

Wayland Public Schools

FY16 System-Wide Goal ACE Progress Report: Response to Intervention (RTI)

System-Wide Goal: To further expand and more fully realize a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction.

High School Strategic Initiatives:

- Increase the use of data to identify struggling students.
- Expand the role of the Academic Center in intervention efforts to support all students.
- Examine the explicit teaching of study skills at Wayland High School (via a faculty task force).

A Accomplishments	C Challenges	E Exemplar
<ul style="list-style-type: none"> ● The RTI team (Math, English, Social/Emotional, Administration, as well as the Academic Center Director) meets once every three weeks to assess the success of students in the RTI program. Anecdotal evidence of success, weakness, and engagement is discussed as well. Previously, we have focused on quarter grades; by paying closer attention to subject area assessments, we are increasing our use of data in assessing the supports that students need. ● A 0.2 FTE in the Social Studies Department was reallocated to RTI for second semester. This teacher has effectively supported at least six students who were greatly struggling in their 9th grade history classes with content enrichment and skills intervention. These students' grades in history are stronger as a result. ● RTI is now mostly housed geographically in the Academic Center, increasing the connection between skill-focused interventions (RTI) and organizational 	<ul style="list-style-type: none"> ● Particularly as we plan to support the transition of a new Academic Center Director, we need to continue developing new ways to identify struggling students and strengthening systemic approaches to data collection and student supports. Working more closely with content area teachers in departmental teams is one imperative. Then, once the students are identified, we need to develop a system where students are getting the content and skills support they need in the Academic Center from qualified tutors (establish a peer tutor training?) and possibly content teachers. ● While the addition of a 0.2 FTE to our RTI program in Social Studies has been very successful, it points to the need for more RTI staffing in both history and biology content areas. ● Obtaining useful data related to student achievement is difficult with our current Student Information System (SIS). We are hopeful that the implementation of a new SIS 	<ul style="list-style-type: none"> ● As we look back on the evolution of our RTI program at the high school, we are proud that it has grown very thoughtfully and effectively despite the challenges (mostly organizational and philosophical in nature) that make RTI implementation difficult at the secondary level. This is due to the talented, tenacious work of our RTI teachers and their thoughtful collaboration in this vision. Students in our RTI program over the years have been tracked, and their success is notable. The majority of students referred to RTI have not been referred for special education testing and have gotten the supports they need to be successful with a combination of Tier 1 and Tier 2 interventions. ● Programmatically, the synergy between the Academic Center and RTI has grown and will continue to increase as we develop more strategies for identifying and serving struggling students. As we provide Tier 2 interventions for students, the addition of Math, Social/Emotional, and Social Studies RTI

<p>supports available through the Academic Center. The Academic Center Director has done more outreach to department heads to identify struggling students earlier and has also connected more vigorously with our study hall teacher in order to pull students into more targeted support in the Academic Center.</p> <ul style="list-style-type: none">● A task force of faculty members spent four inservice meetings researching and discussing the question, “What study skills are essential for success in high school, and where and how do they acquire these skills?” Their recommendations and findings were recently presented at a faculty meeting, which included a resource guide to study skills that may apply well to various disciplines. An implementation plan is forthcoming.	<p>in 2016-2017 will broaden and accelerate our outreach to students.</p> <ul style="list-style-type: none">● Now that we have established a statement about the necessary study skills at WHS, we need much more planning time for implementation. Creation of a road map, or path to proficiency, around attainment of effective study skills throughout each student’s high school career (hopefully early on) is the goal. This will require time and a strategic plan amid our other pressing priorities.	<p>support has broadened and deepened our reach. We are at a highly energized point in the evolution of our RTI program.</p>
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Middle School Strategic Initiatives:

- Continue discipline-specific professional development through our work with Teachers21 around ways to best differentiate in Tier I classrooms to meet the range of student needs.
- Work with curriculum leaders to create a map to show where study skills are explicitly taught in grades 6-8. Develop a plan to fill any gaps that may exist.

<p style="text-align: center;">A</p> <p style="text-align: center;">Accomplishments</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">Challenges</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">Exemplar</p>
<ul style="list-style-type: none"> ● Teachers 21 trainers offered two professional development sessions with our entire staff, providing models and resources for differentiation. In their content-based PLCs, teachers explored these resources and worked together to refine lessons to incorporate elements of differentiated instruction. ● We engaged in technology professional development that focused on tools, such as ReadWrite, which allows us to differentiate. ReadWrite affords students robust options for speech-to-text and text-to-speech accessibility. ● WMS curriculum leaders began the conversation about the explicit teaching of study skills. We have read and discussed the first chapter of <i>Make it Stick: The Science of Successful Learning</i>, which provides the neuroscience around effective study strategies (including what doesn't work). 	<ul style="list-style-type: none"> ● Competing priorities and demands for curriculum leaders' time made continued progress on our study skill map challenging. We have submitted a summer work proposal that would give us the time to prioritize what skills are explicitly taught and reinforced at each grade and what those skills look like in each discipline. Our goal would be to agree upon two essential study skills that would be the primary focus at each grade level, exploring how they build on each other through the years. Once agreed upon, curriculum leaders would work to develop lessons that could be taught in each discipline, at each grade level, and then reinforced in study halls. 	<p>Reflecting on our professional development : The following quotes illustrate what teachers across the disciplines had to say about ways they differentiated this year to meet a range of learners' needs:</p> <p>World Language - <i>"Circle time allows me to focus on a few particular students as we practice a new skill. As they are doing the activity I can listen and give feedback to the students I feel will need it most."</i></p> <p>Math - <i>"ASSISTments allows for differentiating, providing scaffolding to students who need it on class assignments and individualized practice through reassessment tests."</i></p> <p>Science - <i>"This year, for the first time, we offered a variety of rock cycle assessment projects and allowed students to pick the version they thought would best meet their needs. Not only were they far more enthusiastic about proceeding with the project given the element of choice, but their ability to articulate the learning goals/standards accurately was higher than it has ever been in the past."</i></p> <p>English - <i>"When we were working on guiding students through their Bruiser Annotation Project, we developed a double set of annotation models that were intended to give students a clearer view of what thinking and</i></p>

		<p><i>writing moves might shift them from meeting expectations to exceeding expectations. In subsequent lessons related to the same project, students had the choice to join a few more specialized mini-lessons, so that someone could choose extra support in one area or take on a challenge in another.”</i></p>
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Elementary Schools Strategic Initiatives:

- Utilize the data team analysis approach around progress monitoring to increase the strength of our diagnostic practice, resulting in more individualized, targeted interventions.
- Continue to maximize the RTI model through collaborative efforts, data meetings, and shared curricula.
- Begin to identify and articulate the study skills and learning strategies that help students succeed.

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<ul style="list-style-type: none"> ● Using a rotating schedule for math coaches and literacy specialists to participate, grade level teams continued to meet weekly to monitor student academic progress and to coordinate efforts for implementing specific strategic interventions, additional practice, or extension activities to all students. ● Using a carefully crafted schedule at each building, teams of two or more classrooms share students for RTI blocks, resulting in the ability to create groups specifically designed to address the needs of group members. All elementary classroom and special education teachers, reading specialists, and teaching assistants participate in this endeavor to lead skill-driven, targeted interventions in both mathematics and language arts. ● Classroom teachers continue to collaborate with math coaches and the curriculum director to further develop content units by adding targeted and differentiated lessons, and more detailed unit outlines, to the scope and sequence. ● The staff at each school continued to develop more effective data meetings for analyzing student proficiencies and achievement. This has resulted in targeted instruction in order to meet each student’s specific learning needs 	<ul style="list-style-type: none"> ● Appropriate staffing levels continue to be a challenge particularly in mathematics as the success of the RTI model is dependent upon additional personnel for small-group instruction during RTI blocks. Higher levels would allow the faculty to better accommodate the range of needs identified through the various assessments. ● While GMADE is an effective tool, identifying a comprehensive mathematics assessment that is aligned to the Common Core Standards continues to be difficult. Such an assessment would make data meetings more efficient and offer a more focused and prescriptive set of interventions. ● Due to shared specialists across buildings and other time demands in other disciplines, it continues to be a challenge to create a balanced schedule that meets the academic, social, and emotional needs of all learners. ● While individual teachers and grade level teams are addressing study skills and learning strategies, there remains a need to articulate a consistent, clearly laid out set of skills and strategies that are taught across each grade level. 	<p>By focusing attention and resources on RTI the past few years, elementary teams have developed consistency and efficiency with RTI practices. In weekly professional learning communities (PLCs), teams of classroom teachers, special educators, reading specialists, and math coaches discuss curriculum and best practices for teaching and differentiating Tier 1 instruction. Every six weeks, using data from common assessments, the teams monitor progress and divide grade level students into thoughtfully sized, targeted groups for Tier 2 instruction. This year, teams are more consistently able to schedule Tier 3 instruction for students who need more frequent intensive interventions. With the RTI model, the plan is that every elementary student is getting exactly what he or she needs academically.</p>

<p>and to develop flexible, homogeneous student groupings to promote increased student growth.</p> <ul style="list-style-type: none">● Educators are beginning to think collectively about the types of supports we provide to students for developing study skills and/or learning strategies.		
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