



# December Principal's Message

Scott SAC Meeting  
12/5/19

# Agenda



- 1. Good Things**
- 2. GT Identification**
- 3. MTSS/RtI**
- 4. Budget**



# Good Things

- \* Book Fair
- \* Boomerang Project
- \* CogAT
- \* DIBELS
- \* SEL
- \* HOWL Mart Fundraising
- \* Conference Attendance Rate



# GT Identification

Jennifer Palmer,  
Scott Gifted Resource Teacher



**MTSS/RtI**

Jennifer Radford, Principal

# What is MTSS?

**In Colorado, a Multi-Tiered System of Supports (MTSS) is defined as:**

*a prevention based framework of team-driven, data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.*



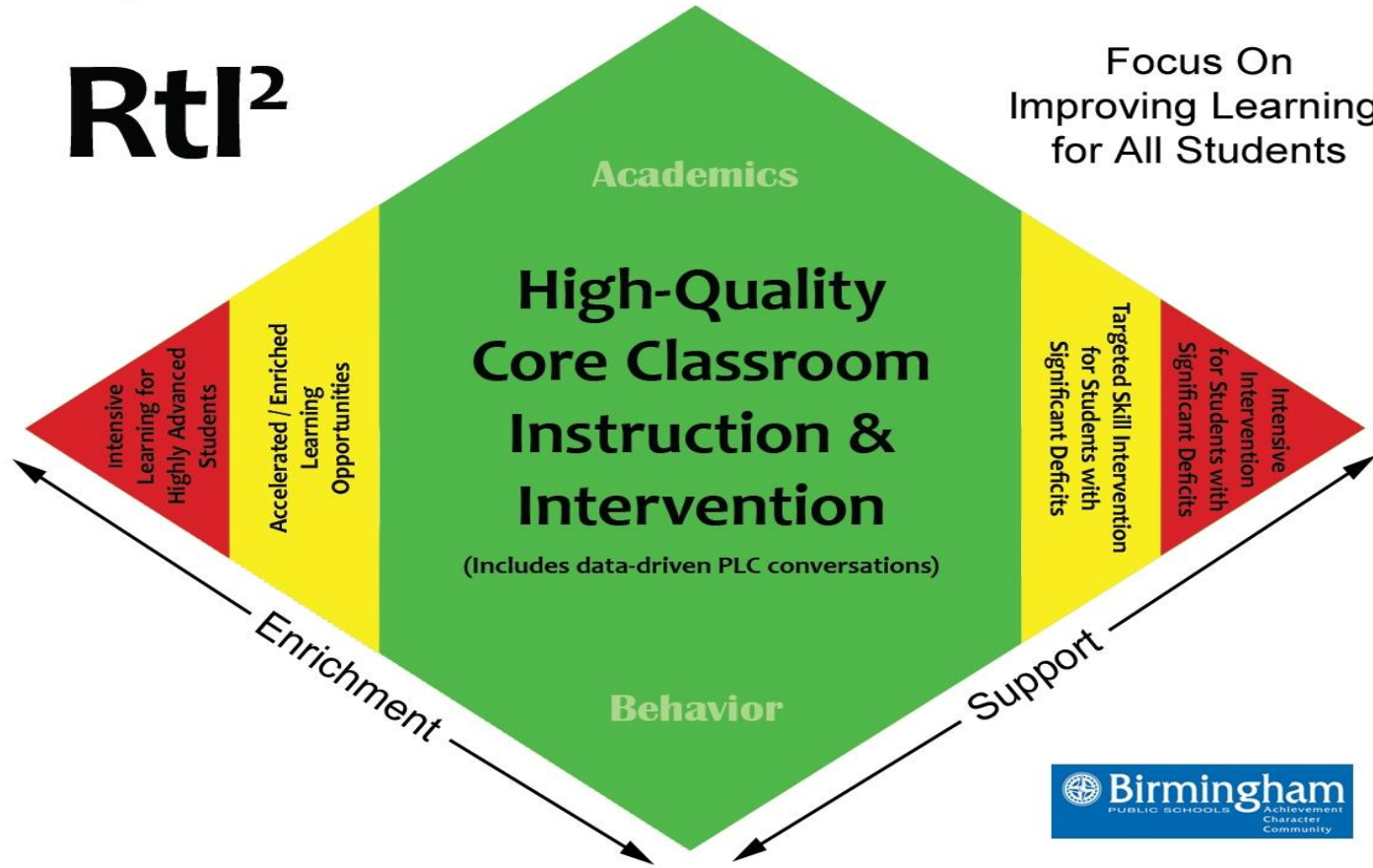
## We Believe That:

- ALL children can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards-based curriculum and researched-based instruction.
- Intervening at the earliest indication of need is necessary for student success (Pre K-12).
- A comprehensive system of tiered interventions is essential for addressing the full range of student needs.
- Student results improve when ongoing academic and behavioral performance data inform instructional decisions.

# Response to Instruction & Intervention Model

## RtI<sup>2</sup>

Focus On  
Improving Learning  
for All Students





# How Does Scott Identify and Support Students?

- During the year, schools screen all students to see which students are meeting grade-level standards and which students need additional support.
- For the students needing more support, a school-based team uses a problem-solving process to plan interventions and monitor progress (Tiers 2 and 3).
- Parents are invited and encouraged to attend Student Success Team (SST) meetings.

# Tier 1 Instruction

- Universal Core Instruction
- Math, reading, writing, science, social studies, SEL
- Differentiated learning
- Grade level standards-based
- Common behavior systems/supports in place

# Tier 2 Instruction- 1<sup>st</sup> Attempt

- Provider: Classroom Teacher/Tutor
- Daily intervention block in grades K-5
- Teacher/tutor is targeting a specific skill with a small group (4-5) using a research based intervention that has been identified as a gap skill or behavior
- Intervention around the specific skill or behavior continues 3-6 weeks with weekly progress monitoring

# Tier 2 Instruction-2<sup>nd</sup> Attempt

- Provider: Tutor
- For students who have not made sufficient progress in the Tier 2 (step 1) intervention, have more significant gaps, children are seen by an interventionist for 20-45 minutes/day (depending on grade level and subject).

# Math Intervention

- 6 weeks cycle
- Skills targeted might be on grade level or below grade level, determined by the team
- May complement classroom instruction or might be a previously taught skill
- In addition to grade level instruction from classroom teachers

# Literacy Intervention

- Literacy Intervention - 6 Week Cycle
- Researched based and narrow skill focus (phonics, writing, comprehension, fluency, etc.)
- Skills targeted might be on grade level or below grade level, determined by the team
- May complement classroom instruction or might be a previously taught skill
- Children receive grade level instruction from classroom teachers

# SEL\*

## Tier 1

- Daily Den
- Zones of Regulation
- PBIS
- CKH

## Tier 2

- Wolf Watch
- ALPHAS
- Wolf Den
- Restorative Practices

## Tier 3

- BIP/BSP

**\*Access to Social Worker at Every Tier**

# Data Days

- Regularly scheduled MTSS meetings
- Roughly every six weeks
- Review grade level diamonds
- Conduct kid talks
- Monitor MTSS watch list and communication to GT & SPED



# After Each Tutoring Cycle

Four basic outcomes:

- Student has closed gaps and should return to core class.
- Student is growing at an expected rate and closing gaps but should continue intervention.
- Student is not growing at an expected rate, but should continue intervention. Student Success Team (SST) meeting will be conducted.
- Student is not showing adequate growth and should be referred to MTSS for further planning. SST meeting will be conducted.



**Tier 3:**  
**SPED, ALP, 504, ELIP**

# Tier 3: Special Education (IEP)

- An MTSS meeting will take place to decide if a SPED referral needs to be completed to evaluate whether the student qualifies for an Individual Education Plan (IEP).
  - If the team concludes evaluation needs to take place, the parent will give consent and the 60 day evaluation process will begin.
  - At the evaluation meeting will be held to discuss the body of evidence and determine if the student qualifies for an IEP.

# Tier 3: Special Education

- Autism
- Deafness
- Deaf-Blindness
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Orthopedic Impairment
- Other-Health Impaired
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment (including Blindness)
- Multiple Disabilities

# Tier 3: 504

- 504 plans support students in accessing general education
- Students who have a disability who need accommodations but do not demonstrate the need for direct support from special service providers
- Differences between 504 and an IEP:
  - *504 provides accommodation*
  - *IEPs provide direct services*

# Tier 3: ELIP

- ELL students typically receive 30-45 minutes of intensive English language development daily.
- The following skills are emphasized: social communication, academic vocabulary, grammar, reading strategies, writing skills, as well as the use of technology.
- National Geographic **Reach** curriculum
- **i-Ready**

# What Can Parents Expect from Scott Regarding MTSS?

- Information on my child's progress in meeting grade-level standards
- Notice of academic or behavior concerns (early identification)
- Instruction and intervention that is matched to my child's needs
- Feedback on how my child is responding and making progress
- Involvement in individual, data-based problem solving for my child

# Who do I contact if my child is struggling and needs help?

- Contact your child's teacher, the school administrator, or the social worker with your concerns.



[Parent Frequently Asked Questions about RtI – National Center on Response to Intervention](#)

[A Parent's Guide to RtI – National Center for Learning Disabilities](#)

[Family Guide to Response to Intervention](#)

[RTI Action Network – Resources for Parents and Families](#)

[CDE Parent and Family Resources page](#)

[Parents Encouraging Parents \(PEP\)](#)

[State Advisory Council on Parent Involvement in Education \(SACPIE\)](#)

[Colorado Special Education Advisory Committee \(CSEAC\)](#)

[Global Family Research Project](#)

[National Center for Learning Disabilities](#)

[National Association for Family, School, and Community Engagement \(NAFSCE\)](#)

[National Parent Teacher Association](#)

[School Community Network - Just Connect](#)

[Engaging Families in Early Childhood Education](#)

[Partnering with Families in an RtI Framework:](#)

[Colorado Department of Education](#)

[Powerful Parents](#)

[Schools, Families, and Response to Intervention](#)

[Working with Culturally and Linguistically Diverse Families](#)

[Multi-Tiered System of Supports Home](#)

[Implementation Science](#)

[Resources](#)

[Positive Behavioral Interventions and Supports](#)

[Bullying Prevention and Education](#)



# Resources



# Budget



From all of us  
to you and yours...

**HAPPY  
HOLIDAYS!**

