



Spokane Public Schools  
*excellence for everyone*

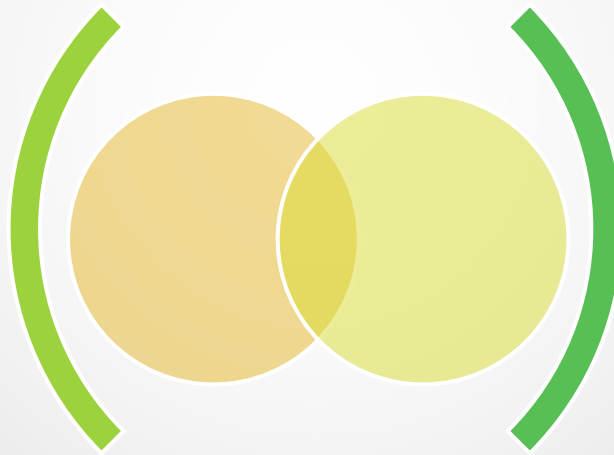


# Whole Child Focus

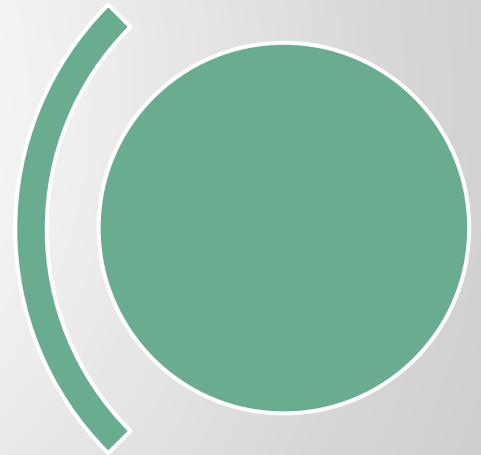
*District-Wide MTSS Implementation*



**Development**



**Implementation**



**Fidelity**

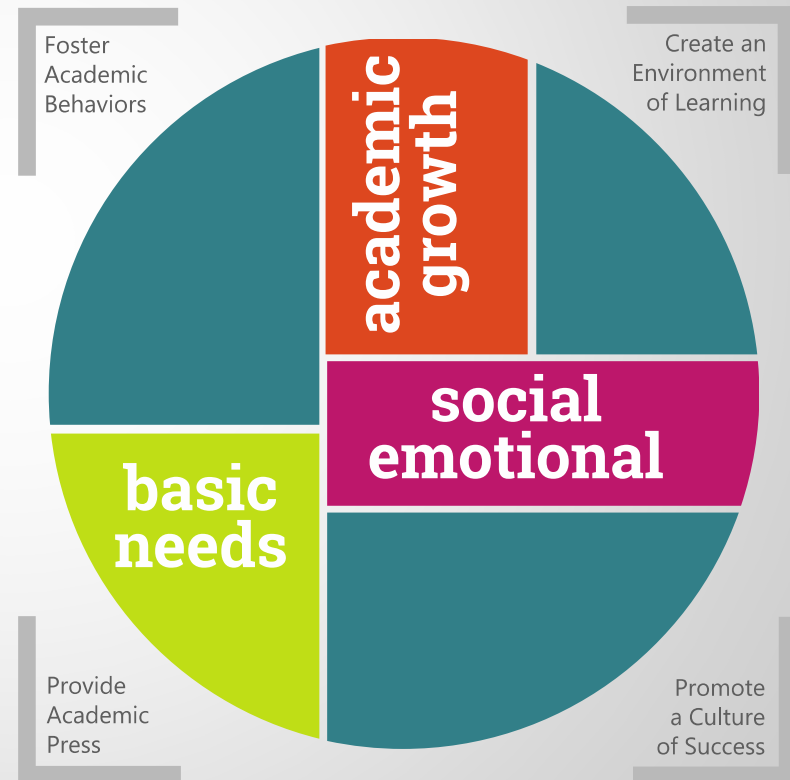
# Establishing Whole Child Focus



**Basic Needs**

**Social Emotional**

**Academic Growth**



# Whole Child Support System

## MTSS Model



**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.

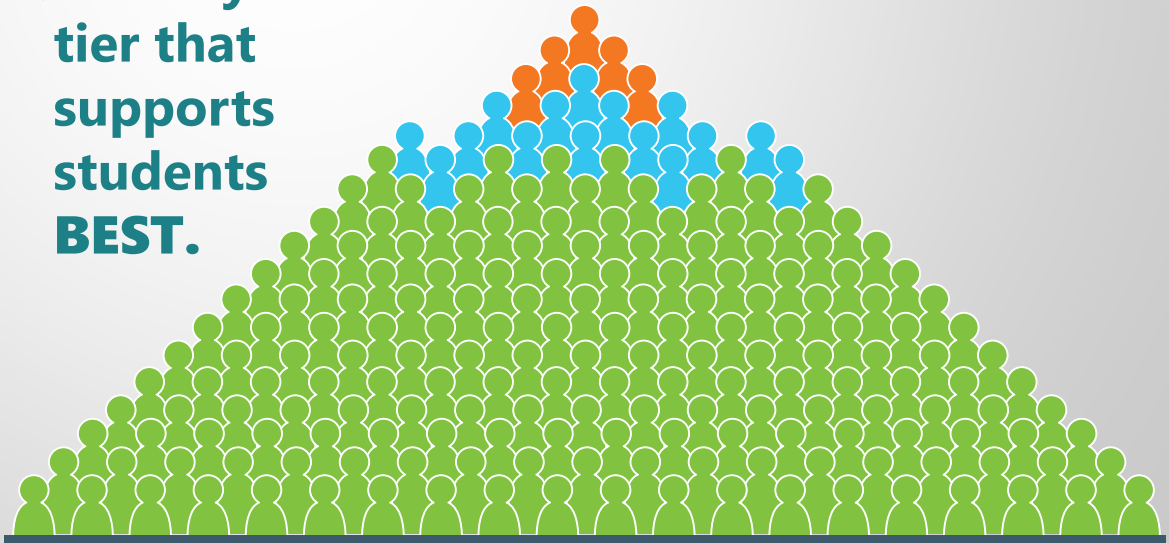


### TIER 3

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

## *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.

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# Behavioral Frameworks

# SPS Elementary Framework Literacy

## TIER

## SPS Elementary Framework Math

TIER		PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Tier 1 Universal	Culturally Responsive Practices Targeting All Learners	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Math Computation</li> <li>• Math Reasoning</li> <li>• Math Problem Solving</li> <li>• Math Communication</li> </ul>	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Math Problem Solving</li> <li>• Math Reasoning</li> <li>• Math Communication</li> <li>• Math Computation</li> <li>• Math Problem Solving</li> <li>• Math Reasoning</li> <li>• Math Communication</li> <li>• Math Computation</li> </ul>	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> </ul>
		<b>Core Curriculum</b> <ul style="list-style-type: none"> <li>• Grade 1 Math and Literacy</li> <li>• Common Core for 1st students and</li> <li>• Common Core for 2nd students</li> <li>• Common Core for 3rd students</li> <li>• Common Core for 4th students</li> <li>• Common Core for 5th students</li> <li>• Common Core for 6th students</li> <li>• Common Core for 7th students</li> <li>• Common Core for 8th students</li> <li>• Common Core for 9th students</li> <li>• Common Core for 10th students</li> <li>• Common Core for 11th students</li> <li>• Common Core for 12th students</li> </ul>	<b>Core Curriculum</b> <ul style="list-style-type: none"> <li>• Grade 1 Math and Literacy</li> <li>• Common Core for 1st students and</li> <li>• Common Core for 2nd students</li> <li>• Common Core for 3rd students</li> <li>• Common Core for 4th students</li> <li>• Common Core for 5th students</li> <li>• Common Core for 6th students</li> <li>• Common Core for 7th students</li> <li>• Common Core for 8th students</li> <li>• Common Core for 9th students</li> <li>• Common Core for 10th students</li> <li>• Common Core for 11th students</li> <li>• Common Core for 12th students</li> </ul>	<b>Core Curriculum</b> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> </ul>
Tier 2 Targeted	Culturally Responsive Practices Targeting At-Risk Learners	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Math Computation</li> <li>• Math Reasoning</li> <li>• Math Problem Solving</li> <li>• Math Communication</li> </ul>	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Math Problem Solving</li> <li>• Math Reasoning</li> <li>• Math Communication</li> <li>• Math Computation</li> <li>• Math Problem Solving</li> <li>• Math Reasoning</li> <li>• Math Communication</li> <li>• Math Computation</li> </ul>	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> </ul>
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Tier 3 Intensive	Culturally Responsive Practices Targeting High-Risk Learners	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Math Computation</li> <li>• Math Reasoning</li> <li>• Math Problem Solving</li> <li>• Math Communication</li> </ul>	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Math Problem Solving</li> <li>• Math Reasoning</li> <li>• Math Communication</li> <li>• Math Computation</li> <li>• Math Problem Solving</li> <li>• Math Reasoning</li> <li>• Math Communication</li> <li>• Math Computation</li> </ul>	<b>Supplemental Literacy</b> <ul style="list-style-type: none"> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> <li>• Student Assessment</li> <li>• Formative Assessment</li> <li>• Summative Assessment</li> </ul>
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Source: [https://www.mtss.com/](#)

10/20/2023

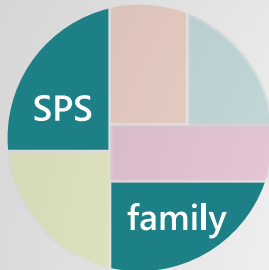
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## Academic Frameworks

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# Whole Child Support System

## *Intervention Process & Data System*



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



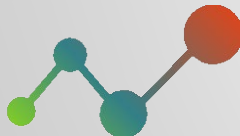
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3



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

## *Key Roles & Responsibilities*

### MTSS Specialists

- Teaming with administration and conducting check-ins with families
- Collaborating with staff regarding Tier 3 students
- Facilitating and/or collaborating on Tier 2 meetings
- Supporting IEP team meetings
- Designing and Preparing professional Development for staff and families
- Facilitating book studies with staff
- Food distribution

# Whole Child Support System

## *Key Roles & Responsibilities*

### School Counselors

- Contacting families for check-ins and answering questions
- Reporting well-child checks and Food distribution
- Collaborating with staff regarding students of concern and/or grading
- Conducting Individual counseling and/or student planning
- Conducting Group counseling
- Facilitating 504 meetings
- Facilitating and/or collaborating on Tier 2 meetings
- Providing resource information to students/staff/families
- Conducting Move up meetings and class scheduling



# Whole Child Support System

## *Key Roles & Responsibilities*

### **Mental Health Therapists**

- Conducting Individual therapy
- New clients/intakes
- Contacting families for check-ins and answering questions
- Providing resource information to students/staff/families
- Reporting well-child checks
- Collaborating with administration/staff regarding students of concern
- Food distribution

# Whole Child Support System

*Preparing for Fall 2020*

## School Year Planning

- Educational Model
- Professional Development for staff
- Student Readiness
- Interventions Resources
- Community Partnerships

# Whole Child Support System

**Comments or Questions**

# Whole Child Support System

## Appendix

# Whole Child Support System

## MTSS Behavioral Frameworks

### Whole Child Support System Life Skills Behavior Framework Elementary



TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
<b>Tier 1</b> Universal Core 100% ALL Students	<b>SCHOOL WIDE</b> <ul style="list-style-type: none"> <li>Clearly Identified responses to behavior</li> <li>All adults work to establish a positive learning environment by building safe and trusting relationships with students</li> <li>Foundation team: Guidelines for Success and school-wide expectations in place</li> </ul>	<b>Harassment/Intimidation/Bullying (HIB) Prevention</b> Training on awareness and reporting  <b>Positive Behavior Intervention Supports (PBIS)</b> Establishing school-wide expectations and positive reward system  <b>Social Emotional Learning (SEL) Curriculum</b> Provide core instruction (Curriculum Adoption 2019-2020)  <b>Restorative Practice</b> Classroom circles, Affective language, and Restorative questions	Climate & Safety Survey  Attendance  SBAC Scores
	<b>CLASSROOM</b> <ul style="list-style-type: none"> <li>Social Emotional Learning (SEL) skills/standards aligned to and integrated into School Improvement Plans. Standards are taught to all students</li> <li>Structures for positive class room management implemented in all classrooms</li> </ul>		
	<b>Tier 2</b> Targeted Intervention 15%	<b>Counseling Services</b> Utilizing counseling and/or mental health services  <b>Mentoring</b> Model and program review (2019-2020)  <b>School-Based Behavior Interventions</b> Utilize proximity, redirection, conferencing, In-School Intervention, success plan, etc.  <b>Social Emotional Learning (SEL) Curriculum</b> Provide small group social skills instruction (Pending Adoption)  <b>Restorative Practice</b> Utilize Rupture Repair, Meditations, Conflict Resolution Circles, and Written Agreements	Student Behavior Incidents  Chronic Absenteeism Data  Attendance
<b>Tier 3</b> Intensive Individual Behaviors 5%	<ul style="list-style-type: none"> <li>Students with the highest level of need receive highly structured individualized interventions and wrap around supports.</li> <li>Supports are implemented with consultation from specialists (e.g. MTSS coaches, counselors, psychologists etc.)</li> </ul>	<b>Assessments and Plans</b> Conduct Functional Behavior Assessment (FBA) and/or Behavior Intervention Plans  <b>School/Community Outside Referral</b> Collaborate and/or refer to agency  <b>Social Emotional Learning (SEL) Curriculum</b> Provide individual social skills instruction (Pending Adoption)  <b>Mental Health Services and Support</b> Provide or refer to service (Program Review Fall 2019)  <b>Program Options</b> Excelisor Atlas (6th-6th) Excelisor Compass (6th-8th) BI Classroom (Program Review 2019-2020) Community Referral  <b>Restorative Practice</b> 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 Life Skills Behavior Framework Secondary



TIER	OVERVIEW/PURPOSE	PROGRAM/STRATEGIES	DATA
<b>Tier 1</b> Universal Core 100% ALL Students	<b>SCHOOL WIDE</b> <ul style="list-style-type: none"> <li>Clearly Identified responses to behavior</li> <li>All adults work to establish a positive learning environment by building safe and trusting relationships with students</li> <li>Foundation team: Guidelines for Success and school-wide expectations in place</li> </ul>	<b>Harassment/Intimidation/Bullying (HIB) Prevention</b> Provide training on awareness and reporting  <b>Positive Behavior Intervention Supports (PBIS)</b> Establish school-wide expectations and positive reward system  <b>Social Emotional Learning (SEL) Curriculum</b> Provide core instruction (Phase #1 2019-2020)  <b>Suicide Prevention</b> Provide training on proactive prevention strategies  <b>Restorative Practice</b> Classroom circles, Affective language, and Restorative questions	Climate & Safety Survey  Attendance  Course Failure Rate
	<b>CLASSROOM</b> <ul style="list-style-type: none"> <li>Social Emotional Learning (SEL) skills/standards aligned to and integrated into School Improvement Plans. Standards are taught to all students</li> <li>Structures for positive class room management implemented in all classrooms</li> </ul>		
	<b>Tier 2</b> Targeted Intervention 15%	<b>Mentoring</b> Model and program review (2019-2020)  <b>Counseling Services</b> Utilizing counseling and/or mental health services  <b>School-Based Behavior Interventions</b> Utilize proximity, redirection, conferencing, In-School Intervention, success plan, etc.  <b>Social Emotional Learning (SEL) Curriculum</b> Provide small group social skills instruction (Pending Adoption)  <b>Restorative Practice</b> Utilize Rupture Repair, Meditations, Conflict Resolution Circles, and Written Agreements	Student Behavior Incidents  Chronic Absenteeism Data  Attendance
<b>Tier 3</b> Intensive Individual Behaviors 5%	<ul style="list-style-type: none"> <li>Students with the highest level of need receive highly structured individualized interventions and wrap around supports.</li> <li>Supports are implemented with consultation from specialists (e.g. MTSS coaches, counselors, psychologists etc.)</li> </ul>	<b>Assessments and Plans</b> Conduct Functional Behavior Assessment (FBA) and/or Behavior Intervention Plans  <b>School/Community Outside Referral</b> Collaborate and/or refer to agency  <b>Social Emotional Learning (SEL) Curriculum</b> Provide individual social skills instruction (Pending Adoption)  <b>Mental Health Services and Support</b> Provide or refer to service (Program Review Fall 2019)  <b>Program Options</b> Behavior Intervention Classroom MAP (Mental Health Program) Excelisor Atlas (8th-8th) Excelisor Compass (8th-8th) Excelisor Secondary (9th-12th) Comm Academy (7th-8th) Pratt Academy (9th-12th) On-Track Academy (9th-12th) Community Referral  <b>Restorative Practice</b> 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

### Whole Child Support System

Academic Framework: Literacy  
Elementary



TIER	PROGRAMS	STRATEGIES	DATA
Culturally Responsive Practices	<b>Targeted Enrichment</b>	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• Lexia Reading Core5*</li> <li>• Reading Plus*</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>• Additional complex text</li> <li>• Additional complex tasks</li> <li>• Emphasis on higher level questioning</li> <li>• Increased opportunities to respond and provide feedback</li> </ul>
	<b>Tier 1 Universal Core</b>	<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>• Provide Journeys for K-5 students and SpringBoard for 6<sup>th</sup> grade students</li> <li>• Provide Reach for K-5 ELL students and Inside for 6<sup>th</sup> grade students</li> </ul> <b>Core Minutes:</b> <ul style="list-style-type: none"> <li>Kindergarten - 120 minutes daily</li> <li>Grades 1-3 - 150 minutes daily</li> <li>Grades 4-5 - 130 minutes daily</li> <li>Grade 6 - 108 minutes daily</li> </ul>	<b>Classroom Wide Strategies:</b> <ul style="list-style-type: none"> <li>• Workshop Model that involves whole group, guided practice, independent practice, intentional share</li> <li>• Differentiated work time that involves small group instruction, daily independent reading &amp; writing, independent literacy tasks</li> <li>• Reciprocal teaching of reading and writing</li> <li>• AVID WICOR</li> <li>• Parent Contact</li> </ul>
	<b>Tier 2 Targeted Intervention</b>	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• Lexia Reading Core5*</li> <li>• Reading Plus*</li> </ul> <b>Extended Learning Time*</b> <p><b>Intervention Model:</b> Access participation in Comprehensive Intervention Model for additional 30 minutes daily. (School team decision)</p> <ul style="list-style-type: none"> <li>• Small Group Reading Intervention</li> <li>• Early Language &amp; Literacy*</li> <li>• Reading Recovery*</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>• Re-teaching of targeted standards-based skills</li> <li>• Daily conference with students not at standard</li> </ul> <b>Small group strategies:</b> Focused activities based on group needs. <ul style="list-style-type: none"> <li>• Guided Reading Plus</li> <li>• Comprehension Focus Groups</li> <li>• Assisted Writing</li> <li>• Interactive Writing</li> <li>• Writing Aloud</li> <li>• Language</li> </ul>
	<b>Tier 3 Intensive</b>	<b>Supplemental Curriculum:</b> Integrate intervention materials with core experiences <b>Extended Learning Time*</b> <p><b>Intervention Model:</b> Special Education - Individualized Education Plan</p> <ul style="list-style-type: none"> <li>• iReady</li> <li>• Reading Mastery</li> <li>• Dolch Sight Words</li> <li>• Soar to Success</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>• One-on-One and small group instruction</li> <li>• Provide targeted instruction on a daily basis.</li> <li>• Instruction focused on building phonemic awareness, phonics, decoding, fluency, comprehension, spelling, vocabulary, speaking and listening</li> </ul>

\*Some Supplemental Funded Sites Only

DRAFT 1/24/2019

### Whole Child Support System

Academic Framework: Mathematics  
Elementary



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	<b>Targeted Enrichment</b>	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>• MobyMax</li> <li>• Dreambox Learning*</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>• Math discourse with immediate feedback</li> <li>• Systematic and explicit instruction</li> <li>• Complex and rich tasks</li> </ul>
	<b>Tier 1 Universal Core</b>	<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>• Provide Bridges and Number Corner for K-5 students and OpenUp for 6<sup>th</sup> grade students</li> </ul> <b>Core Minutes:</b> 75-90 minutes daily	<b>Classroom Strategies:</b> <ul style="list-style-type: none"> <li>• Number Talks</li> <li>• Mindset</li> <li>• Differentiated grouping</li> <li>• Math Workshop</li> <li>• Fluency/ Problem Strings</li> <li>• AVID WICOR</li> </ul>
	<b>Tier 2 Targeted Intervention</b>	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>• Bridges Intervention online</li> <li>• Math Learning Center Math Apps</li> <li>• MobyMax</li> <li>• AVMR Program*</li> <li>• Dreambox Learning*</li> </ul> <b>Extended Learning Time*</b> <p><b>Intervention Model*</b> Small Group Math Recovery Intervention</p>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>• Systematic, targeted and explicit instruction</li> <li>• Math discourse with immediate feedback</li> <li>• Concrete- pictorial-abstract instructional sequence (CPA)</li> <li>• Utilization of concrete models using manipulatives</li> <li>• Small group instruction</li> <li>• Additional practice opportunities</li> </ul>
	<b>Tier 3 Intensive</b>	<b>Supplemental Curriculum:</b> Integrate intervention materials with core experiences <b>Extended Learning Time*</b> <p><b>Intervention Model:</b> Special Education - Individualized Education Plan</p> <ul style="list-style-type: none"> <li>• Bridges Intervention</li> <li>• Dreambox Learning*</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>• Ample practice opportunities</li> <li>• Systematic explicit instruction</li> <li>• Math discourse with immediate feedback</li> <li>• Utilization of concrete representation and manipulatives</li> </ul>

Some Supplemental Funded Sites Only\*

2/5/2019

# Whole Child Support System

## MTSS Academic Frameworks: Middle School

### Whole Child Support System

Academic Framework: Literacy  
Middle School



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Advanced Core	<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>Accelerated English 7 (SpringBoard)</li> <li>Accelerated English 8 (SpringBoard)</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>Additional complex text</li> <li>Additional complex tasks</li> <li>Emphasis on higher level questioning</li> <li>Increased opportunities to respond and provide feedback</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Historical data</li> </ul>
Tier 1 Universal Core	<b>Core Curriculum:</b> <ul style="list-style-type: none"> <li>7<sup>th</sup> Grade English (SpringBoard)</li> <li>8<sup>th</sup> Grade English (SpringBoard)</li> <li>Provide Inside for 7-8 ELL Students</li> </ul>	<b>Classroom Wide Strategies:</b> <ul style="list-style-type: none"> <li>Differentiated work time that involves small group instruction, daily independent reading &amp; writing, independent literacy tasks</li> <li>Reciprocal teaching of reading and writing</li> <li>AVID WICOR</li> <li>Parent Contact</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Unit Assessments</li> <li>Benchmark Assessments</li> </ul>
Tier 2 Targeted Intervention	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>MobyMax</li> <li>LexiaPowerUp 6+*</li> <li>Reading Plus*</li> <li>Fastforward*</li> </ul> <b>Intervention Model:</b> <ul style="list-style-type: none"> <li>ICAN ELA</li> <li>Read 180 Next Generation Stage B*</li> <li>Read 180 Universal*</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>Explicit instruction in reading comprehension, vocabulary, word study, and writing strategies</li> <li>Rotations (whole-group, small-group, technology-based instruction, and independent reading)</li> <li>Increased opportunities to respond with immediate feedback</li> <li>Re-teaching of targeted standards-based skills</li> <li>Daily conference with students not at standard</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Unit Assessments</li> <li>Benchmark Assessments</li> <li>Intervention Diagnostics, formative assessments, and exit criteria</li> <li>Weekly progress monitoring</li> </ul>
Tier 3 Intensive	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>MobyMax</li> <li>LexiaPowerUp 6+*</li> <li>Reading Plus*</li> <li>Fastforward*</li> </ul> <b>Intervention Model:</b> <ul style="list-style-type: none"> <li>READ 180</li> <li>System 44*</li> <li>Special Education – Individualized Education Plan</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>One-on-One and small group instruction</li> <li>Provide targeted instruction on a daily basis</li> <li>Instruction focused on building phonemic awareness, phonics, decoding, fluency, comprehension, spelling, vocabulary, speaking and listening</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Unit Assessments</li> <li>Benchmark Assessments</li> <li>Intervention Programs: Diagnostics, formative assessments, and exit criteria</li> <li>Weekly progress monitoring</li> <li>Individualized Education Plan goals</li> </ul>

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### Whole Child Support System

Academic Framework: Mathematics  
Middle School



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Advanced Core	<b>Core curriculum:</b> <ul style="list-style-type: none"> <li>Accelerated Math (Open-Up)</li> <li>Algebra I (Carnegie)</li> <li>Geometry (Carnegie)</li> </ul> <b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>Moby Max</li> <li>Khan Academy</li> <li>Mathia</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>Math discourse with immediate feedback</li> <li>Systematic and explicit instruction</li> <li>Complex and rich tasks</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Historical data</li> </ul>
Tier 1 Universal Core	<b>Core curriculum:</b> <ul style="list-style-type: none"> <li>7<sup>th</sup> grade Math (Open-Up)</li> <li>8<sup>th</sup> grade Math (Open-Up)</li> </ul> <b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>Moby Max</li> <li>Khan Academy</li> </ul>	<b>Classroom Wide Strategies:</b> <ul style="list-style-type: none"> <li>Number Talks</li> <li>Mindset</li> <li>Differentiated grouping</li> <li>Math Workshop</li> <li>Fluency/ Problem Strings</li> <li>AVID WICOR</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Unit Assessments</li> </ul>
Tier 2 Targeted Intervention	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>Moby Max</li> <li>Khan Academy</li> <li>SVL Blackboard Shells</li> </ul> <b>Intervention Model:</b> <ul style="list-style-type: none"> <li>ICAN Math</li> <li>Math Strategies class*</li> <li>Extended Math block*</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>Systematic, targeted and explicit instruction</li> <li>Math discourse with immediate feedback</li> <li>Concrete- pictorial-abstract instructional sequence (CPA)</li> <li>Utilization of concrete models using manipulatives</li> <li>Small group instruction</li> <li>Additional practice opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Unit Assessments</li> <li>Benchmark Assessments</li> <li>Intervention Diagnostics, formative assessments, and exit criteria</li> <li>Weekly progress monitoring</li> </ul>
Tier 3 Intensive	<b>Supplemental Curriculum:</b> <ul style="list-style-type: none"> <li>MobyMax</li> <li>Khan Academy</li> <li>SVL Blackboard Shells</li> <li>Dreambox*</li> </ul> <b>Intervention Model:</b> <ul style="list-style-type: none"> <li>Math Strategies Course</li> <li>Special Education – Individualized Education Plan</li> </ul>	<b>Targeted Student Strategies:</b> <ul style="list-style-type: none"> <li>Ample practice opportunities</li> <li>Systematic explicit instruction</li> <li>Math discourse with immediate feedback</li> <li>Utilization of concrete representation and manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>Smarter Balanced</li> <li>PSAT 8</li> <li>Formative assessments</li> <li>Unit Assessments</li> <li>Benchmark Assessments</li> <li>Intervention Programs: Diagnostics, formative assessments, and exit criteria</li> <li>Weekly progress monitoring</li> <li>Individualized Education Plan goals</li> </ul>

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# Whole Child Support System

## MTSS Academic Frameworks: High School

### Whole Child Support System

Academic Framework: Literacy  
High School



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	<b>Advanced Core</b> Core curricula: • Honors English • Advanced Placement • College in the High School • Running Start	<b>Targeted Student Strategies:</b> • 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
	<b>Tier 1 Universal Core</b> Core curricula: • English (9 <sup>th</sup> -11 <sup>th</sup> ) • English Electives <b>ELL Students:</b> • Edge (9 <sup>th</sup> -12 <sup>th</sup> )	<b>Classroom Wide Strategies:</b> • 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
	<b>Tier 2 Targeted Intervention</b> <b>Supplemental Curriculum:</b> • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Fastforward*  <b>Intervention Model:</b> • ICAN ELA • Read180* • Bridge to College	<b>Targeted Student Strategies:</b> • 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
	<b>Tier 3 Intensive</b> <b>Supplemental Curriculum:</b> • MobyMax • LexiaPowerUp 6+* • Reading Plus* • Read 180* • Fastforward*  <b>Intervention Model:</b> • Special Education – Individualized Education Plan	<b>Targeted Student Strategies:</b> • 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

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### Whole Child Support System

Academic Framework: Mathematics  
High School



TIER	PROGRAMS	INSTRUCTIONAL STRATEGIES	DATA
Culturally Responsive Practices	<b>Advanced Core</b> Core curriculum: • Honors Math Sequence • Advanced Placement • College in the High School • Running Start  <b>Supplemental Curriculum:</b> • Khan Academy • Mathia	<b>Targeted Student Strategies:</b> • Math discourse with immediate feedback • Systematic and explicit instruction • Complex and rich tasks	• Smarter Balanced • PSAT • SAT • Formative assessments • Historical data
	<b>Tier 1 Universal Core</b> Core curriculum: • Algebra • Geometry • Algebra II • Pre-Calculus <b>Supplemental Curriculum:</b> • Mathia • Khan Academy	<b>Classroom Wide Strategies:</b> • Number Talks • Mindset • Differentiated grouping • Math Workshop • Fluency/ Problem Strings • AVID WICOR	• Smarter Balanced • PSAT • SAT • Formative assessments • Unit Assessments
	<b>Tier 2 Targeted Intervention</b> <b>Supplemental Curriculum:</b> • Mathia • Khan Academy • SVL Blackboard Shells  <b>Intervention Model:</b> • ICAN Math	<b>Targeted Student Strategies:</b> • 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
	<b>Tier 3 Intensive</b> <b>Supplemental Curriculum:</b> • Mathia • Khan Academy • SVL Blackboard Shells • Dreambox*  <b>Intervention Model:</b> • Special Education – Individualized Education Plan	<b>Targeted Student Strategies:</b> • 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

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