

Ensuring All Students Receive What They Need

HELPING STUDENTS BE SUCCESSFUL,
YET CHALLENGED



Challenges Teachers Face

- ▶ Scheduling
- ▶ Student Backgrounds
- ▶ Prior Knowledge Levels
- ▶ AZCCRS
- ▶ Differentiating Instruction



What Works for Us

- ▶ Start with Our Mission Statement
- ▶ Build from there

Desert View Academy's Mission Statement

- ▶ Educate students with knowledge
- ▶ Empower students with character
- ▶ Equip students for life

We Are Student Focused

- ▶ We create schedules and classes around students' needs
- ▶ We design instruction around students' needs
- ▶ We hire staff to meet students' needs
- ▶ It's ALL about the students...What do they need

Data Driven

- ▶ Students are grouped according to their instructional readiness levels (IRLs)
- ▶ NWEA MAP testing (three times a year)

NWEA Grade Report		Mathematics	Grade 4	MAP: Math 3-4 AZ 2010 (CCSS)	Grade Performance
IRT	Percentile				A. Standards and Algebraic Thinking
150-200-250	41-50-60%				B. Number and Operations
224-229-230	74-82-90%				C. Measurement and Data
233-238-241	84-92-95%				C. Geometry
150-200-250	41-50-60%				
224-229-230	74-82-90%				
233-238-241	84-92-95%				
150-199-197	71-82-92				
150-199-196	64-811				

DesCartes: A Continuum of Learning® Mathematics	
150-200-250	41-50-60%
224-229-230	74-82-90%
233-238-241	84-92-95%
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Initial Placements via MAP Data

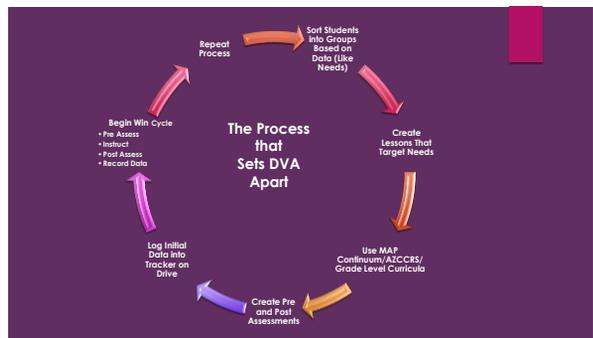
- ▶ Teachers also consider
 - ▶ Classroom grades
 - ▶ Small group performance
 - ▶ i-Station scores (i-Station provides data equivalent to DIBELS. It is an online program, that kids love.)
 - ▶ Both informal and formal assessments

When Placing Students in WIN Groups, Teachers Consider...

- ▶ What's best for each student
- ▶ Student learning styles
- ▶ Student preferences
- ▶ Student behaviors
- ▶ What's best for each group of students

The DVA Process

- ▶ Fall MAP testing, within the first two weeks of school
- ▶ Fall goal setting conferences, the week after Labor Day
- ▶ Conferences are mandatory for all students, parents, teachers
- ▶ Student data sorts and WIN student groupings
- ▶ WIN Group Lesson planning sessions
 - ▶ Pre and Post Assessment Creation
- ▶ WIN Data Entry into Google Drive Tracker
- ▶ WIN Group Cycle

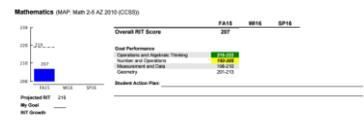


How Can You Begin?

- ▶ Step One: Pick an Assessment
- ▶ Step Two: Conduct Goal Setting Conferences
- ▶ Step Three: Individualize Instruction
- ▶ Step Four: Checks and Balances
- ▶ Step Five: Make it a Priority – Schedule Time
- ▶ Step Six: WIN is a Group Effort

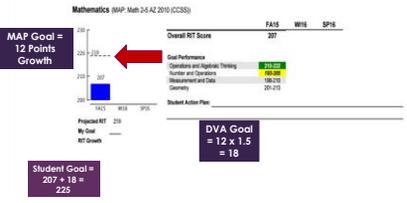
Step One: Students Take MAP Tests

- Parents, Teachers, and Students set goals the first week of September, based on first set of MAP scores

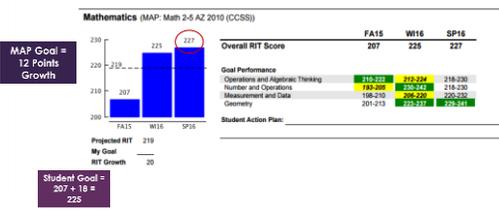


Step Two: Team Goal Setting

Includes – Students, Parents, and Teachers



Students Own and Track Goals: Many Exceed Goals





It Starts with the Collaborative Discussion

- ▶ Student, Parent, and Teacher discuss ways the student will achieve goals
- ▶ Specifics include kinds of interventions that will be offered, enrichments that will be offered, etc.
- ▶ Together, a plan is written, signed, and dated
- ▶ Copies are kept and revisited as often as needed
- ▶ This is powerful = It creates ownership and a sense of 'team'

Step Three: Individualized Instruction

- ▶ Groups may work on same concept at different levels, based on needs

Low	Med	High	Enrich
Using two 2-digit numbers, create two different addition equations with a sum between 91 and 99	Using two 3-digit numbers, create two different addition equations with a sum between 300 and 400	Using four 4-digit numbers, create four different addition equations with sums between 1000 and 1200	Using four 4-digit numbers, create two addition equations, with sums between 1000 and 2500. Then, double the sum and write a word problem that allows your peers to arrive at the sum.

Inspect what you expect. Everything changes...! Your goals must keep shaping, shifting and flexing to fit these fast-changing times.. Adopt a regular and consistent review process!

- Charles Peter Kehinde(jnr)

Step Four: Checks and Balances

- ▶ Assessed for effectiveness every four weeks
- ▶ Pre and post assessments – targeting needs
- ▶ Student move groups according to growth = fluid process

Reporting System = Accountability

- ▶ Groups are tracked by classroom teachers.
- ▶ Data is entered in twice a quarter
- ▶ WIN groups begin and end approximately every four weeks
- ▶ School Administrators follow up on students' progress and spot check groups often

	Tier 1 Group	Tier 1 Group	Tier 2 Group	Tier 2 Group	Tier 3 Group	Tier 3 Group	Enrichment Group	Enrichment Group	
Name of Students in Group	Johney, Jermyn, Sally, Orlan								
Empowered State of Intervention	3, 5, 10								
Description of Intervention	Using an Assessment tool, students work on letter writing. Letter Bank will be incorporated into the lesson and be added, not subtracted.								
What skill is being monitored?	Letter Naming								
What is the specific goal for this intervention?	The goal for students is to score 100% on letter writing.								
Pre-Assessment Score	Group Average is 5								
Post-Assessment Score	25								
Post-Assessment Score	10								
Post-Assessment Score	25								
Specific Notes Regarding Progress Assessment	The students identified the missing letters and used the DOL, Ed, F, G, H, I, J, K, L, N, O, P, Q, R, S, T, U, V, W, X, Y, Z.								
End of Intervention Date									
Next Steps/Continued Need for Intervention									
Referral to CMT if applicable									



Step Five: Schedule Daily Time

▶ Each grade level has dedicated WIN times

Examples:

Kinder	4 th Grade	5 th Grade
RDG WIN Group 9:15-9:45	RDG WIN Group 12:12-12:33	RDG WIN Group 1:57-2:20
Math WIN Group 1:10-1:40	Math WIN Group 12:33-12:57	Math WIN Group 2:20-2:42

Step Six: It's a Group Effort

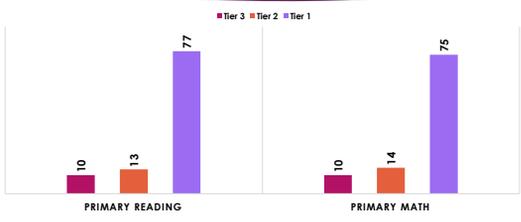
- ▶ 'All hands on deck'
- ▶ Support is a priority

Kinder (K.1)	4 th Grade (4.1)	5 th Grade (5.1)
RDG WIN Group 1 Teacher 3 Learning Coaches = 4 Groups	RDG WIN Group 12:12-12:33 1 Teacher 2 nd Gr LC 5 th Gr LC Read Naturally Live = 4 Groups	RDG WIN Group 1:57-2:20 1 Teacher 3 rd Gr LC 4 th Gr LC Read Naturally Live = 4 Groups
Math WIN Group 1:10-1:40 1 Teacher 3 Learning Coaches = 4 Groups	Math WIN Group 12:33-12:57 1 Teacher 2 nd Gr LC 5 th Gr LC Math in a Flash = 4 Groups	Math WIN Group 2:20-2:45 1:57-2:20 1 Teacher 3 rd Gr LC 4 th Gr LC Math in a Flash = 4 Groups

What About School-wide Data?

- ▶ How does WIN support MTSS?
- ▶ How does WIN fold into ESS?

Data: Fall 2015 School-Wide MAP Percentages

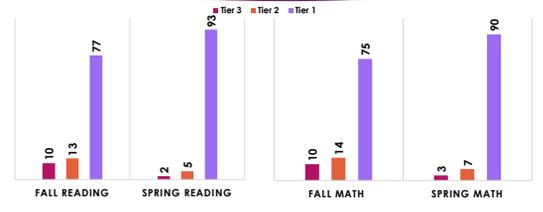


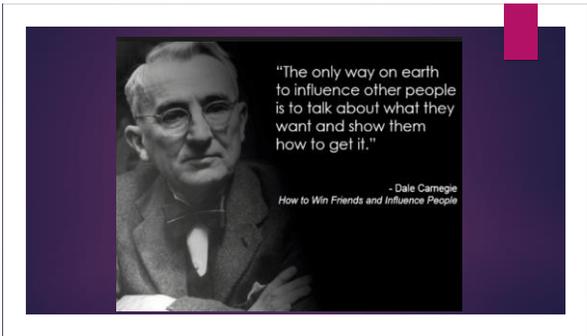
Classroom Teachers Partner with MTSS Department

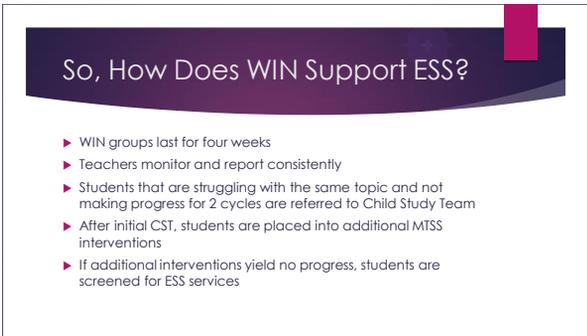
- ▶ Teachers and their support service all tiers during dedicated reading and math blocks
- ▶ In addition, MTSS staff partners with classroom teachers and pulls small groups, based on needs, during WIN times
- ▶ Tier 2 students receive the supports they need
- ▶ Tier 3 students receive the supports they need
- ▶ Classroom teachers monitor the progress of every student in their charge
- ▶ MTSS director supplies research-based programs and guidance, as needed

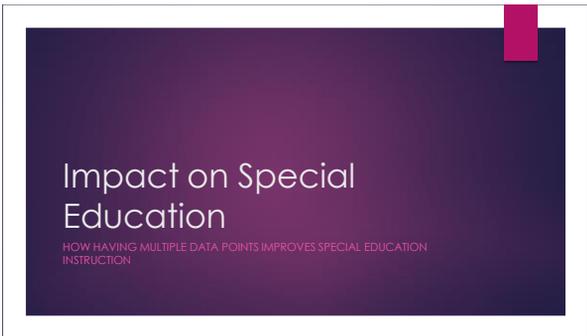
The results are in...

WIN Data: Fall vs. Spring









Points to Consider/Ponder

- ▶ Students who qualify for ESS
 - ▶ Have already had at least 8 weeks of targeted WIN instruction, using **grade level vocabulary**
 - ▶ Most have also had additional MTSS instruction, as a double or triple 'dip'
 - ▶ Therefore, special educators know exactly what areas need to be targeted for success = Win for student

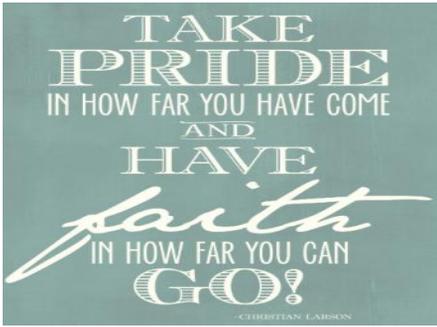
Our Special Educators Plan

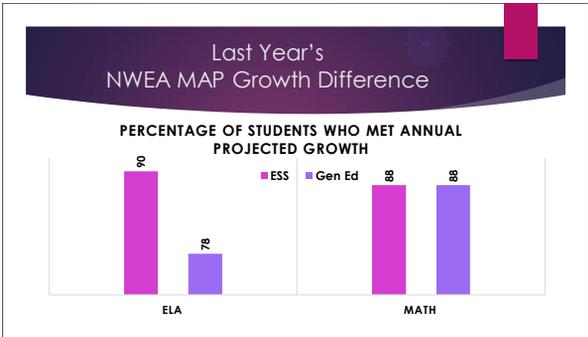
- ▶ Targeted 30 minute pull-out sessions, according to IEP goals, **always using grade level curricula**
- ▶ Targeted 30 minute push-in sessions, based on team planning with teachers, **always using grade level materials**
- ▶ Our model is mostly inclusion
- ▶ Team teaching is preferred
- ▶ Our students do not stand out BECAUSE all students in the school receive small group support throughout the day

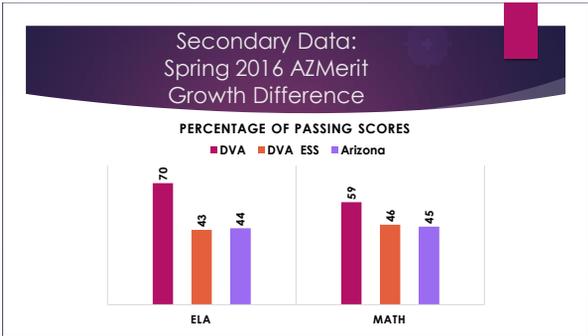
Planning

- ▶ All plans follow template
- ▶ Plans mirror grade level content
- ▶ Time is maximized

When: Oct. 30/11		Reading: 2nd Grade Reading Small Group	
Standard: <u>Foundational Skills A.3.</u>			
Vocabulary: <u>character, certain, and predict</u>			
High Words: (8 to 10 words) <u>the, they, to, for, me, back, give, most, very, after, thing, our, job</u>	How will I teach this? Flash card, act out, word wizard, sand writing		
Phonics Skill/Word Work: <u>consonant blends and digraphs</u>	How will I teach this? <u>Spelling Sort, Sound Cards, Digraph and Blends</u>		
Dictated Sentences (1 for each day) 1. Please give me the big machine. 2. The woman was late to the bus stop. 3. The class voted to eat rice chips with lunch. 4. I think frogs can live in space. 5. We choose to give the teacher a present.			
Fluency READ: (BOOK TITLE OR Passage Title) <u>A Party for Pico</u>	Focus Comprehension Skill? <u>lookback, setting, plot, and prediction</u>		
Ticket out the door: Monday: Name a character from our story. Tuesday: What is the setting of our story? Wednesday: Predict what might happen when we go back to your classroom. Thursday: Teach your partner the definition of plot, using gestures and actions. Friday: Read Fry words.			







Correction does much, but encouragement does more.
- Goethe

HOW ARE YOU MAKING YOUR STUDENTS FEEL SUCCESSFUL, YET CHALLENGED?

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