

## DODGE CITY MIDDLE SCHOOL

6<sup>th</sup> 7<sup>th</sup> and 8<sup>th</sup> Grade

The goal of Dodge City Middle School **Tier Interventions Plan** is to close the achievement gap as quickly as possible. Students who do not make adequate progress in Tier I instruction will receive more intensive Tier placement services within the regular school day. The **Tier Interventions Plan** will include programs, strategies, and procedures that provide a support to accelerate learning as outlined in this guide.

Within the **Tier Interventions Plan**, all students receive core math and ELA instruction as the foundation for learning. Those students at-risk for academic failure on the basis of their performance on screening assessments (and validated through in-class performance observations) are then provided supplemental support.

- This first layer of additional support, Tier II, occurs outside of the time dedicated to core math and ELA instruction, in small groups of students, and focuses primarily on providing increased opportunities to practice and learn skills taught in the core.
- When Tier II is insufficient to meet students need, students are provided Tier III interventions. Compared to Tier II, Tier III is more explicit, is focused on remediation of specific skills, is made available for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), and is provided in settings with smaller teacher to student ratios.

### **INSTRUCTIONAL COACHES' RESPONSIBILITY**

- Work with core teams to review student data for placement & charting to check growth patterns
- Review Tier II & Tier III student progress monitoring weekly
- Report student progress to core teams during weekly meetings
- Report student progress during monthly SIT meetings
- Work with Intervention teachers to plan instruction with appropriate materials & an instructional sequence that meets individual students needs

### **TIER I**

#### **INSTRUCTION**

- All students will receive ELA and math core instruction as the foundation for learning within a 64-minute block.
- Implementation of state standards through research-based practices
- Use of flexible groups for differentiation

#### **ASSESSMENT**

- Progress monitoring & charting to check growth patterns
- Progress review at the end of each quarter to determine intervention placement, if needed, for next quarter

## **TIER II**

### **INTERVENTION**

- 10-15% of students performing at the basic level who struggle with the College & Career Readiness standards introduced in ELA and/or math core instruction within a 64-minute block
- May be taught in a co-teaching environment or have additional classroom Para support (See Page 4)
- Focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing
- Modified core curriculum along with mini class sessions to close individual learning gaps
- Systematic and explicit instruction that includes modeling & direct teaching
- Specialized programming that focuses on key skills
- Continuous corrective feedback, encouragement, & self monitoring activities

### **INSTRUCTION**

- Lesson pace is adjusted to provide more intensive instruction
- Review of new skills with modified or shortened instruction & practice of new skills
- Instructional pace is slowed & focused by implementing a series of lessons concentrating only on a variety of review and practice activities.
- Provide a variety of practice opportunities that coordinate with identified classroom skills but use different approaches.

### **ASSESSMENT**

- Progress monitoring & charting to check growth patterns
- Progress review at the end of each quarter to determine the intervention placement for the next quarter
- Student progress monitoring reviewed weekly by instructional coach & reported back to core team during weekly meetings & monthly SIT meetings

**The following criteria for placement in a Tier II class will include:**

#### **Objective Data**

- SRI and SMI
- State Scores
- Average Post Mastery Checks

#### **Subjective Data**

- Completes Assignments with Accuracy
- Requires Reteaching / Reinforcement
- Applies Higher Level Thinking Skills
- Type of Learner

## **TIER III**

### **INTERVENTION**

- 3-5% of students receiving Tier I instruction & Tier II intervention who do not show the desired growth pattern based on progress monitoring to reach grade level ELA and/or math standards
- Require the most intensive interventions
- Will receive daily, intensive, small group or individual intervention targeting specific areas of deficit in ELA and/or math
- 42-minute quarterly classes
- Services are “in addition to” & never “instead of” Tier II intervention
- Special Education providers are included in Tier III interventions.

### **INSTRUCTION**

- Will keep a running record of student progress
- Focus is on fewer high priority skills during lessons
- Scheduling multiple & extended instructional sessions
- One-on-one or small group instruction is mandatory instructional provision
- Intensified specific skill development providing students with more opportunities to practice & respond
- Giving students feedback based on their individual responses & teaching students to mastery based on individual learning progress
- Planning instruction with materials & an instructional sequence that meets individual students needs

### **ASSESSMENT**

- Regular student progress monitoring using progress monitoring measures to assess whether the program is on course & to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth
- Student progress monitoring reviewed weekly by instructional coach & reported back to core team during weekly meetings & monthly SIT meetings
- Reviewed at the end of each quarter to determine the intervention placement for the next quarter.

#### **The following criteria for placement in a Tier III class will include:**

##### **Objective Data**

- SRI and SMI
- State Scores
- Average Post Mastery Checks

##### **Subjective Data**

- Completes Assignments with Accuracy
- Requires Reteaching / Reinforcement
- Applies Higher Level Thinking Skills
- Type of Learner

**CO-TEACHING STRATEGIES – TIER II**

Personnel	Collaborative Development	Collaborative Implementation	Collaborative Monitoring	Collaborative Evaluation
General and Special Educators	<p>Develop a working relationship with co teacher</p> <p>Share the vision to co teach with colleagues</p> <p>Engage in collaborative planning with parity</p> <p>Identify Clear Roles and Responsibilities</p> <p>Self assess training needs related to co-teaching, differentiation to establish a teacher baseline</p> <p>Actively participate in training related to the 5 approaches to co-teaching</p> <ol style="list-style-type: none"> <li>1. One teach-One Assist</li> <li>2. Parallel Teaching</li> <li>3. Station Teaching</li> <li>4. Alternative Teaching</li> <li>5. Team Teaching</li> </ol> <p>Ensure instruction and assessments are allowing for access to the general education curriculum by individual students</p>	<p>Take time to get to know the teacher that will be working with you</p> <p>Discuss and select the appropriate approaches to co teach within the classroom</p> <p>Establish domains of power</p> <p>Complete Co-Teaching Survey</p> <p>Develop and deliver co-taught lessons using the co teaching strategies and differentiation</p> <p>Implement data collection procedures to ensure access for all students</p> <p>Progress monitor instruction, assessments and engagement</p> <p>Document shared communication with parents.</p> <p>Incorporate technology into instruction</p>	<p>Establish communication patterns and norms</p> <p>Conduct ongoing monitoring of student progress</p> <p>Determine if these domains are accurate</p> <p>Continue to assess and evaluate training needs</p> <p>Recognize changes that need to be made in differentiation or lessons</p> <p>Determine if intended outcomes have been achieved</p> <p>Implement changes based on data and student needs</p>	<p>Analyze communication success</p> <p>Assess impact of co teaching model on student achievement</p> <p>Continue to evaluate roles to ensure student success</p> <p>Monitor student success, achievement and engagement</p> <p>Monitor student success, achievement and engagement</p> <p>Assess impact of instruction delivery and student achievement</p> <p>Share results with appropriate stakeholders</p>

## **COURSE DESCRIPTIONS**

Within the Tier interventions plan, all students receive core math and ELA instruction as the foundation for learning. Those students at-risk for academic failure on the basis of their performance (and validation of their performance) on screening assessments are then provided supplemental support.

### **TIER II MATH (64 minutes – Within the Core Instruction)**

This first layer of additional support, **Tier II**, focuses primarily on providing increased opportunities to practice and learn skills taught in the class setting. This intervention program is for students who are performing at the basic level, who occasionally struggle with the College & Career Readiness standards introduced in core math instruction. These classes will focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing. Students will receive specific instruction that focuses on key skills in a co-teaching environment or they will receive additional para support within the 64-minute block. During these classes, students will receive a modified core curriculum along with mini class sessions to close the individual learning gaps. To provide greater focus to Tier II instruction, teachers can adjust the overall lesson pace in order to provide more intensive instruction. Student progress will be monitored regularly with charting to check growth patterns.

### **TIER III MATH**

#### **Math Seminar (42 minutes – Outside of the Core Instruction)**

When Tier II is insufficient to meet students need, students are provided **Tier III** intervention. Compared to Tier II, **Tier III** is more explicit and focuses on remediation of skills. Tier III classes last for nine weeks and provide an additional 42 minutes of intervention on specifically targeted skills. This class addresses 3-5% of students who have received Tier I instruction and Tier II intervention and continue to show marked difficulty in acquiring necessary math skills. It could also include students who are 1.5 to 2 years behind and require the most intensive interventions. Students at this level will receive daily, intensive, small group or individual intervention targeting specific areas of deficit in math, which are more intense than interventions received in Tier II. These services are “in addition to” & never “instead of” Tier II intervention with the focus placed on fewer high priority skills during lessons. One-on-one or small group instruction is a mandatory instructional provision which includes giving students feedback based on their individual responses and teaching students to mastery based on individual learning progress. Regular student progress monitoring will be used to determine growth and to assess whether the program is on course and to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth

### **TIER II English/Language Arts (64 minutes – Within the Core Instruction)**

This first layer of additional support, **Tier II**, focuses primarily on providing increased opportunities to practice and learn skills taught in the class setting. This intervention program is for students who are performing at the basic level, who occasionally struggle with the College & Career Readiness standards introduced in core ELA instruction. These classes will focus on specialized corrective activities to help students overcome whatever learning difficulties they may be experiencing. Students will receive specific instruction that focuses on key skills in a co-teaching environment or they will receive additional para support within the 64-minute block. During these classes, students will receive a modified core curriculum along with mini class sessions to close the individual learning gaps. To provide greater focus to Tier II instruction, teachers can adjust the overall lesson pace in order to provide more intensive instruction. Student progress will be monitored regularly with charting to check growth patterns.

### **TIER III English/Language Arts**

#### **ELA Seminar (42 minutes – Outside of the Core Instruction)**

When Tier II is insufficient to meet students need, students are provided **Tier III** intervention. Compared to Tier II, **Tier III** is more explicit and focuses on remediation of skills. Tier III classes last for nine weeks and provide an additional 42 minutes of intervention on specifically targeted skills. This class addresses 3-5% of students who have received Tier I instruction and Tier II intervention and continue to show marked difficulty in acquiring necessary ELA skills. It could also include students who are 1.5 to 2 years behind and require the most intensive interventions. Students at this level will receive daily, intensive, small group or individual intervention targeting specific areas of deficit in ELA, which are more intense than interventions received in Tier II. These services are “in addition to” & never “instead of” Tier II intervention with the focus placed on fewer high priority skills during lessons. One-on-one or small group instruction is a mandatory instructional provision which includes giving students feedback based on their individual responses and teaching students to mastery based on individual learning progress. Regular student progress monitoring will be used to determine growth and to assess whether the program is on course and to determine whether a team of professionals needs to refine the instructional program to enhance achievement growth