

The logo for 'Elevate Learning' is centered in the top half of the image. The word 'ELEVATE' is in a bold, white, sans-serif font, with a white silhouette of a mountain peak integrated into the letter 'V'. Below it, the word 'LEARNING' is written in a white, cursive script. The background is split into two vertical panels: the left is black with a white decorative crest featuring a heart, flowers, and a helmet; the right is blue with a white decorative crest featuring a knight's helmet and a unicorn.

ELEVATE
LEARNING

The text 'The Multi-Tiered System of Support at the CIC' is centered in the bottom half of the image. The background is split into two vertical panels: the left is green with a white decorative crest featuring a swan and floral motifs; the right is red with a white decorative crest featuring a peacock and floral motifs.

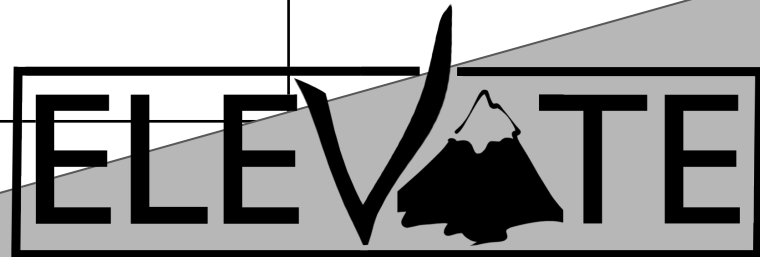
The Multi-Tiered System of
Support at the CIC

How to use this Presentation

1. Review the information included in this presentation.
2. Complete the survey on the last slide.
3. Be prepared to discuss the results during PLT Meetings that will be scheduled for the week of 11/15-11/19.

	<i>Tier 1</i>	<i>Tier 2</i>	<i>Tier 3</i>
What do we want students to learn?	Priority standards <ul style="list-style-type: none"> Standards Unpacked 	Essential Standards <ul style="list-style-type: none"> Standards Unpacked 	Foundational skills that should have been mastered in previous grades.
How will we know they have learned it?	Common Unit Assessments <ul style="list-style-type: none"> Proficiency Scales 	Common Formative Assessments <ul style="list-style-type: none"> Proficiency Scales 	<ul style="list-style-type: none"> iReady Other district Diagnostic Assessments
How are we going to get them there?	Unit Design <ul style="list-style-type: none"> Scope and Sequence Model Units of Study 	Collaborative Teaming <ul style="list-style-type: none"> Group students based on targeted needs. Provide targeted instruction for 2 weeks at a time. 	Organized small group instruction focused on each student's lowest area of deficit.
What will we do if they learn it?	Move on to next unit	Push toward higher DOK	Individualized enrichment through Genius Hour independent studies or Project Based Learning
What will we do if they don't learn it?	Remediation <ul style="list-style-type: none"> If it is a classwide concern <ul style="list-style-type: none"> Adjust S&S to provide more classtime If it is a small group concern <ul style="list-style-type: none"> Remediate in Tier 2 or small groups 	Collect data to inform the next T2 instructional cycle.	Refer to the Student Success Team for an alternative intervention and data based decision-making.

Basic Overview



Tier 1



The Tier 1 Process -

Best first instruction of Grade Level Standards

- What do we want the students to learn?
 - Priority Standards taught effectively following the Instructional Scope and Sequence (CIC Curriculum Map) using research based instructional strategies and unit designs.
- How will we know they have learned it?
 - Common Unit Assessments based on the Proficiency Scales for each Priority Standard
- What will we do if they haven't learned it?
 - Based on unit assessment, determine if it should be remediated during T1 or T2.
 - If the majority of your class has mastered the content, move to T2
 - If the majority of your class has not mastered the content, remediate the class during T1.
- What will we do if they have learned it?
 - Move on to the next instructional unit.

Structural Model for T1 Instruction

Daily Class Period

Individual	Pairs/Small Group	Whole Group	Pairs/Small Group	Individual
Capture Current State	Scrutinize Current State	Compare Current State to Desired State	Scrutinize NEW Current State	Re-Capture Current State
Previous Knowledge Self Reflect - Where am I?	Formatives Active Student Engagement Total Participation Techniques Cooperative Learning Kagan Strategies	Presentation of New Knowledge Teacher Led (usually) Reintroduce/State Clear Objectives	Formatives Active Student Engagement Exploration of New Knowledge Total Participation Techniques Cooperative Learning Kagan Strategies	What did I learn?
Student Strategies to Integrate Knowledge w/ Prior Learning (.93) ~Hattie	Classroom Discussion (.82) Jigsaw Method (1.20) ~Hattie	Direct Instruction (.60) ~Hattie	Feedback (.70) Formative Evaluation (.48) ~Hattie	Student Reported Grades (1.33) Meta-cognitive Strategies (.69) ~Hattie

- All sections should be present throughout a class period.
- All sections do not require an equal distribution of time.
- Clear learning objectives and success criteria should be present in all sections. *Teacher Clarity (.75) ~Hattie*
- Teacher Estimates of Student Achievement (1.29)
- Collective Teacher Efficacy (1.39)
- Teacher Credibility (1.09)
~Hattie



Sample Allotments of Time

Individual
Pairs/Small Group
Whole Group
Pairs/Small Group
Individual

Science Lab

Individual
Pairs/Small Group
Whole Group
Pairs/Small Group
Individual

Lecture

Individual
Pairs/Small Group
Whole Group
Pairs/Small Group
Individual

Essay Writing

Tier 2



The Tier 2 Process -

Remediation and/or Enrichment of grade level standards

- What do we want the students to learn?
 - Decide what you want your students to learn?
 - This should be based on 5th grade standards that have already been taught during the Tier 1 block
- How will we know they have learned it?
 - Create a CFA to assess where students are after receiving Tier 1 instruction on the topic.
 - Have the students take the CFA
 - Score the CFA
- What will we do if they haven't learned it?
 - Choose a structural model for meeting the need
 - Using the chosen model, provide specific instructional intervention during the T2 block
- What will we do if they have learned it?
 - Using the chosen model, provide specific enrichment based on the assessed standard during the T2 block

**This is done collaboratively with the Teaching Teams in each hallway*

Structural Model for T2 Instruction

Wk 1	Monday	Tuesday	Wednesday	Thursday	Friday
30 min	Pre CFA	Targeted Instruction	Targeted Instruction	Targeted Instruction	Targeted Instruction
Wk 2	Monday	Tuesday	Wednesday	Thursday	Friday
30 min	Targeted Instruction	Targeted Instruction	Targeted Instruction	Targeted Instruction	Post CFA

“Targeted instruction” can be achieved in different ways.

- Within the same classroom
- Spread throughout the classrooms of the team

However, for T2 to be effective the following **MUST** occur

- Collaborative dialog about instructional strategies
- Collaborative decision making using CFA data (both pre and post)

Tier 3



The Tier 3 Process -

Remediation and/or Enrichment based on below grade level skill gaps

- What do we want the students to learn?
 - We want every student to grow and develop their reading and math skills.
- How will we know they have learned it?
 - iReady Diagnostic Assessments
 - Tier 3 Screeners
- What will we do if they haven't learned it?
 - Reading
 - Small group instruction to the lowest level of deficit
 - Targeted reading and teacher conferencing every day
 - iReady ELA's Personalized Learning pathway for 30-45 minutes per week
 - Math
 - Small group instruction to the lowest level of deficit
 - iReady Math's Personalized Learning pathway for 30-45 minutes per week
- What will we do if they have learned it?
 - Personalized learning extension projects.
 - Could be anything like Genius Hour Projects, Project Based Learning, Digital Escape Rooms, Story Writing Challenges, Research Projects, Independent Studies, etc

Structural Model for T3 Instruction

	Monday	Tuesday	Wednesday	Thursday	Friday
30 min	Reading Groups	Reading Groups	Reading Groups	Reading Groups	iReady ELA w/ Conferencing
30 min	Math Groups	Math Groups	Math Groups	Math Groups	iReady Math w/ Conferencing

Non-negotiable elements of iReady Instruction

- 30-45 minutes per week of iReady Reading for all students not receiving T3 instruction from SpEd/EL/Title I teachers
- 30-45 minutes per week of iReady Math for all students not receiving T3 instruction from SpEd/EL/Title I teachers

Click the link below to
complete the survey

<https://forms.gle/8xtgjzkPVMCCY6uy7>

