



**#FITZNATION**

# Fitzgerald Public Schools

NWEA Data □ MTSS □ Section 98c

Committee of the Whole Meeting □ October 24, 2022

The top right corner of the slide features a decorative arrangement of overlapping triangles in various shades of blue, including dark blue, medium blue, and light blue.

# NWEA Data

## Understanding Reading RIT Scores

Below are the national Fall, Winter, & Spring RIT scores for grades 1-11 at the 61st percentile (proficient). These scores are based off of the NWEA Fall (4 weeks of instruction), Winter (20 weeks of instruction), and Spring (32 weeks of instruction) schedule.

250	Fall Reading	250	Winter Reading	250	Spring Reading
240		240		240	
230	- 229 Grade 12 - 228 Grade 11 - 226 Grade 10 - 224 Grade 9	230	- 230 Grade 11/12 - 228 Grade 10 - 226 Grade 9 - 225 Grade 8 - 222 Grades 7	230	- 231 Grade 12 - 230 Grade 11 - 229 Grade 10 - 227 Grade 9 - 226 Grade 8 - 223 Grade 7
220	- 223 Grade 8 - 219 Grade 7 - 215 Grade 6	220	- 218 Grade 6 - 214 Grade 5	220	- 220 Grade 6 - 215 Grade 5
210	- 209 Grade 5 - 201 Grade 4	210	- 207 Grade 4 - 198 Grade 3	210	- 209 Grade 4 - 202 Grade 3
200	- 191 Grade 3 - 177 Grade 2	200	- 185 Grade 2 - 170 Grade 1	200	- 190 Grade 2 - 175 Grade 1
190		190		190	
180		180		180	
170		170		170	
160	- 159 Grade 1	160		160	
150		150	- 150 Grade K	150	- 156 Grade K
	- 140 Grade K				

## Understanding Math RIT Scores

Below are the national Fall, Winter, & Spring RIT scores for grades 1-11 at the 61st percentile (proficient). These scores are based off of the NWEA Fall (4 weeks of instruction), Winter (20 weeks of instruction), and Spring (32 weeks of instruction) schedule.

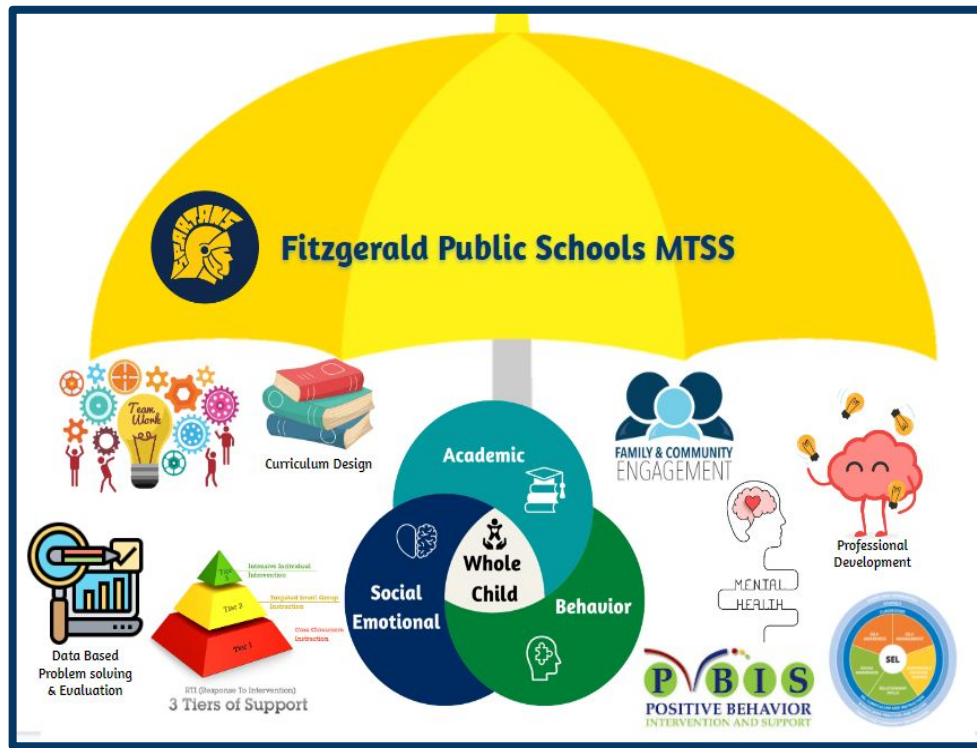
250	Fall Math	250	Winter Math	250	Spring Math
240	- 239 Grade 12 - 237 Grade 11 - 235 Grade 10 - 232 Grade 9 - 230 Grade 8	240	- 240 Grade 12 - 239 Grade 11 - 237 Grade 10 - 234 Grades 8/9	240	- 241 Grade 12 - 240 Grade 11 - 238 Grade 10 - 236 Grade 8/9
230	- 225 Grade 7 - 219 Grade 6 - 213 Grade 5	230	- 229 Grade 7 - 224 Grade 6 - 219 Grade 5	230	- 232 Grade 7 - 228 Grade 6 - 223 Grade 5
220		220		220	
210		210	- 210 Grade 4	210	- 215 Grade 4
200	- 204 Grade 4 - 192 Grade 3	200	- 200 Grade 3 - 188 Grade 2	200	- 205 Grade 3 - 193 Grade 2
190		190		190	
180	- 179 Grade 2 - 164 Grade 1	180	- 174 Grade 1 - 153 Grade K	180	- 180 Grade 1 - 160 Grade K
170		170		170	
160		160		160	
150		150		150	
	- 143 Grade K				



MTSS

# What is MTSS?

*A Multi-Tiered System of Supports (MTSS) is a proactive and preventative framework that promotes a whole-child approach to education with the belief that all students can learn if provided with instruction that is targeted to their needs.*



# What Does MTSS Include?

- Robust core curriculum and differentiated instruction provided to **ALL** students;
- The use of research-based, targeted interventions for specific academic and non-academic (social-emotional, behavior, attendance, etc) needs;
- The frequent use of reliable progress monitoring;
- The creation of Student Support Teams at school to consistently review student progress and make adjustments to the duration and intensity of interventions, based upon data; and
- The support from leadership to provide frequent and clear messaging, professional development, time for teachers to collaborate, and other needed resources to ensure MTSS is successful.

# MTSS Tiers

- **Tier 1**- Teachers provide core instruction and supports designed and differentiated for **ALL** students in **ALL** settings;
- **Tier 2**- Teachers provide individual and small group targeted instruction, interventions, and supplemental supports **in addition and aligned with** Tier 1 core instruction and supports;
- **Tier 3**- Teachers and staff provide more intensive instruction interventions and supports based on individual student need **in addition and aligned with** Tier 1 and Tier 2 instruction and supports.



## **Tier 3: 1-5% of students**

High-Intensity Support for individual students

## **Tier 2: 5-15% of students**

Early Intervention-High-Efficiency Strategic Support using targeted interventions

## **Tier 1: 100% of students**

Differentiated instruction for all students-using best practices, evidence-based supports. Students receive additional support at Tier 2 and Tier 3

# 2022-23 Fitz Focus for MTSS

- Continue to build a strong Tier 1 foundation with core differentiated instruction and supports for all buildings;
- Increase communication and involvement with families of students who are receiving tiered supports;
- Develop a Student Support Team (SST) at each building with the purpose of:
  - Meeting regularly to address concerns about individual students or groups of students;
  - Utilizing data in order to anticipate and prevent issues before they occur and providing interventions and/or resources when issues do arise;
  - Monitoring implementation of interventions and progress; and
  - Building capacity within the staff to increase expertise in addressing a wide range of student learning needs.



# 2022-23 Fitz Focus for MTSS

- Provide continued training, support and resources to buildings as we strengthen our Tier 2 and Tier 3 interventions and programs;
- Increase the duration of tutoring session for before and after school tutoring in math and reading and offer sessions in both the Fall and Spring semesters;
- Use the newly created [MTSS Handbook](#), [MTSS Flowchart](#), and [MTSS Website](#) to house information and provide easy access to teachers/staff who are working through the MTSS process;
- Work with district instructional coaches and building principals to provide instructional and intervention support to teachers; and
- Work with Parent/Community Liaison and the Fitzgerald High School SST to identify and clear barriers for students that have chronic absences.

# Section 98c



# Purposes of the 98c Grant



Address **lost instructional time** due to complications from the global pandemic

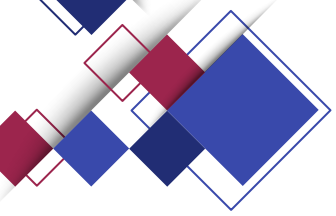


Provide **support for students that were severely impacted by the pandemic** in underserved communities



Provide **access to additional high-quality instruction** designed to **close achievement gaps and opportunity gaps**



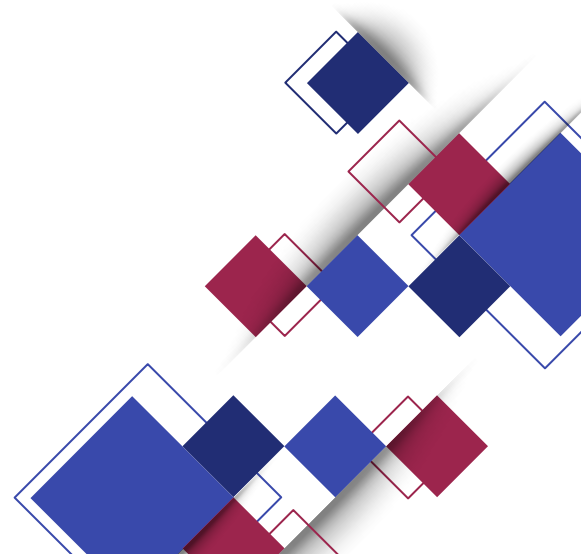


# DISTRICT GOAL

Provide high-quality Tier I instruction with targeted intervention services for all students supporting their academic and social-emotional needs.

To accomplish our goal differentiated instruction and grouping is data driven. Students receive grade level content standard instruction, and additional instruction based on identified individual instructional needs.

This goal is our MTSS Process.



# State of Michigan Accelerated Learning Resources

## Accelerated Learning Pages



**Accelerated Learning vs Remediation**



**Accelerated Learning: Whole Child**



**Accelerated Learning Through Student Engagement**



**Assessment Practices for Acceleration**



**Focus on Essential Skills: A Strategy for Accelerated Learning**



**Preparing Young Children for Accelerated Learning**



**Professional Learning**



**Resources**



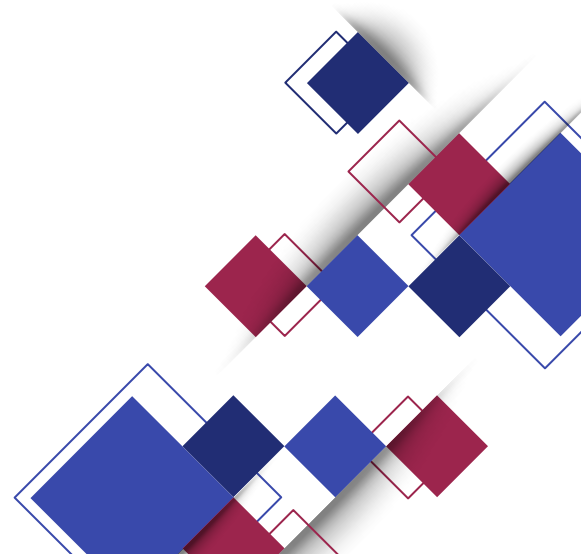
**Targeting Support with Tutoring: A Strategy for Accelerated Learning**



**Tier I Grade Level Instruction**



**Videos**





# Grouping Students

## Whole Group Tier I Instruction

During whole group, students are instructed by their classroom teacher. Students are taught grade level standards using district curriculum.

## Small Group Instruction

Students are grouped within their classroom and taught in small groups (by a general education teacher, special education teacher or interventionist; or any combination of those educators)

## What I Need Time “WIN”

Grade level students are grouped by need and move to specific locations, so targeted instruction can be provided to students. (Happening in the elementary buildings)

# Our Plans for High Quality Tier I “Whole Group” Instruction

## Tier I Grade Level Instruction Guide

What we will do:

- Ensuring all of our Tier I curriculum materials are aligned to essential skills and concepts outlined in the Michigan Standards.
- Learning opportunities are personalized.
- Student progress is monitored purposefully at regular intervals to determine the supports needed in addition to Tier I Instruction.

How we will do it:

- Utilize the procedures outlined in our MTSS Handbook

How will we monitor success:

- Utilize our PETs for our CORE instructional programs (also a requirement for MICIP)

Ways we will pay for **staff, materials and services** if we don't receive this grant:

- 31a, 35a, ESSER III, Title Funds, General Funds

# What I Need – “WIN” Time

*As a district we are focused on what all students need to grow and flourish as learners. At our Elementary Schools, we have a common “WIN” time at each grade level. During this time Reading Specialists, English Language Learner teachers, Resource Room teachers, and classroom teachers are all delivering targeted instruction based on data.*



# Grouping Students for “WIN” Time

As a part of our MTSS Process, we have developed Entrance and Exit Criteria for each grade K-5.

We want to be sure all teachers (and parents) know the expectations for their students to move into and out of interventions.

First Grade Entrance and Exit Criteria for Interventions 2022-2023				
First Grade Qualification Criteria				
Proficiency Score	Qualifying Entrance Criteria		Suggested Interventions	
	Fall		Tier 2	Tier 3
NWEA score at or above 159 (61%)	Tier 2		<ul style="list-style-type: none"> <li>Phonics for Reading Differentiated Instruction (Walpole)</li> <li>Moby Max</li> <li>Orton-Gillingham</li> <li>Write-In Reader</li> <li>LLI</li> <li>Voyager</li> <li>Read Aloud with Interactive Talk</li> <li>RazKids</li> <li>Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Phonics for Reading</li> <li>Differentiated Instruction (Walpole)</li> <li>Moby Max</li> <li>Orton-Gillingham</li> <li>LLI</li> <li>Voyager</li> <li>Guided Reading Groups</li> <li>Beck Lessons</li> </ul>
	<ul style="list-style-type: none"> <li>NWEA score between 153-146 (40%)</li> <li>Foundational Skills Level 2</li> </ul>	<ul style="list-style-type: none"> <li>NWEA score of 145 or below (20%)</li> <li>Foundational Skills Level 1 or below</li> </ul>		
	Winter			
NWEA score at or above 170 (61%)	Tier 2		<ul style="list-style-type: none"> <li>Phonics for Reading Differentiated Instruction (Walpole)</li> <li>Moby Max</li> <li>Orton-Gillingham</li> <li>Write-In Reader</li> <li>LLI</li> <li>Voyager</li> <li>Read Aloud with Interactive Talk</li> <li>RazKids</li> <li>Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Phonics for Reading</li> <li>Differentiated Instruction (Walpole)</li> <li>Moby Max</li> <li>Orton-Gillingham</li> <li>LLI</li> <li>Voyager</li> <li>Guided Reading Groups</li> <li>Beck Lessons</li> </ul>
	<ul style="list-style-type: none"> <li>NWEA score between 177-156 (40%)</li> <li>Foundational Skills Level 3</li> </ul>	<ul style="list-style-type: none"> <li>NWEA score of 159 or below (20%)</li> <li>Foundational Skills Level 2 or below</li> </ul>		
	Spring			
NWEA score at or above 175 (61%)	Tier 2		<ul style="list-style-type: none"> <li>Phonics for Reading Differentiated Instruction (Walpole)</li> <li>Moby Max</li> <li>Orton-Gillingham</li> <li>Write-In Reader</li> <li>LLI</li> <li>Voyager</li> <li>Read Aloud with Interactive Talk</li> <li>RazKids</li> <li>Guided Reading Groups</li> </ul>	<ul style="list-style-type: none"> <li>Phonics for Reading</li> <li>Differentiated Instruction (Walpole)</li> <li>Moby Max</li> <li>Orton-Gillingham</li> <li>LLI</li> <li>Voyager</li> <li>Guided Reading Groups</li> <li>Beck Lessons</li> </ul>
	<ul style="list-style-type: none"> <li>NWEA score between 168-160 (40%)</li> <li>Oral Reading Accuracy is less than 95%</li> </ul>	<ul style="list-style-type: none"> <li>NWEA score of 159 or below (20%)</li> <li>Foundational Skills Level 5 or below</li> </ul>		
Progress Monitoring Assessment			Goal/Exit Criteria (2 or more criteria must be met)	
<ul style="list-style-type: none"> <li>NWEA Reading Skills Checklist</li> <li>NWEA Fluency Progress Monitoring</li> <li>DRA</li> <li>MLPP</li> <li>Formative and Summative Assessment Data</li> </ul>			<ol style="list-style-type: none"> <li>Student has majority of the scores on the appropriate tests listed at or above the 41% percentile</li> <li>Student has met the goal(s) set by the SST Building Team</li> <li>Student has shown that skill gains are consistently held according to progress monitoring data (3 consistent and sequential on-level scores).</li> </ol>	

# Our Plans for small group / “WIN” Time / Tutoring

Targeted Support with Tutoring Guide

What we will do:

- Offer tutoring as a part of the school day (WIN Time)
- Tutoring as a high-dosage intervention before and/or after school.

How we will do it:

- Follow our WIN time procedures, or Before/After school Tutor Procedures

How will we monitor success:

- Review our Progress Monitoring Data, or our Pre-/Post-Assessment Data

Ways we will pay for **staff, materials and services** if we don't receive this grant:

- 31a, 35a, ESSER III, Title Funds, General Funds

# Our Plans for Addressing the Whole Child

Accelerated Learning: Whole Child Guide

What we will do:

- Teach Social and Emotional (SEL)
- Implement Positive Behavior Interventions and Supports (PBIS)
- Use a MTSS that Integrates Academic and Non-Academic Needs of Learners

How we will do it:

- Follow our building PBIS procedures, with a focus on SEL for Tier I Instruction

How will we monitor success:

- Track a decline in office referrals

Ways we will pay for **staff, materials and services** if we don't receive this grant:

- 31a, ESSER III, Title Funds, General Funds