


Endless Possibilities


Meeting Our Moral Responsibility for Every Child

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 Solution Tree


Workshop Norms

- Start on time, end of time
- Be **honest** and respectful
- We will not use “I think...” or “I like...”
- Focus on what we can do

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Our Mission

To assure high levels of
learning for all students!

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What do we mean by
high levels of learning?

High School + Plus




How?

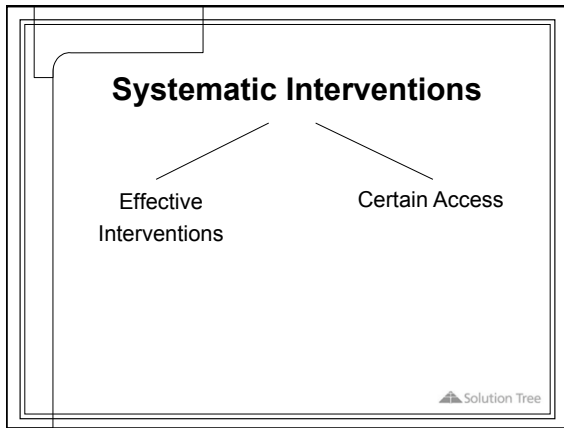
1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.
5. Systematically respond when students need additional time and support.

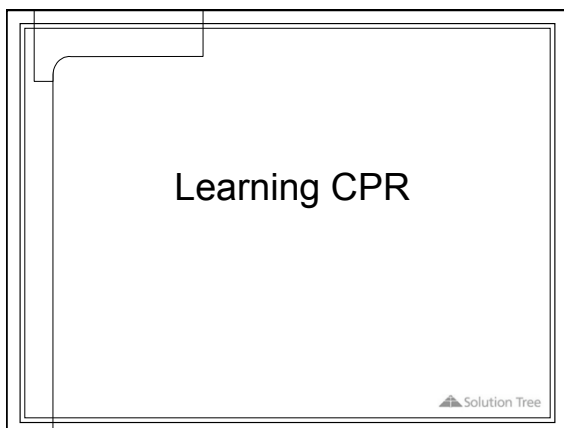


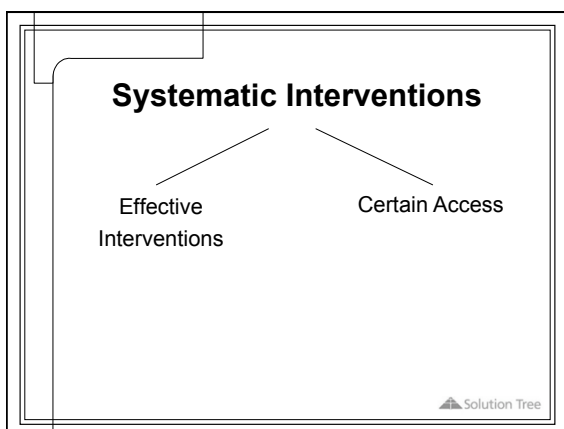
How?

1. Focus on student learning
2. Create a collaborative culture
3. Clearly define what every student needs to learn.
4. Constantly measure our effectiveness.
5. Systematically respond when students need additional time and support.











A Systematic Response must...

- Identify
- Determine
- Monitor
- Revise
- Extend

...regardless of the teacher.




Identifying Students



Universal Screening

Can we predict which students are extremely at-risk of failing before we begin core instruction?

What would the predictors be?



Student Identification

- Universal screening:
 - Reading
 - Writing
 - Number Sense
 - English Language
 - Attendance
 - Behavior



Universal Screening

Purpose:

- Identify students who will need intensive help before they start to fail.

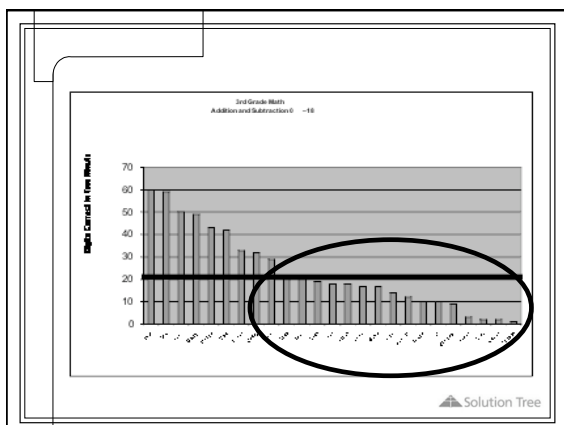


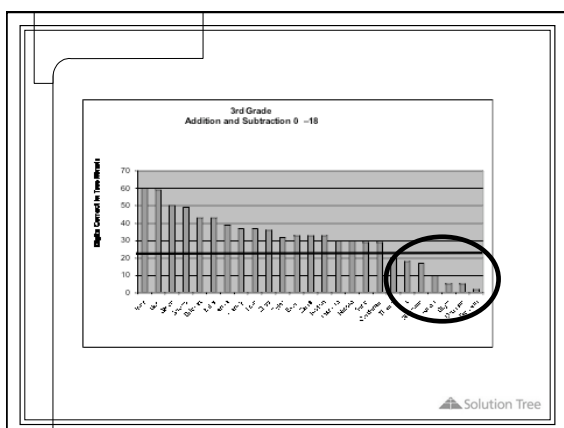
Universal Screening

Purpose

- Identify students who will need intensive help before they start to fail.
- Guide core instruction.
- Monitor the health of your core program.








Student Identification

- Universal Screening
- Common assessment data
--(Grades Beware!)
- Teacher/Staff recommendation

Tier 1 to Tier 2


Consider:

- **Who knows the student?**




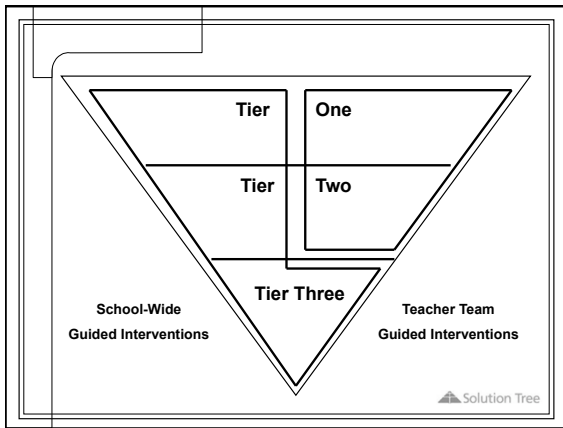
Critical Considerations:

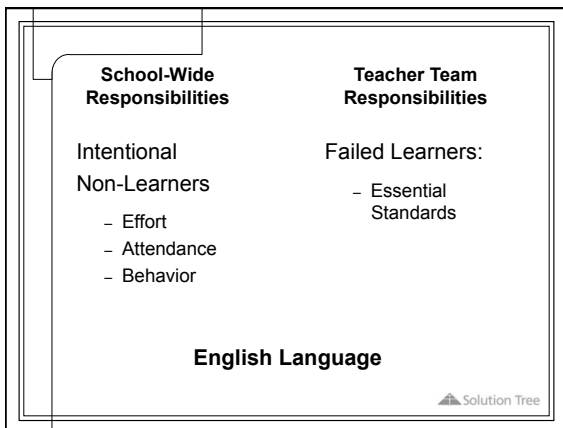
- Must be timely.
 - (At least once every 3-4 weeks).
- Every teacher must be involved.

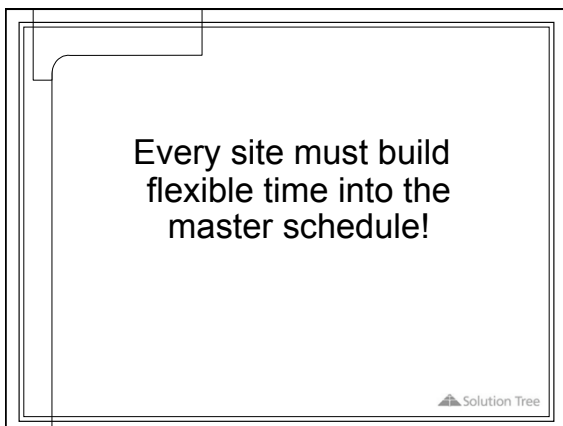


Determine











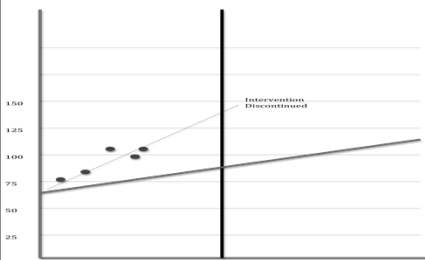
Monitoring Students




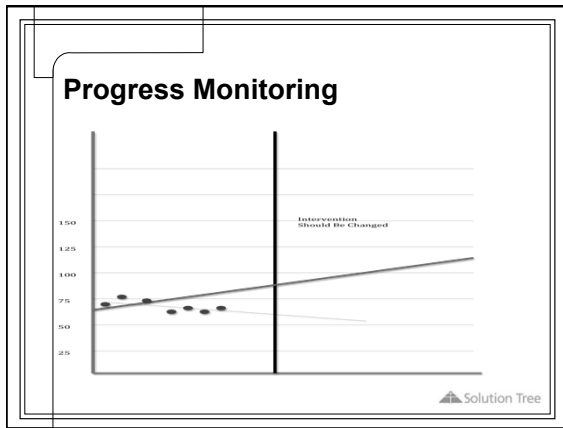
Progress Monitoring
 Purpose:

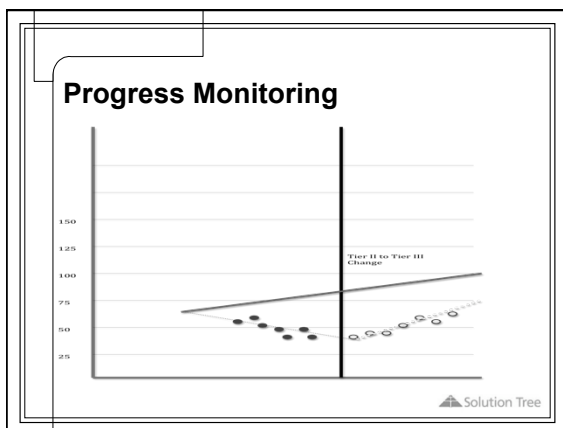
- To measure a student's progress towards learning a specific skill, standard, or concept.
- To measure the effectiveness of an intervention.
- To guide next steps...



Progress Monitoring









Progress Monitoring

www.studentprogress.org

Tools Area	Progress Monitoring Standards						
	Reliability	Validity	Alternative Forms	Sensitive to Student Improvement	ASP Benchmarks	Consistent Student Learning or Teacher Planning	Measures of Improvement Specified
Accelerated Math and Reasoning	●	●	●	●	●	●	●
Reading	○	●	●	●	●	●	●
Comprehension	●	●	●	●	●	●	●
Early Numeracy	●	●	●	●	●	○	●
Math	●	●	●	○	●	○	●
Math	●	●	●	●	●	●	●
Reading	●	●	●	●	●	●	●
Reading	●	●	○	●	●	●	●
Writing Expression	○	●	●	●	●	●	●
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	●	●	●	●	●	○	●
Initial Sound Fluency	●	●	●	●	●	●	●
Letter Naming Fluency	●	●	●	●	●	●	●
Word Fluency	●	●	●	●	●	●	●
Oral Reading Fluency	●	●	●	●	●	●	●
Phonemic Segmentation Fluency	●	●	●	●	●	●	●
Phonics	●	●	●	●	●	●	●
Segmentation Fluency	●	●	●	●	●	●	●
Retell Fluency	●	●	○	○	○	○	○

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Progress Monitoring

In Tier 1, start with common formative assessments.



Critical Considerations:

- Decide what you expect the intervention to accomplish and how you will measure progress before you assign the student.
- Let the student know too!



Revising (Advancing) Student Placement



