

Fabius-Pompey

Current approach to Tier 2 at
the Elementary Level

The Needs at Tier 2

- Staff
 - Increase commitment to the RTI process
 - More time to provide targeted interventions
 - Greater involvement of staff —→ more students receiving Tier 2 intervention
 - Effective use of data in educational planning
- Students
 - Meet academic needs (for off-level instruction)
 - Reach more students at earlier stages
 - Increase performance as a school

Creation of WIN

- Master schedule adjustments
- Staff Involvement (Evaluation team)
- Processes for assigning students to groups
- Steps to identify focus of targeted groups
- Input (district level, school, parents)

	Kdgn	First	Second	Third	Fourth	Fifth
7:55-8:00	7:55-8:05 Arrival/Breakfast	7:55-8:05 Arrival/Breakfast	7:55-8:05 Arrival/Breakfast	7:55-8:05 Arrival/Breakfast	7:55-8:05 Arrival/Breakfast	7:55-8:05 Arrival/Breakfast
8:00-8:05						
8:05-8:10						
8:10-8:15	King Play 8:05-8:20					
8:15-8:20		WIN 8:05-8:45	WIN 8:05-8:45	WIN 8:05-8:45	WIN 8:05-8:45	WIN/Band 8:05-8:45
8:20-8:25						
8:25-8:30	Morning Meeting 8:20-8:45					
8:30-8:35						
8:35-8:40						
8:40-8:45						
8:45-8:50						
8:50-8:55						
8:55-9:00	Centers 8:45-9:35					
9:00-9:05						
9:05-9:10						
9:10-9:15		ELA 8:50-10:30	ELA 8:50-10:30	Math 8:50-10:00	Specials	Science & Social Studies 8:50-10:00
9:15-9:20						
9:20-9:25						
9:25-9:30						
9:30-9:35						
9:35-9:40						
9:40-9:45						
9:45-9:50						
9:50-9:55						
9:55-10:00						
10:00-10:05	Specials 9:40-10:25					
10:05-10:10						
10:10-10:15						
10:15-10:20						
10:20-10:25						
10:25-10:30						
10:30-10:35						
10:35-10:40						
10:40-10:45	Math 10:30-11:00	Specials	Recess 10:30-11:30	Science & Social Studies 10:30-11:15		ELA 10:00-11:30
10:45-10:50						
10:50-10:55						
10:55-11:00						
11:00-11:05						
11:05-11:10						
11:10-11:15	Lunch 11:00-11:30					
11:15-11:20						
11:20-11:25						
11:25-11:30						
11:30-11:35						
11:35-11:40						
11:40-11:45						
11:45-11:50	Read, Read Aloud & Writing	Lunch 11:30-12:00				Recess 11:30-11:45
11:50-11:55						
11:55-12:00						
12:00-12:05						
12:05-12:10						
12:10-12:15						
12:15-12:20						
12:20-12:25						
12:25-12:30						
12:30-12:35		Math 12:00-1:00				
12:35-12:40						
12:40-12:45						
12:45-12:50	Recess					
12:50-12:55						
12:55-1:00						
1:00-1:05						
1:05-1:10						
1:10-1:15	ELA	Recess				
1:15-1:20						
1:20-1:25						
1:25-1:30						
1:30-1:35						
1:35-1:40						
1:40-1:45		Science & Social Studies	Science & Social Studies			
1:45-1:50						
1:50-1:55	WIN 1:30-2:10					
1:55-2:00						
2:00-2:05						
2:05-2:10						
2:10-2:15						
2:15-2:20						
2:20-2:25						
2:25-2:30						

Rollout and Adjustments

- Year 1
 - All K-5 staff involved in provision of Tier II
 - 24 providers scheduled with two 20-minute groups each
 - 4 days of service and 1 day for progress monitoring
 - Focused on reading and math for “at-risk” students
 - Enrichment opportunities for other students
 - Provided by special area staff and teaching assistants

Rollout and Adjustments

- Year 2
 - Teachers only as providers of Tier 2
 - Teaching assistants moved to assist with Tier 1 groups
 - 22 providers scheduled with two 20-minute groups each
 - Services reduced to 3 days of service and 1 day for progress monitoring
 - Focused on reading and math for “at-risk” students
 - Academic tasks provided for other students
 - Provided by special area staff and teaching assistants

Impact

- Increased dialogue about specific student needs
- Greater understanding of RTI and tiered levels of support
- Evidence of benefits to students
- Some increase in the use of data to anchor conversations with parents about student progress

Challenges

- Staff reactions and perceptions
- Impact on rest of schedule
- Focus of instruction for high-achieving students
- Specificity of targeted groups and interventions
- Consistent use of data
- APPR

Future Needs

- Consistent collaborative time for teachers
- Consistent use of data for decision-making
- Group flexibility
- Tracking of specific interventions in place for students
- Exploration of resources to help target needs and focus instruction
- Greater home/school communication