whole child focus

SPS believes that successful schools focus on educating the **whole child** by supporting these elemental aspects: basic needs, social emotional learning; and academic growth. The suite of supports that SPS offers ensures that all children can achieve excellence and helps prepare them for college & career readiness.

Whole Child Focus Program
Overview

Spokane Public Schools believes that successful schools focus on educating the whole child to support all aspects of a student's well-being, development, and learning. In this way, students are best prepared with the tools and skills that will help them achieve college and career readiness.

To truly launch a Whole Child Focus program, schools, students' families, and the local community must partner to support and nurture all aspects of the student's development: basic needs; social emotional learning (SEL); and academic growth.

SPS administration and teachers have a vital role as the arbiters of Whole Child Focus. The visual below illustrates how all parts relate to Whole Child Focus.

## Whole Child Focus

4 attributes of successful schools

- Foster Academic Behaviors
- Create an Environment of Learning
- Provide Academic Press
- Promote a Culture of Success

3 aspects of Whole Child Focus

- Basic Needs
- Social Emotional Learning (SEL)
- Academic Growth

3 partners in Whole Child Focus

- SPS Staff
- Students' Families
- Community

Foster Academic Behaviors

Create an Environment of Learning

Provide Academic Press

Promote a Culture of Success

SPS staff

academic growth

community

basic needs

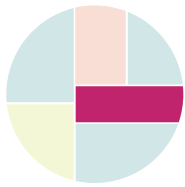social emotional

family

whole child **focus**
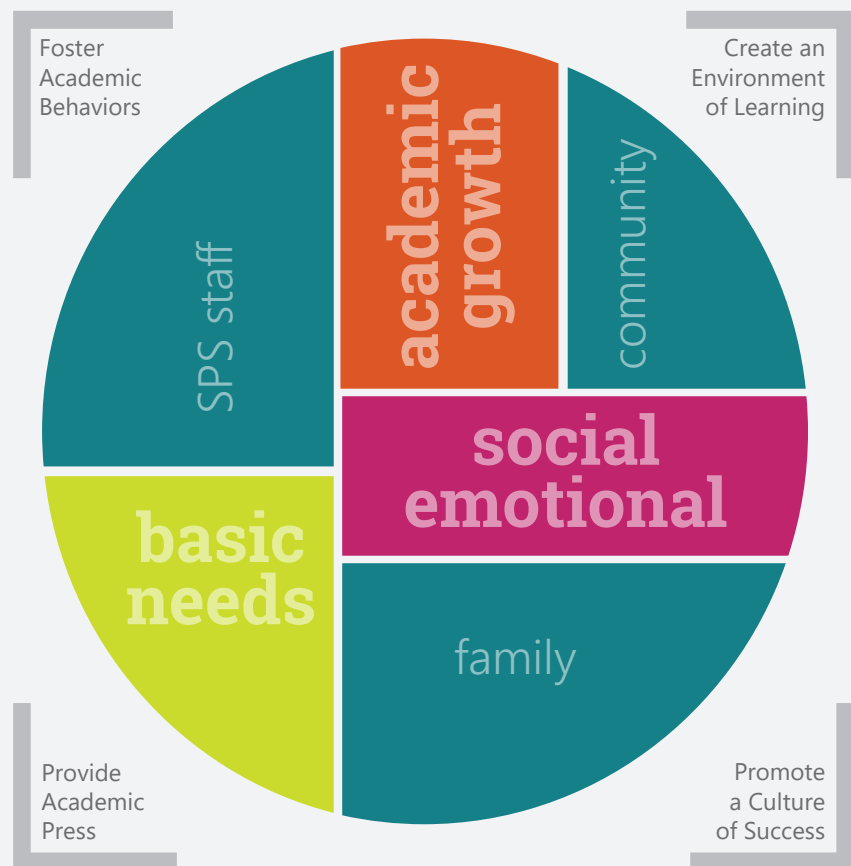
basic needs

SPS attends to the **basic needs** of students through a variety of supports & services:

examples include

- Breakfast and lunch services
- Health services provided by school nurses
- Vision and hearing testing
- Food pantries and backpacks supported by Second Harvest
- Clothing closets
- School supplies
- Homeless support services
- Immunization and flu shot clinics
- Referrals to community services for family and housing needs
- Interpreter services
- ADA accommodations
- Public transportation passes
- Access to extra-curricular activities
- Home hospital services
- Fitness and health and programming

Aspects of Whole Child

social emotional

SPS attends to the **social emotional** needs of students through a variety of supports & services:

examples include

- Counselors in every school
- Mental health therapists
- Positive Behavior Intervention and Supports (PBIS)
- Restorative Practices
- Social Emotional Learning (SEL) curriculum
- After-school activities and clubs
- Purposeful play and recess
- Human Growth and Development (HGD) Curriculum

- Foster care supports
- Social media awareness
- Mentoring programs
- Culturally responsive staff training
- School-based social services support staff
- Trauma-informed practices staff training
- Parenting forums

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Aspects of Whole Child

academic growth

SPS attends to the **academic growth** of students through a variety of supports & services:

examples include

- Rigorous curriculum aligned to Wash. State learning standards
- Literacy & math interventions
- High school credit recovery options
- Student laptops in every classroom
- CTE career pathways
- Visual & Performing Arts programs
- Dual Credit Options (AP, Running Start, CTE, CHS)
- English language development services
- Special education programming
- STEM pathways (engineering, computer science, biomedical)
- Highly capable services

- World language programs and biliteracy certification
- Career internships, apprenticeships, and industry certifications
- Option programs and schools
- Virtual learning options
- Staff training on best instructional strategies
- PSAT and SAT exams for all students
- Summer camps for academic, activities, and athletics
- College and career planning resources

Whole Child Support System
## *Multi-Tiered System of Supports*

Spokane Public Schools believes that students need varying levels of support to find success. As a result, we use a Multi-Tiered System of Supports (MTSS) to address the Whole Child and connect students to interventions based on individual need; interventions are identified within three tiers of support related to life behavior skills, literacy, and math. A framework for each area is used to outline levels of need, available resources, programs, interventions, strategies, and progress monitoring data points.

mtss
multi-tiered system of supports

TIER 1
All students are taught school-wide expectations and receive core academic instruction using a research-based core comprehensive curriculum in all areas.

Identify which tier supports each student best.
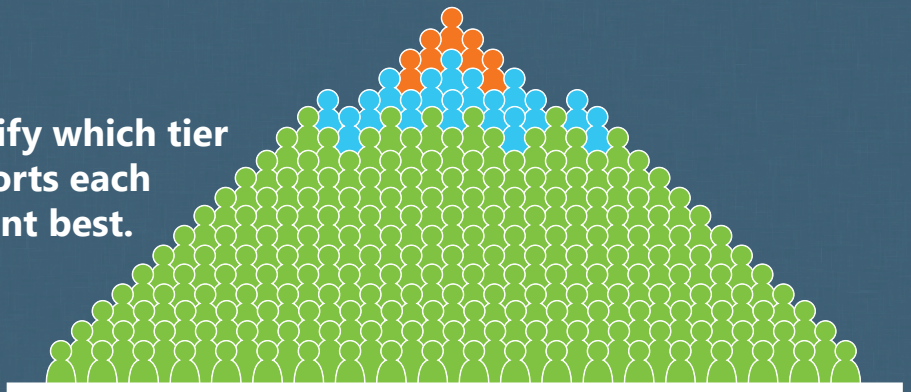
TIER 2
Students who do not achieve benchmarks, or are not responding to universal supports, are provided additional evidence-based interventions beyond the core curriculum.

Each school is equipped with 2 Teams to support all students in their academic & behavioral development.

TIER 3
A small percentage of students require more intense instruction or support beyond the interventions in Tier 2 because they have not shown progress.

SCHOOL-WIDE
This Team focuses on Tier 1 programs and supports intended for all students.

INTERVENTION
This Team identifies and monitors the use of Tier 2 and Tier 3 interventions for specific students.

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Whole Child Support System
School Intervention Team Process

Once a student is assigned to the school's Intervention Team, their progress is closely followed with a process that outlines interventions, academic performance, attendance, and behavior.

SPS
family
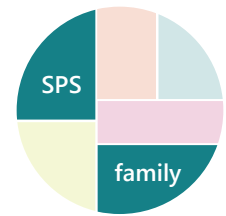
STEP 1

Identify* students needing support using data and input from teachers and families.

DATA & INPUT
Social Emotional Learning Survey
Climate and Culture Survey
Academic Performance (grades, tests, etc.)
Attendance
Behavior

*SPS staff utilize an early warning system that examine multiple factors to identify students that need support.

STEP 2

Connect students to interventions that best meet their needs.

MTSS: Multi-Tiered System of Supports
Teachers, administrators, counselors and other school staff work together, in partnership with parents, to ensure students participate in the right interventions based on their individual level of need. The team then monitors how the student is progressing once interventions have begun.

3
2
1

MTSS: 3 tiers

STEP 3

Monitor student progress using the district early warning and monitoring system.

SPS staff have access to a data system that communicates all available data points about a student.

MEASURE
Is the Whole Child support system working?

Key Performance Indicators (KPI)
Our Whole Child Focus is measured on a school-wide level with the use of key performance indicators identified for the elementary, middle, and high school level. Some KPI measures include:
- SBA assessments in ELA and math
- Percent chronically absent
- Perception of climate and safety
- Student perception of learning strategies
- Percent passing all classes
- Percent taking/passing AP exams
- SAT assessments in ERW and math
- Graduation rate

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Whole Child Support System
Life Skills Behavior Framework
Elementary

mtss
multi-tiered system of supports

Culturally Responsive Practices

TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
Tier 1 — Universal Core 100% ALL Students	**SCHOOL WIDE** • Clearly Identified responses to behavior • All adults work to establish a positive learning environment by building safe and trusting relationships with students • Foundation team; Guidelines for Success and school-wide expectations in place **CLASSROOM** • Social Emotional Learning (SEL) skills/standards aligned to and integrated into School Improvement Plans. Standards are taught to all students • Structures for positive class room management implemented in all classrooms	**Harassment/Intimidation/Bullying (HIB) Prevention** Training on awareness and reporting **Positive Behavior Intervention Supports (PBIS)** Establishing school-wide expectations and positive reward system **Social Emotional Learning (SEL) Curriculum** Provide core instruction (Curriculum Adoption 2019-2020) **Restorative Practice** Classroom circles, Affective language, and Restorative questions	Climate & Safety Survey Attendance SBAC Scores
Tier 2 — Targeted Intervention 15%	• School provides short-term targeted support for students who have difficulty demonstrating appropriate behaviors • Interventions are typically developed through the Foundations or MTSS team	**Counseling Services** Utilizing counseling and/or mental health services **Mentoring** Model and program review (2019-2020) **School-Based Behavior Interventions** Utilize proximity, redirection, conferencing, In-School Intervention, success plan, etc. **Social Emotional Learning (SEL) Curriculum** Provide small group social skills instruction (Pending Adoption) **Restorative Practice** Utilize Rupture Repair, Meditations, Conflict Resolution Circles, and Written Agreements	Student Behavior Incidents Chronic Absenteeism Data Attendance
Tier 3 — Intensive Individual Behaviors 5%	• Students with the highest level of need receive highly structured individualized interventions and wrap around supports. • Supports are implemented with consultation from specialists (e.g. MTSS coaches, counselors, psychologists etc.)	**Assessments and Plans** Conduct Functional Behavior Assessment (FBA) and/or Behavior Intervention Plans **School/Community Outside Referral** Collaborate and/or refer to agency **Social Emotional Learning (SEL) Curriculum** Provide individual social skills instruction (Pending Adoption) **Mental Health Services and Support** Provide or refer to service (Program Review Fall 2019) **Program Options** Excelsior Atlas (4th-6th) Excelsior Compass (6th-8th) BI Classroom (Program Revision 2019-2020) Community Referral **Restorative Practice** Re-entry and Re-engagement Conferencing and Repairing the Harm Circles	Exclusionary Discipline Rates Risk Assessments Behavior Intervention Classroom Data

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Whole Child Support System
Life Skills Behavior Framework
Secondary

mtss
multi-tiered system of supports

Culturally Responsive Practices

TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
Tier 1 Universal Core 100% ALL Students	**SCHOOL WIDE** • Clearly Identified responses to behavior • All adults work to establish a positive learning environment by building safe and trusting relationships with students • Foundation team; Guidelines for Success and school-wide expectations in place (subgroup starting fall 2018) **CLASSROOM** • Social Emotional Learning (SEL) skills/standards aligned to and integrated into School Improvement Plans. Standards are taught to all students (Subgroup Fall 2018) • Structures for positive class room management implemented in all classrooms	**Harassment/Intimidation/Bullying (HIB) Prevention** Provide training on awareness and reporting **Positive Behavior Intervention Supports (PBIS)** Establish school-wide expectations and positive reward system **Social Emotional Learning (SEL) Curriculum** Provide core instruction (Pending curriculum adoption and review of delivery method Fall/Winter 2018-2019) **Suicide Prevention** Provide training on proactive prevention strategies **Restorative Practice** Classroom circles, Affective language, and Restorative questions	Climate & Safety Survey Attendance Course Failure Rate
Tier 2 Targeted Intervention 15%	• School provides short-term targeted support for students who have difficulty demonstrating appropriate behaviors • Interventions are typically developed through the Foundations or MTSS team (Subgroup Fall 2018)	**Mentoring** Model and program review (2019-2020) **Counseling Services** Utilizing counseling and/or mental health services **School-Based Behavior Interventions** Utilize proximity, redirection, conferencing, In-School Intervention, success plan, etc. **Social Emotional Learning (SEL) Curriculum** Provide small group social skills instruction (Pending Adoption) **Restorative Practice** Utilize Rupture Repair, Meditations, Conflict Resolution Circles, and Written Agreements	Student Behavior Incidents Chronic Absenteeism Data Attendance
Tier 3 Intensive Individual Behaviors 5%	• Students with the highest level of need receive highly structured individualized interventions and wrap around supports. • Supports are implemented with consultation from specialists (e.g. MTSS coaches, counselors, psychologists etc.) Subgroup Fall 2018.	**Assessments and Plans** Conduct Functional Behavior Assessment (FBA) and/or Behavior Intervention Plans **School/Community Outside Referral** Collaborate and/or refer to agency **Social Emotional Learning (SEL) Curriculum** Provide individual social skills instruction (Pending Adoption) **Mental Health Services and Support** Provide or refer to service (Program Review Fall 2019) **Program Placement** Behavior Intervention Room MAP (Mental Health Program) Excelsior Atlas (4th-6th) Excelsior Compass (6th-8th) Excelsior Secondary (9th-12th) Commit Academy (7th-8th) Pratt Academy (9th-12th) On-Track Academy (9th-12th) Community Referral **Restorative Practice** Re-entry and Re-engagement Conferencing and Repairing the Harm Circles	Exclusionary Discipline Rates Risk Assessments Behavior Intervention Classroom Data Graduation Rates

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Whole Child Support System
Academic Framework: Literacy
Elementary

mtss multi-tiered system of supports

	TIER	PROGRAMS	STRATEGIES	DATA
Culturally Responsive Practices	**Targeted** Enrichment	**Supplemental Curriculum:** • MobyMax • Lexia Reading Core5* • Reading Plus*	**Targeted Student Strategies:** • Additional complex text • Additional complex tasks • Emphasis on higher level questioning • Increased opportunities to respond and provide feedback	• Proficiency Scales include above standard expectations (4-3-2-1) • CogAT (2nd grade)
	Tier 1 Universal Core	**Core Curriculum:** • Provide Journeys for K-5 students and SpringBoard for 6th grade students • Provide Reach for K-5 ELL students and Inside for 6th grade students **Core Minutes:** Kindergarten - 120 minutes daily Grades 1-3 - 150 minutes daily Grades 4-5 - 130 minutes daily Grade 6 - 108 minutes daily	**Classroom Wide Strategies:** • Workshop Model that involves whole group, guided practice, independent practice, intentional share • Differentiated work time that involves small group instruction, daily independent reading & writing, independent literacy tasks • Reciprocal teaching of reading and writing • AVID WICOR • Parent Contact	• Kindergarten: KOLLA & DRA • Grades 1-5: Literably/DRA • Formative assessments • Benchmark Assessments • Reach Pre/Post Assessments • Reach Unit Assessments • Inside Unit Assessments
	Tier 2 Targeted Intervention	**Supplemental Curriculum:** • MobyMax • Lexia Reading Core5* • Reading Plus* **Extended Learning Time*** **Intervention Model:** Access participation in Comprehensive Intervention Model for additional 30 minutes daily. (School team decision) • Small Group Reading Intervention • Early Language & Literacy* • Reading Recovery*	**Targeted Student Strategies:** • Re-teaching of targeted standards-based skills • Daily conference with students not at standard **Small group strategies:** Focused activities based on group needs. • Guided Reading Plus • Comprehension Focus Groups • Assisted Writing • Interactive Writing • Writing Aloud • Language	• Diagnostic assessment with progress monitoring • Ongoing text level- miscue analysis • Writing about Reading checklists • Orthographic (spelling) progress monitoring- *Words Their Way*
	Tier 3 Intensive	**Supplemental Curriculum:** Integrate intervention materials with core experiences **Extended Learning Time*** **Intervention Model:** Special Education - Individualized Education Plan • iReady • Reading Mastery • Dolch Sight Words • Soar to Success	**Targeted Student Strategies:** • One-on-One and small group instruction • Provide targeted instruction on a daily basis. • Instruction focused on building phonemic awareness, phonics, decoding, fluency, comprehension, spelling, vocabulary, speaking and listening	• Journeys • Diagnostic-phonemic Awareness and decoding • Text Reading: Comprehension, decoding, fluency • DRA/Miscue Analysis/Literably • Rigby • Daily progress monitoring • Observation • Self-monitoring

*Some Supplemental Funded Sites Only

DRAFT 1/24/2019

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Whole Child Support System
Academic Framework: Literacy
Middle School

TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Advanced Core	**Core Curriculum:** • Accelerated English 7 (SpringBoard) • Accelerated English 8 (SpringBoard)	**Targeted Student Strategies** • Additional complex text • Additional complex tasks • Emphasis on higher level questioning • Increased opportunities to respond and provide feedback	• Smarter Balanced • PSAT 8 • Formative assessments • Historical data
Tier 1 Universal Core	**Core Curriculum:** • 7th Grade English (SpringBoard) • 8th Grade English (SpringBoard • Provide Inside for 7-8 ELL Students	**Classroom Wide Strategies:** • Differentiated work time that involves small group instruction, daily independent reading & writing, independent literacy tasks • Reciprocal teaching of reading and writing • AVID WICOR • Parent Contact	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments • Benchmark Assessments
Tier 2 Targeted Intervention	**Supplemental Curriculum:** • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Fastforward* **Intervention Model:** • iCAN ELA • Read 180 Next Generation Stage B* • Read 180 Universal*	**Targeted Student Strategies:** • Explicit instruction in reading comprehension, vocabulary, word study, and writing strategies • Rotations (whole-group, small-group, technology-based instruction, and independent reading) • Increased opportunities to respond with immediate feedback • Re-teaching of targeted standards-based skills • Daily conference with students not at standard	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring
Tier 3 Intensive	**Supplemental Curriculum:** • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Fastforward* **Intervention Model:** • READ 180 • System 44* • Special Education – Individualized Education Plan	**Targeted Student Strategies:** • One-on-One and small group instruction • Provide targeted instruction on a daily basis. • Instruction focused on building phonemic awareness, phonics, decoding, fluency, comprehension, spelling, vocabulary, speaking and listening	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Programs: Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring • Individualized Education Plan goals

Culturally Responsive Practices

Some Supplemental Funded Sites Only*

DRAFT 2/5/2019

Whole Child Support System
Academic Framework: Literacy
High School

mtss multi-tiered system of supports

	TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	**Advanced Core**	**Core curricula:** • Honors English • Advanced Placement • College in the High School • Running Start	**Targeted Student Strategies** • Additional complex text • Additional complex tasks • Emphasis on higher level questioning • Increased opportunities to respond and provide feedback	• Smarter Balanced • PSAT • SAT • Formative assessments • Historical data
	Tier 1 **Universal Core**	**Core curricula:** • English (9th-11th) • English Electives **ELL Students:** • Edge (9th-12th)	**Classroom Wide Strategies:** • Differentiated work time that involves small group instruction, daily independent reading & writing, independent literacy tasks • Reciprocal teaching of reading and writing • AVID WICOR • Parent Contact	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments • Benchmark Assessments
	Tier 2 **Targeted Intervention**	**Supplemental Curriculum:** • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Fastforward* **Intervention Model:** • iCAN ELA • Read180* • Bridge to College	**Targeted Student Strategies:** • Explicit instruction in reading comprehension, vocabulary, word study, and writing strategies • Rotations (whole-group, small-group, technology-based instruction, and independent reading) • Increased opportunities to respond with immediate feedback • Re-teaching of targeted standards-based skills • Daily conference with students not at standard	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring
	Tier 3 **Intensive**	**Supplemental Curriculum:** • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Read 180* • Fastforward* **Intervention Model:** • Special Education – Individualized Education Plan	**Targeted Student Strategies:** • One-on-One and small group instruction • Provide targeted instruction on a daily basis. • Instruction focused on building phonemic awareness, phonics, decoding, fluency, comprehension, spelling, vocabulary, speaking and listening	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Programs: Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring • Individualized Education Plan goals

Some Supplemental Funded Sites Only*

DRAFT 11/20/2018

whole child **focus**

Whole Child Support System
Academic Framework: Mathematics
Elementary

mtss
multi-tiered system of supports

TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Targeted Enrichment	**Supplemental Curriculum:** • MobyMax • Dreambox Learning*	**Targeted Student Strategies:** • Math discourse with immediate feedback • Systematic and explicit instruction • Complex and rich tasks	• Smarter Balanced • Formative assessments • Historical data
Tier 1 Universal Core	**Core Curriculum:** • Provide Bridges and Number Corner for K-5 students and OpenUp for 6th grade students **Core Minutes:** 75-90 minutes daily	**Classroom Strategies:** • Number Talks • Mindset • Differentiated grouping • Math Workshop • Fluency/ Problem Strings • AVID WICOR	• Smarter Balanced • Formative assessments • Unit Assessments • Student Work Samples
Tier 2 Targeted Intervention	**Supplemental Curriculum:** • Bridges Intervention online • Math Learning Center Math Apps • MobyMax • AVMR Program* • Dreambox Learning* **Extended Learning Time*** **Intervention Model*** • Small Group Math Recovery Intervention	**Targeted Student Strategies:** • Systematic, targeted and explicit instruction • Math discourse with immediate feedback • Concrete- pictorial-abstract instructional sequence (CPA) • Utilization of concrete models using manipulatives • Small group instruction • Additional practice opportuniti	• Smarter Balanced • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring
Tier 3 Intensive	**Supplemental Curriculum:** Integrate intervention materials with core experiences **Extended Learning Time*** **Intervention Model:** Special Education – Individualized Education Plan • Bridges Intervention • Dreambox Learning*	**Targeted Student Strategies:** • Ample practice opportunities • Systematic explicit instruction • Math discourse with immediate feedback • Utilization of concrete representation and manipulatives	• Smarter Balanced • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Programs: Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring • Individualized Education Plan goals

Culturally Responsive Practices (vertical label, left side)

Some Supplemental Funded Sites Only*

2/5/2019

Whole Child Support System
Academic Framework: Mathematics
Middle School

	TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	**Advanced Core**	**Core curriculum:** • Accelerated Math (Open-Up) • Algebra I (Carnegie) • Geometry (Carnegie) **Supplemental Curriculum** • Moby Max • Khan Academy • Mathia	**Targeted Student Strategies:** • Math discourse with immediate feedback • Systematic and explicit instruction • Complex and rich tasks	• Smarter Balanced • PSAT 8 • Formative assessments • Historical data
	Tier 1 **Universal Core**	**Core curriculum:** • 7th grade Math (Open-Up) • 8th grade Math (Open-Up) **Supplemental Curriculum:** • Moby Max • Khan Academy	**Classroom Wide Strategies:** • Number Talks • Mindset • Differentiated grouping • Math Workshop • Fluency/ Problem Strings • AVID WICOR	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments
	Tier 2 **Targeted Intervention**	**Supplemental Curriculum:** • Moby Max • Khan Academy • SVL Blackboard Shells **Intervention Model:** • ICAN Math • Math Strategies class* • Extended Math block*	**Targeted Student Strategies:** • Systematic, targeted and explicit instruction • Math discourse with immediate feedback • Concrete- pictorial-abstract instructional sequence (CPA) • Utilization of concrete models using manipulatives • Small group instruction • Additional practice opportunities	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring
	Tier 3 **Intensive**	**Supplemental Curriculum:** • Mobymax • Khan Academy • SVL Blackboard Shells • Dreambox* **Intervention Model:** • Math Strategies Course • Special Education – Individualized Education Plan	**Targeted Student Strategies:** • Ample practice opportunities • Systematic explicit instruction • Math discourse with immediate feedback • Utilization of concrete representation and manipulatives	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Programs: Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring • Individualized Education Plan goals

Some Supplemental Funded Sites Only*

DRAFT 12/11/2018

Whole Child Support System
Academic Framework: Mathematics
High School

TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Advanced Core	**Core curriculum:** • Honors Math Sequence • Advanced Placement • College in the High School • Running Start **Supplemental Curriculum** • Khan Academy • Mathia	**Targeted Student Strategies:** • Math discourse with immediate feedback • Systematic and explicit instruction • Complex and rich tasks	• Smarter Balanced • PSAT • SAT • Formative assessments • Historical data
Tier 1 **Universal Core**	**Core curriculum:** • Algebra • Geometry • Algebra II • Pre-Calculus **Supplemental Curriculum:** • Mathia • Khan Academy	**Classroom Wide Strategies:** • Number Talks • Mindset • Differentiated grouping • Math Workshop • Fluency/ Problem Strings • AVID WICOR	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments
Tier 2 **Targeted Intervention**	**Supplemental Curriculum:** • Mathia • Khan Academy • SVL Blackboard Shells **Intervention Model:** • ICAN Math	**Targeted Student Strategies:** • Systematic, targeted and explicit instruction • Math discourse with immediate feedback • Concrete- pictorial-abstract instructional sequence (CPA) • Utilization of concrete models using manipulatives • Small group instruction • Additional practice opportunities	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring
Tier 3 **Intensive**	**Supplemental Curriculum:** • Mathia • Khan Academy • SVL Blackboard Shells • Dreambox* **Intervention Model:** • Special Education – Individualized Education Plan	**Targeted Student Strategies:** • Ample practice opportunities • Systematic explicit instruction • Math discourse with immediate feedback • Utilization of concrete representation and manipulatives	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments • Benchmark Assessments • Intervention Programs: Diagnostics, formative assessments, and exit criteria • Weekly progress monitoring • Individualized Education Plan goals

*(Left vertical label spanning all tiers: **Culturally Responsive Practices**)*

Some Supplemental Funded Sites Only*   DRAFT 11/20/2018

whole child focus

Questions? Call your school's counselor or these departments at the district office:
Student Services (509) 354-7393   **Special Education** (509) 354-7310

Spokane Public Schools

whole child **focus**