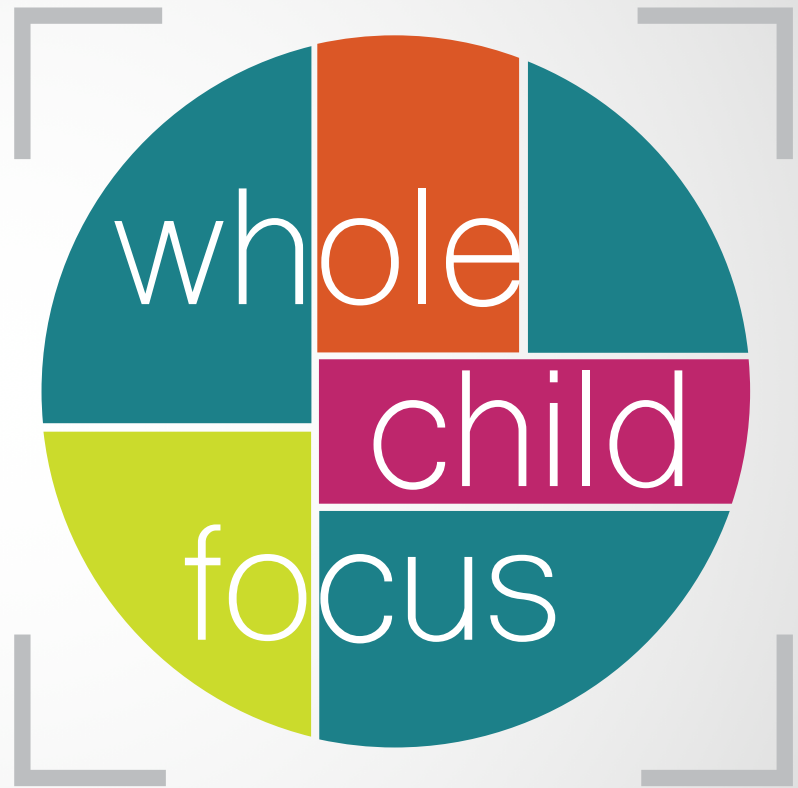
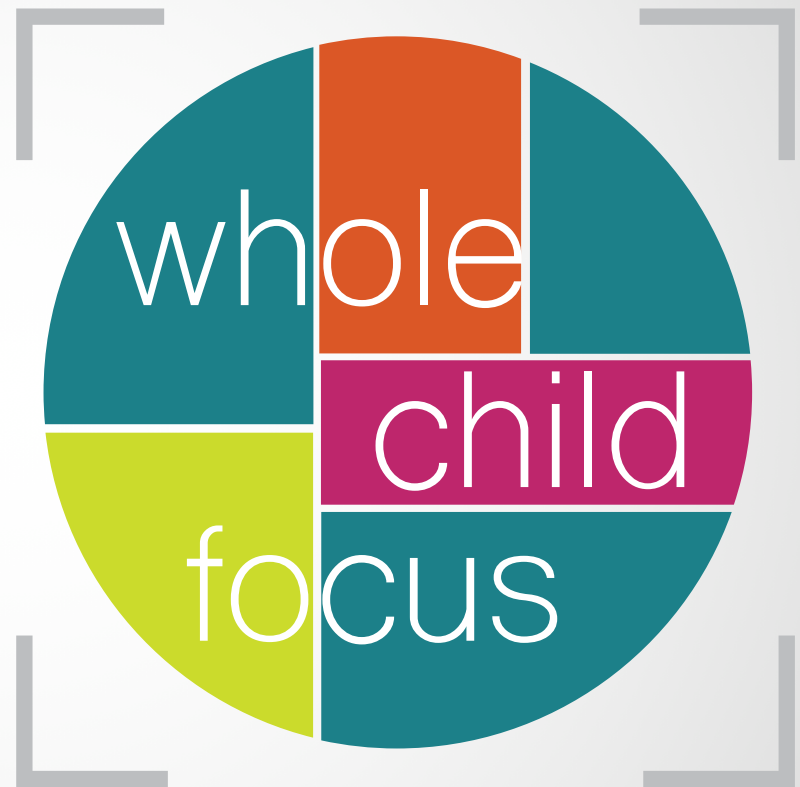




Spokane Public Schools
excellence for everyone



SPS 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.



Parts of Whole Child Focus



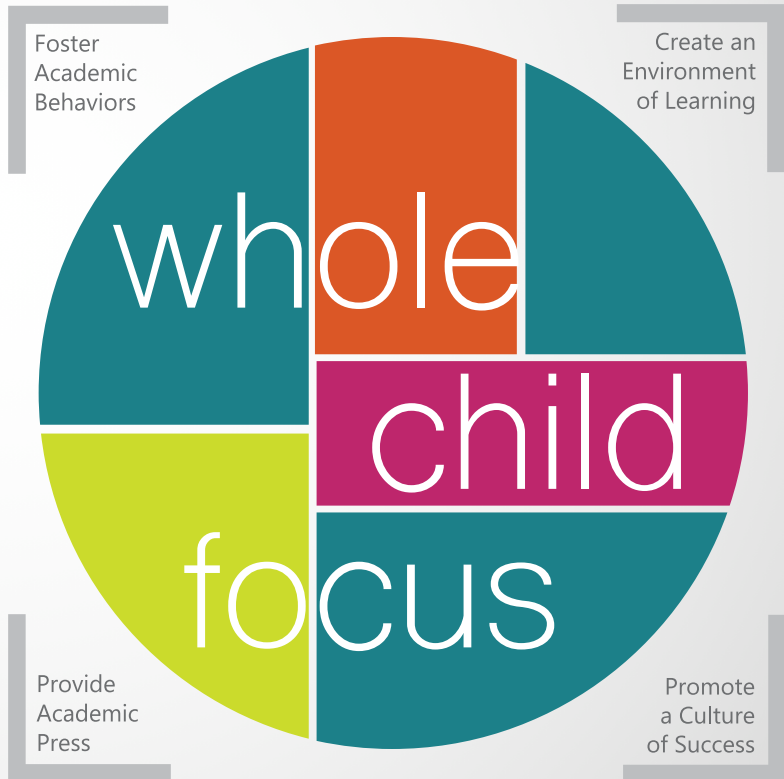
4 attributes
of successful
schools

Foster Academic Behaviors

Create an Environment of Learning

Provide Academic Press

Promote a Culture of Success



Parts of Whole Child Focus

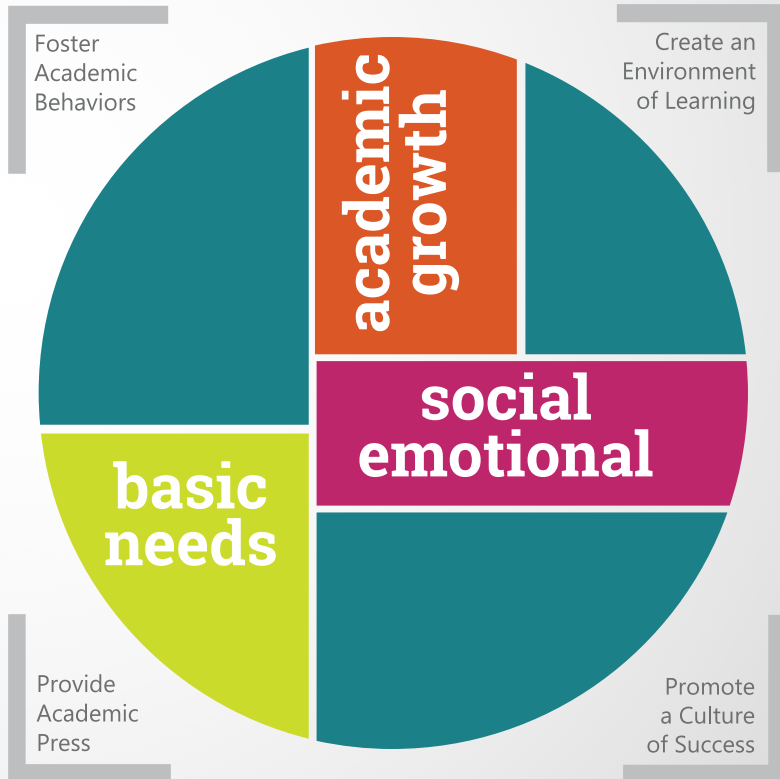


3 aspects
of Whole
Child Focus

Basic Needs

Social Emotional

Academic Growth



Parts of Whole Child Focus

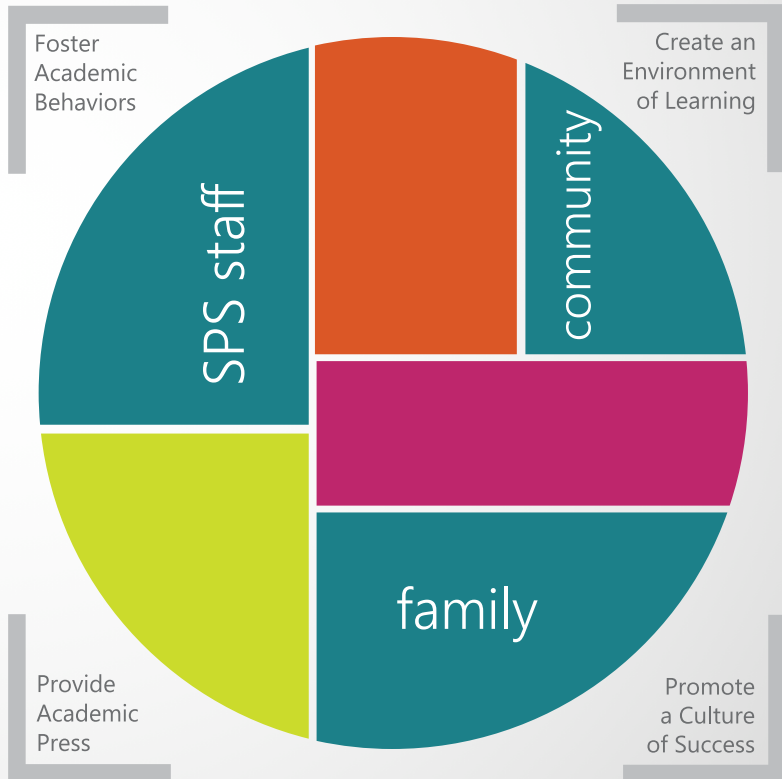


3 partners
in Whole
Child Focus

SPS staff

Student's family

Community



Aspects of Whole Child



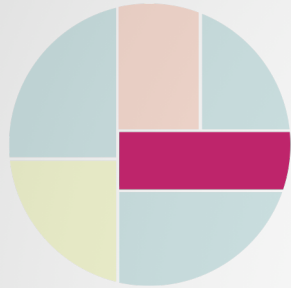
SPS attends to the **basic needs** of students through a variety of supports and services:

examples include

BASIC NEEDS

- Breakfast & lunch services
- Health services provided by school nurses
- Vision & hearing testing
- Food pantries & backpacks supported by Second Harvest
- Clothing closets
- School supplies
- Homeless support services
- Immunization & 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



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

examples include

SOCIAL EMOTIONAL

- Counselors in every school
- Mental health therapists
- Positive Behavior Intervention and Supports (PBIS)
- Restorative Practices
- Social Emotional Learning (SEL) curriculum
- After-school activities & 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

Aspects of Whole Child



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

examples include

ACADEMIC GROWTH

- 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



Students need varying levels of support to find success.

SPS uses 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 **3 tiers of support** related to life behavior skills, literacy, and math.



TIER 1

All students are taught school-wide expectations & core academic instruction.



TIER 2

Students not meeting benchmarks, or are not responding to universal supports, receive interventions beyond core curriculum.

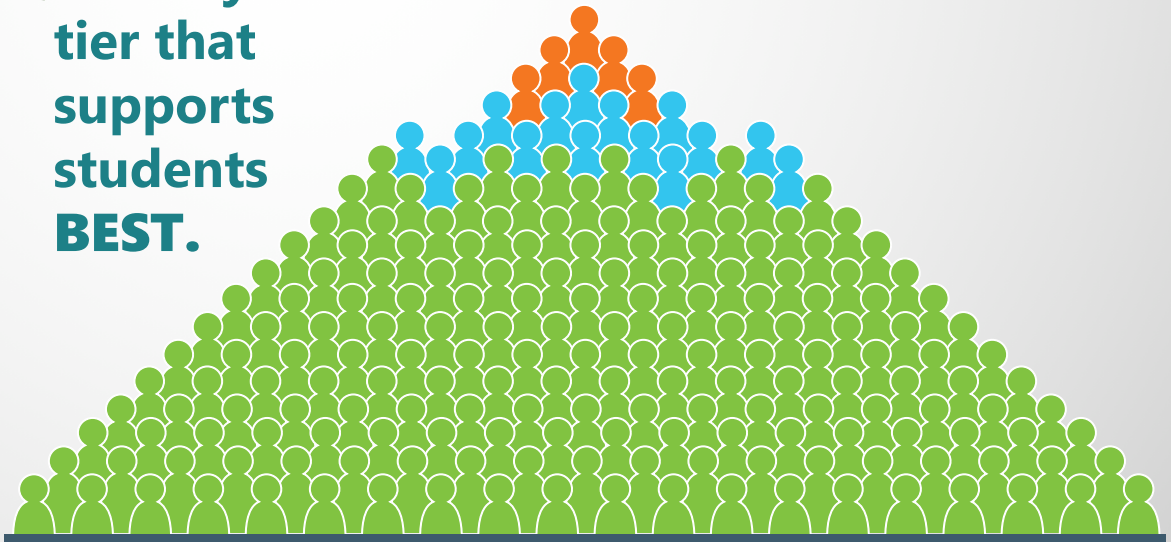


TIER 3

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



Identify the tier that supports students BEST.



Whole Child Support System

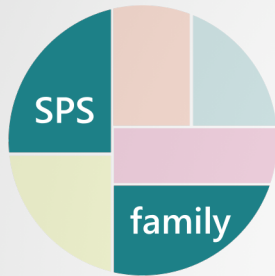


Each school is equipped with **2 teams** to support all students in their academic & behavioral development.



Whole Child Support System

School Intervention Team Process



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

1



2



3



4



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



MTSS: 3 tiers

Connect students to interventions that best meet their needs.



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



Measure. Is it working? Whole Child Focus is measured using key performance indicators on a school-wide level for elementary, middle, and high school levels.

Whole Child Support System

MTSS Frameworks

Frameworks for behavioral and academic areas are used at every school level, outlining levels of need, available resources, programs, interventions, strategies, and progress monitoring data points.

SPS Elementary Framework Behavior Support

mtss

SPS Secondary Framework Behavior Support

mtss

TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
Tier 1 Universal (80% of students)	OVERVIEW/PURPOSE Tier 1 is the foundation of the MTSS. It is designed to meet the needs of all students. It is a proactive, universal approach to behavior support that is implemented for all students.	PROGRAM/STRATEGIES Positive Behavioral Interventions and Supports (PBIS) Social Skills Training (SST) Classroom Management Systems (CMS) Restorative Practices	DATA Office Discipline Referrals (ODR) Suspensions Expulsions Behavioral Incidents
Tier 2 Targeted (10% of students)	OVERVIEW/PURPOSE Tier 2 is designed to provide additional support to students who are at risk of behavioral challenges. It is a targeted, evidence-based approach to behavior support that is implemented for students who are identified as being at risk.	PROGRAM/STRATEGIES Check-In/Check-Out (CICO) Social Skills Training (SST) Classroom Management Systems (CMS) Restorative Practices	DATA Office Discipline Referrals (ODR) Suspensions Expulsions Behavioral Incidents
Tier 3 Intensive (1% of students)	OVERVIEW/PURPOSE Tier 3 is designed to provide intensive support to students who have significant behavioral challenges. It is an intensive, individualized approach to behavior support that is implemented for students who are identified as having significant behavioral challenges.	PROGRAM/STRATEGIES Individualized Behavior Support Plans (IBSP) Functional Behavior Assessments (FBA) Behavioral Intervention Plans (BIP) Restorative Practices	DATA Office Discipline Referrals (ODR) Suspensions Expulsions Behavioral Incidents

Spokane Public Schools

SPS Elementary Framework Literacy

mtss

SPS Elementary Framework Math

mtss

TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Tier 1 Universal (80% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples
Tier 2 Targeted (10% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples
Tier 3 Intensive (1% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples

Spokane Public Schools

SPS Middle School Framework Math

mtss

SPS Middle School Framework ELA

mtss

TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Tier 1 Universal (80% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples
Tier 2 Targeted (10% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples
Tier 3 Intensive (1% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples

Spokane Public Schools

SPS High School Framework ELA

mtss

SPS High School Framework Math

mtss

TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Tier 1 Universal (80% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples
Tier 2 Targeted (10% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples
Tier 3 Intensive (1% of students)	Foundational Literacy Skills • Phonics • Spelling • Grammar • Vocabulary	Instructional Strategies • Direct Instruction • Explicit Instruction • Differentiated Instruction • Small Group Instruction • Formative Assessments	DATA • Student Assessment • Formative Assessments • Student Work Samples

Spokane Public Schools

Behavioral Frameworks

Academic Frameworks

Whole Child Support System

MTSS Behavioral Frameworks

SPS Elementary Framework Behavior Support



TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
Tier 1 Universal Core 100% ALL Students	SCHOOL WIDE <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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%	<ul style="list-style-type: none"> 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

SPS Secondary Framework Behavior Support



TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
Tier 1 Universal Core 100% ALL Students	SCHOOL WIDE <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 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 (Phase #1 2019-2020) 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%	<ul style="list-style-type: none"> School provides short-term targeted support for students who have difficulty demonstrating appropriate behaviors Interventions are typically developed through the Foundations or MTSS team 	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%	<ul style="list-style-type: none"> 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 Behavior Intervention Classroom MAP (Mental Health Program) Excelsior Atlas (6th-8th) Excelsior Compass (6th-8th) Excelsior Secondary (9th-12th) Commit Academy (7th-8th) Prout 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

Whole Child Support System

MTSS Academic Frameworks: Elementary

SPS Elementary Framework Literacy



TIER	PROGRAMS	STRATEGIES	DATA	
Culturally Responsive Practices	Targeted Enrichment	Supplemental Curriculum: <ul style="list-style-type: none"> MobyMax Lexia Reading Core5* Reading Plus* 	Targeted Student Strategies: <ul style="list-style-type: none"> Additional complex text Additional complex tasks Emphasis on higher level questioning Increased opportunities to respond and provide feedback 	<ul style="list-style-type: none"> Proficiency Scales include above standard expectations (4-3-2-1) CogAT (2nd grade)
	Tier 1 Universal Core	Core Curriculum: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Kindergarten - 120 minutes daily Grades 1-3 - 150 minutes daily Grades 4-5 - 130 minutes daily Grade 6 - 108 minutes daily 	Classroom Wide Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> MobyMax Lexia Reading Core5* Reading Plus* Extended Learning Time*	Targeted Student Strategies: <ul style="list-style-type: none"> Re-teaching of targeted standards-based skills Daily conference with students not at standard Small group strategies: <ul style="list-style-type: none"> Focused activities based on group needs. <ul style="list-style-type: none"> Guided Reading Plus Comprehension Focus Groups Assisted Writing Interactive Writing Writing Aloud Language 	<ul style="list-style-type: none"> Diagnostic assessment with progress monitoring Ongoing text level- miscue analysis Writing about Reading checklists Orthographic (spelling) progress monitoring- <i>Words Their Way</i>
	Tier 3 Intensive	Supplemental Curriculum: <ul style="list-style-type: none"> Integrate intervention materials with core experiences Extended Learning Time*	Targeted Student Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

SPS Elementary Framework Math



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA	
Culturally Responsive Practices	Targeted Enrichment	Supplemental Curriculum: <ul style="list-style-type: none"> MobyMax Dreambox Learning* 	Targeted Student Strategies: <ul style="list-style-type: none"> Math discourse with immediate feedback Systematic and explicit instruction Complex and rich tasks 	<ul style="list-style-type: none"> Smarter Balanced Formative assessments Historical data
	Tier 1 Universal Core	Core Curriculum: <ul style="list-style-type: none"> Provide Bridges and Number Corner for K-5 students and OpenUp for 6th grade students Core Minutes: <ul style="list-style-type: none"> 75-90 minutes daily 	Classroom Strategies: <ul style="list-style-type: none"> Number Talks Mindset Differentiated grouping Math Workshop Fluency/ Problem Strings AVID WICOR 	<ul style="list-style-type: none"> Smarter Balanced Formative assessments Unit Assessments Student Work Samples
	Tier 2 Targeted Intervention	Supplemental Curriculum: <ul style="list-style-type: none"> Bridges Intervention online Math Learning Center Math Apps MobyMax AVMR Program* Dreambox Learning* Extended Learning Time*	Targeted Student Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Smarter Balanced Formative assessments Unit Assessments Benchmark Assessments Intervention Diagnostics, formative assessments, and exit criteria Weekly progress monitoring
	Tier 3 Intensive	Supplemental Curriculum: <ul style="list-style-type: none"> Integrate intervention materials with core experiences Extended Learning Time*	Targeted Student Strategies: <ul style="list-style-type: none"> Ample practice opportunities Systematic explicit instruction Math discourse with immediate feedback Utilization of concrete representation and manipulatives 	<ul style="list-style-type: none"> Smarter Balanced 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*

Whole Child Support System

MTSS Academic Frameworks: Middle School

SPS Middle School Framework ELA



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	Advanced Core <u>Core Curriculum:</u> • Accelerated English 7 (SpringBoard) • Accelerated English 8 (SpringBoard)	<u>Targeted Student Strategies</u> • 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 <u>Core Curriculum:</u> • 7 th Grade English (SpringBoard) • 8 th Grade English (SpringBoard) • Provide Inside for 7-8 ELL Students	<u>Classroom Wide Strategies:</u> • 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 <u>Supplemental Curriculum:</u> • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Fastforward* <u>Intervention Model:</u> • ICAN ELA • Read 180 Next Generation Stage B* • Read 180 Universal*	<u>Targeted Student Strategies:</u> • 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 <u>Supplemental Curriculum:</u> • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Fastforward* <u>Intervention Model:</u> • READ 180 • System 44* • Special Education – Individualized Education Plan	<u>Targeted Student Strategies:</u> • 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

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SPS Middle School Framework Math



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	Advanced Core <u>Core curriculum:</u> • Accelerated Math (Open-Up) • Algebra I (Carnegie) • Geometry (Carnegie) <u>Supplemental Curriculum</u> • Moby Max • Khan Academy • Mathia	<u>Targeted Student Strategies:</u> • 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 <u>Core curriculum:</u> • 7 th grade Math (Open-Up) • 8 th grade Math (Open-Up) <u>Supplemental Curriculum:</u> • Moby Max • Khan Academy	<u>Classroom Wide Strategies:</u> • Number Talks • Mindset • Differentiated grouping • Math Workshop • Fluency/ Problem Strings • AVID WICOR	• Smarter Balanced • PSAT 8 • Formative assessments • Unit Assessments
	Tier 2 Targeted Intervention <u>Supplemental Curriculum:</u> • Moby Max • Khan Academy • SVL Blackboard Shells <u>Intervention Model:</u> • ICAN Math • Math Strategies class* • Extended Math block*	<u>Targeted Student Strategies:</u> • 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 <u>Supplemental Curriculum:</u> • Mobymax • Khan Academy • SVL Blackboard Shells • Dreambox* <u>Intervention Model:</u> • Math Strategies Course • Special Education – Individualized Education Plan	<u>Targeted Student Strategies:</u> • 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

MTSS Academic Frameworks: High School

SPS High School Framework ELA



	TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	Advanced Core	Core curricula: <ul style="list-style-type: none"> Honors English Advanced Placement College in the High School Running Start 	Targeted Student Strategies: <ul style="list-style-type: none"> Additional complex text Additional complex tasks Emphasis on higher level questioning Increased opportunities to respond and provide feedback 	<ul style="list-style-type: none"> Smarter Balanced PSAT SAT Formative assessments Historical data
	Tier 1 Universal Core	Core curricula: <ul style="list-style-type: none"> English (9th-11th) English Electives ELL Students: <ul style="list-style-type: none"> Edge (9th-12th) 	Classroom Wide Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Smarter Balanced PSAT SAT Formative assessments Unit Assessments Benchmark Assessments
	Tier 2 Targeted Intervention	Supplemental Curriculum: <ul style="list-style-type: none"> MobyMax LexiaPowerUp 6+* Reading Plus* Fastforward* Intervention Model: <ul style="list-style-type: none"> iCAN ELA Read180* Bridge to College 	Targeted Student Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> MobyMax LexiaPowerUp 6+* Reading Plus* Read 180* Fastforward* Intervention Model: <ul style="list-style-type: none"> Special Education – Individualized Education Plan 	Targeted Student Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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*

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SPS High School Framework Math



	TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	Advanced Core	Core curriculum: <ul style="list-style-type: none"> Honors Math Sequence Advanced Placement College in the High School Running Start Supplemental Curriculum: <ul style="list-style-type: none"> Khan Academy Mathia 	Targeted Student Strategies: <ul style="list-style-type: none"> Math discourse with immediate feedback Systematic and explicit instruction Complex and rich tasks 	<ul style="list-style-type: none"> Smarter Balanced PSAT SAT Formative assessments Historical data
	Tier 1 Universal Core	Core curriculum: <ul style="list-style-type: none"> Algebra Geometry Algebra II Pre-Calculus Supplemental Curriculum: <ul style="list-style-type: none"> Mathia Khan Academy 	Classroom Wide Strategies: <ul style="list-style-type: none"> Number Talks Mindset Differentiated grouping Math Workshop Fluency/ Problem Strings AVID WICOR 	<ul style="list-style-type: none"> Smarter Balanced PSAT SAT Formative assessments Unit Assessments
	Tier 2 Targeted Intervention	Supplemental Curriculum: <ul style="list-style-type: none"> Mathia Khan Academy SVL Blackboard Shells Intervention Model: <ul style="list-style-type: none"> iCAN Math 	Targeted Student Strategies: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Mathia Khan Academy SVL Blackboard Shells Dreambox* Intervention Model: <ul style="list-style-type: none"> Special Education – Individualized Education Plan 	Targeted Student Strategies: <ul style="list-style-type: none"> Ample practice opportunities Systematic explicit instruction Math discourse with immediate feedback Utilization of concrete representation and manipulatives 	<ul style="list-style-type: none"> 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