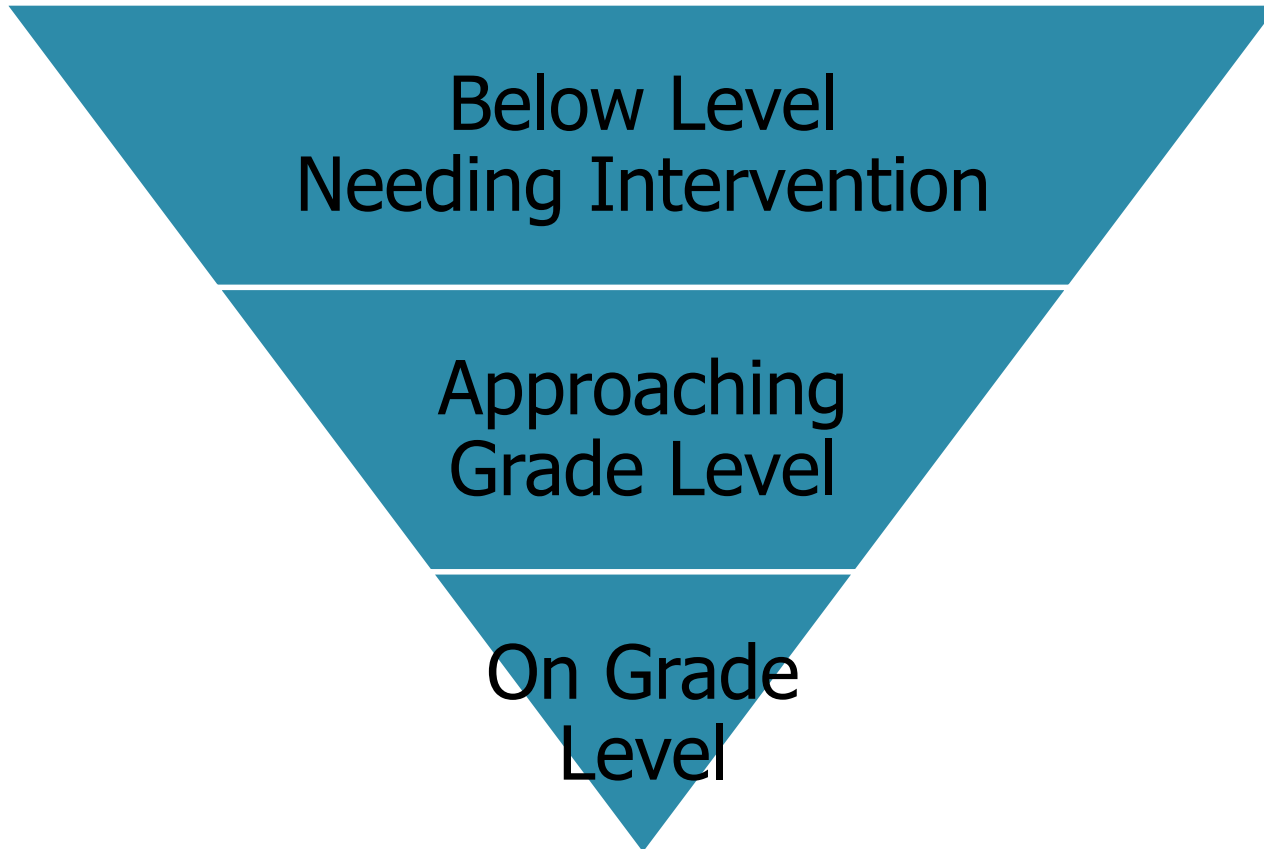
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District	Grade 5	Grade 8	Grade 10
Math	17	10	26
ELA	20	17	36
Science	19	20	19
Percent Proficient			



# Current Student Performance

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# Why Change Our Approach?

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*Intervention alone will not change  
our Current Reality*

If the percentage of students meeting grade level expectations is significantly lower than 80%, improvement of **Core Instruction** must be intensified.

**BEST FIRST INSTRUCTION**

# Standards-Based Instruction

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Standards-based classroom instruction that employs high impact instructional strategies is considered **“Best First Instruction.”** All students, regardless of the intensity of interventions needed, should receive **Core Instruction.** To ensure that students receive exposure to core content, intervention cannot **supplant** access to core instruction. Although beneficial in remediating some skills, missing core instruction would create gaps in other skills.

*(Sanford, Brown, & Turner, 2012)*

# What's Changed for Students?

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## Our students need.....

- ✓ More complex reasoning & critical thinking
- ✓ Deep learning to close opportunity & achievement gaps
- ✓ Differentiated instruction for unique needs
- ✓ Equitable opportunities regardless of zip code

**Test prep won't lead to proficiency**

# Intervention Must Be....

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- ✓ **FOR....**all students not meeting grade level expectations in any grade/content area
- ✓ **MORE THAN....**academics alone
- ✓ **SUPPORTED BY....**classroom teachers, behavior specialists, ELL & Special Ed teachers, librarians, support staff & administrators
- ✓ **INCLUSIVE OF PARTNERSHIPS.....**parents & community volunteers (mentors, reading buddies, home, etc.)
- ✓ **IMPROVED USING RESOURCES, TRAINING & MODELING FROM....**PK-12 Academics & PK-12 Schools

# Multi-Tiered System of Supports

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**MTSS**

# A Problem Solving Model

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## TIER 3

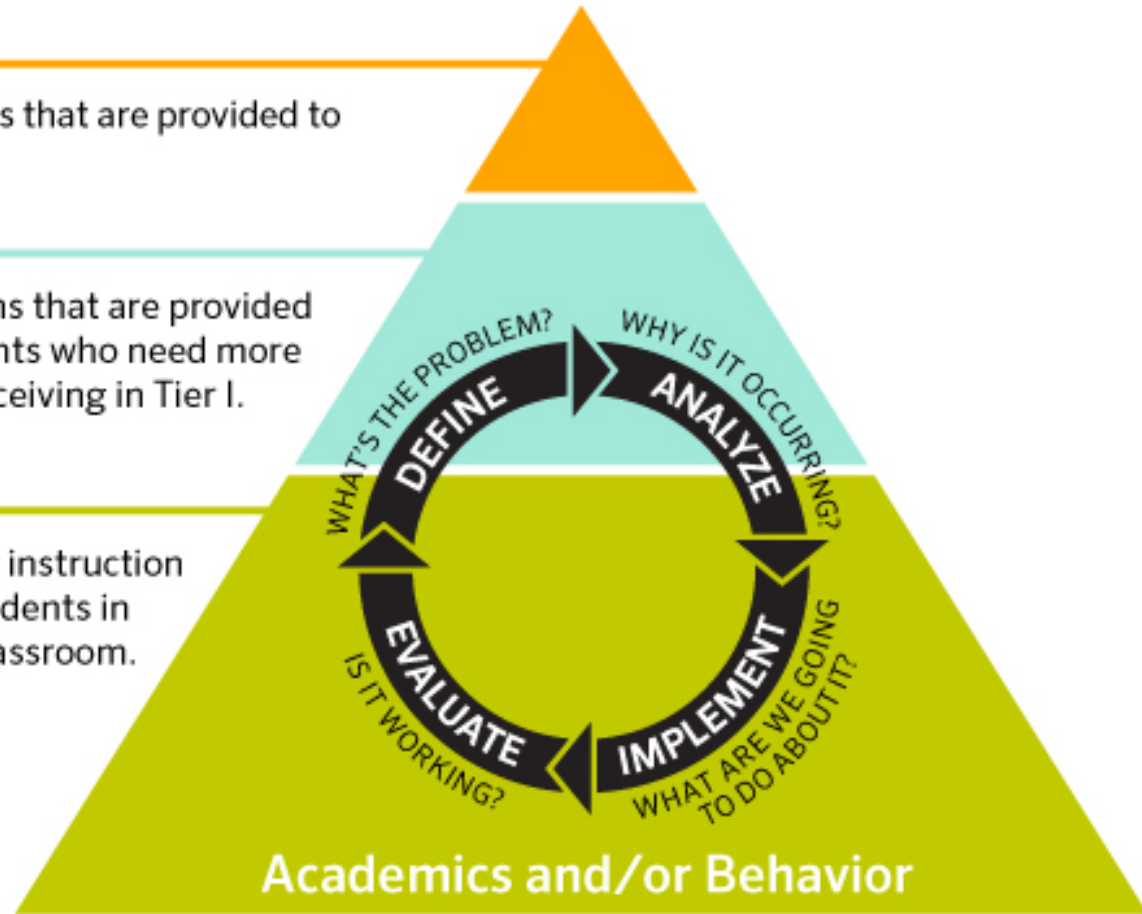
refers to the interventions that are provided to individual students.

## TIER 2

refers to the interventions that are provided to small groups of students who need more support than they are receiving in Tier I.

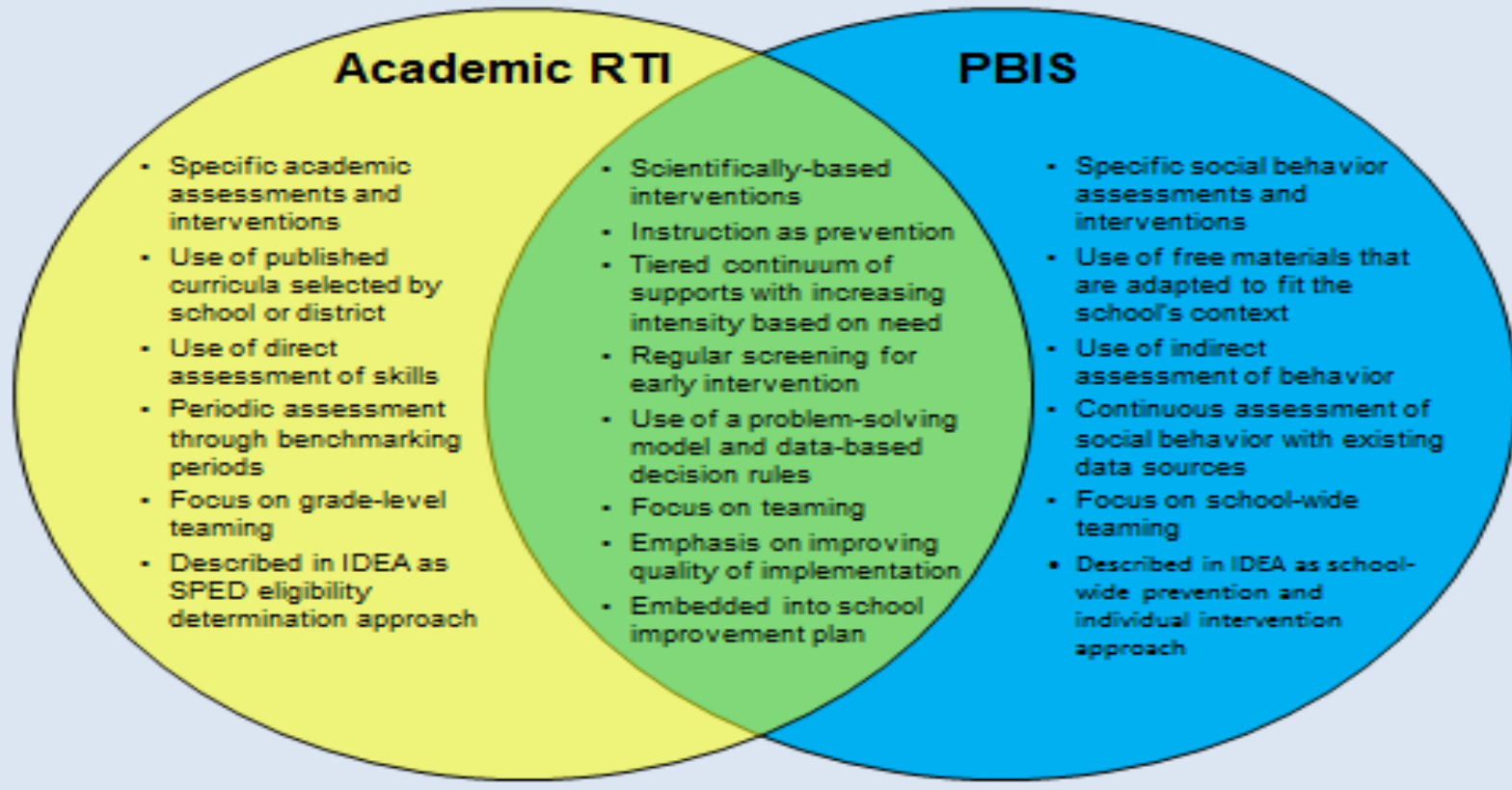
## TIER 1

refers to the high quality instruction that is provided to all students in the general education classroom.



# MTSS Merges RTI & PBIS

## Features of MTSS (McIntosh & Goodman, in press)





# MTSS Defined

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*A framework to ensure successful educational outcomes for **ALL** students by using a **data-based problem solving process** to provide and evaluate the effectiveness of multiple levels of **integrated academic, behavioral and social-emotional instructional/intervention supports** matched to student need in **alignment** with educational standards.*

# Intervention Team Process



## **Five Stages of the Intervention Assistance Team (IAT) Process:**

- Request for Assistance
- Consultation with IAT
- Problem Identification & Analysis
- Develop & Implement Intervention(s)
- Evaluate Effectiveness

# Advocating for Students

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## The Intervention Assistance Team

The classroom teacher is the single most important part of the team because he/she serves as the first advocate for the student in the school setting.

# Implementation Timeline

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## **June 2018**

- Finalize a District MTSS Plan (Teachers, Principals, Specialists input)

## **July 2018**

- Identify a District MTSS Oversight Team
- Establish Expectations for Development of Site Plans

## **December 2018**

- Site Plan Review - ILD's & Principals

## **January – March 2019**

- District MTSS Oversight Team approves Plans
- Campus Training of School Staff on Site Plan

## **July 2019**

- Full Implementation



**QUESTIONS?**