

SUPPORT FOR ALL LEARNERS



Support for all Learners is a living document that exemplifies the commitment made by the Grand Traverse Area Catholic Schools to ensure that all students have the opportunity to reach their academic potential. At GTACS, we employ a method of academic intervention designed to provide early and effective assistance to students who are not on target to reach intended academic outcomes. We seek to ensure academic success through early intervention, frequent progress monitoring, and increasingly intensive instructional interventions for students who continue to have difficulty. It is our goal that students master our quality curriculum, backed by excellent instruction and a comprehensive assessment system. Low performance on an assessment triggers interventions, reassessments, and increased interventions until the student reaches the academic target. In this document, you will find the various tiers of interventions and strategies used in partnership with our parents at our four schools: Holy Angels Preschool and Elementary, Immaculate Conception Elementary, Saint Elizabeth Ann Seton Middle School, and Saint Francis High School.

TIER I

The first tier involves quality instruction and ongoing progress monitoring within every classroom at GTACS. Most students will find success at this level:

- EXCELLENT CURRICULUM
- RESEARCH BASED INSTRUCTIONAL STRATEGIES
- FORMATIVE AND SUMMATIVE ASSESSMENTS
- STUDENT GOAL SETTING

TIER II

The second tier automatically triggers additional support for learning when assessment evidence indicates that students are not meeting educational benchmarks. These interventions are initiated and facilitated by classroom teachers and/or support staff. Many students will achieve success when provided with the following interventions:

- PARENT COMMUNICATION AND PARTNERSHIP
- CASE STUDY BY STUDENT ASSISTANCE PROGRAM AND/OR PROFESSIONAL LEARNING COMMUNITY
- SMALL GROUP WORK
- ONE-ON-ONE WORK
- INDIVIDUAL READING INTERVENTIONS
- EXTENDED LEARNING OPPORTUNITIES
- ADDITIONAL FORMATIVE AND SUMMATIVE ASSESSMENTS

TIER III

At the third tier, GTACS provides intensive interventions for students whose assessment evidence continues to show that they are not meeting educational benchmarks. These interventions will aid all students who have not had success at Tier I or II. These programs do not replace classroom instruction, but are in addition to classroom instruction. The goal is to target specific weaknesses and provide intense intervention and re-assessment to make certain that progress is being made:

- UTILIZE LITERACY SPECIALIST
 - ACADEMIC ASSISTANCE CENTERS
 - TITLE I SUPPORT
 - TRAVERSE BAY INTERMEDIATE SCHOOL DISTRICT (TBAISD)
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SUPPORT FOR ALL LEARNERS

MISAA SCHOOLS OF
DISTINCTION 08



TIER I

The first tier involves quality instruction and ongoing progress monitoring within every classroom at GTACS. Most students will find success at this level when provided with these experiences:

GUARANTEED AND VIABLE CURRICULUM

Guaranteed means that all students have the opportunity to learn a defined curriculum; viable means that it can be accomplished in the instructional time available.

Identified Power Standards

- What all students are expected to learn?

Prioritized Learning Targets

- What is essential?
- What is important?
- What is good to be familiar with?

Connection to World Beyond Classroom

COMPREHENSIVE ASSESSMENT SYSTEM

Universal Monitoring

- Measures of Academic Progress (MAP) provided by Northwest Evaluation Association (NWEA): 2nd – 8th (reading/math)
- AIMSweb: K – 8th (reading)
- Running Records
- STAR reading by Renaissance Learning: 6th – 8th
- Michigan Literacy Progress Profile (MLPP): K – 2nd
- TBAISD Quarterly Mathematics Assessment: K – 8th
- Saint Francis quarterly departmental assessments

Diagnostic Monitoring

- Any tool to identify specific skill or learning deficiencies
- Classroom formative assessments
- Spelling inventories

Progress Monitoring

- Classroom Formative Assessments
- Student Assessment Review
- MLPP Running Records: K – 2nd (four times/year)
- STAR: 6th, 7th, 8th (three times a year)
- AIMSweb: K – 8th
- Assessment of Catechesis/Religious Education (ACRE): 5th, 8th, 11th
- Accelerated Reader: K – 8th
- Explore Assessment: 8th
- PLAN Assessment: 9th
- PLAN Assessment: 10th
- Michigan Merit Exam (MME): 11th
- ACT: 11th

RESEARCHED-BASED INSTRUCTIONAL ASSESSMENT STRATEGIES

Adapted from Classroom Instruction that Works*

- Questions and Advanced Organizers
- Non-Linguistic Representations
- Identifying Similarities and Differences
- Summarizing and Note Taking
- Cooperative Learning
- Generating and Testing Hypotheses
- Homework and Practice
- Reinforcing Effort and Providing Recognition
- Setting Objectives and Providing Feedback
- Differentiated Instruction

STUDENT GOAL SETTING

Setting goals based on assessment data:

- NWEA – Student Goal Setting Sheets
- Goal Setting based on AIMSweb
- Goal Setting based on PLAN and ACT Test
- Student Assessment Review

EARLY LITERACY INITIATIVE

An initiative that was started during the 2010-11 school year has made significant change in our K-2 literacy instruction. We increased our reading from 90 minutes a day to 150 minutes a day in grades K – 2. In addition to our six classroom teachers in grades 1 and 2, we utilize eleven additional educators to run 50 minutes of phonemic awareness, decoding, and fluency.

These lessons all start concurrently and the standards and benchmarks are the same; the difference is the level of instruction and the teacher per pupil ratio. The struggling students are in the smallest groups while the most advanced students are in larger groups. This new approach promises to have an enormous impact on the reading abilities of all our students.

* Marzano, Robert J., Pickering, Debra J., Pollock, Jane E., *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Pearson: New Jersey, 2005.

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MSIAA SCHOOLS OF DISTINCTION 08



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PARENT COMMUNICATION

If a student is at a C- or below or is achieving below grade level after three weeks into a marking period, parents are contacted.

STUDENT ASSISTANCE PROGRAM (SAP) and/or PROFESSIONAL LEARNING COMMUNITIES (PLC)

Students who fall below class expectations will often be discussed at PLC and/or SAP meetings to identify interventions that may be needed.

SMALL GROUP WORK

Small group reteaching will often be used when struggling students fall behind the class group.

ONE-ON-ONE WORK

One-on-one work will often take place when small group work does not provide success.

EXTENDED LEARNING OPPORTUNITIES

- Before/after school and lunch: K – 12
- Math Support: 6th – 8th
- Eighth hour: 9th – 12th
- Math Technology: 6th – 8th

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UTILIZE INTERVENTION SPECIALISTS

Intervention Specialists will use the following strategies:

Holy Angels Elementary

- Coding and learning the rules to decoding
- Learning through literacy games
- Working with comprehension and fluency
- Teaching strategies on how to learn
- Working with vocabulary
- Hearing the sounds through auditory manipulatives

Immaculate Conception Elementary

- Working with comprehension and fluency
- "Read Naturally" which focuses on fluency, comprehension and writing skills
- Leveled Reading Activities for fluency/comprehension
- "Raz Kids" – online program for students
- One-on-one math help
- SRA Corrective Reading - direct reading instruction program, comprehensive phonics, and fluency builder

Saint Elizabeth Ann Seton Middle School

- SRA Corrective Reading - direct reading instruction program, comprehensive phonics, and fluency builder
- "Read Naturally" which focuses on fluency, comprehension and writing skills
- "Reading Success" focusing on comprehension
- General and testing support throughout the day for those students who need accommodations
- Math Support (individual and/or small group instruction)

Saint Francis High School

- SRA Corrective Reading - direct reading instruction program, comprehensive phonics, and fluency builder
- "Rewards Program," a 22-lesson fluency and comprehension tool
- Team and small group teaching in Algebra 1 and 2
- Individual goal setting and tutoring through the Academic Assistance Center

INTERVENTION PROGRAMS

Reading Club – Holy Angels

St. Bridget – Immaculate Conception

Seton Center – Saint Elizabeth Ann Seton

Academic Assistance Center (AAC) – Saint Francis

TRAVERSE BAY AREA INTERMEDIATE SCHOOL DISTRICT (TBAISD)

Referral to TBAISD for testing and additional recommendations