Collaborative Systems of Support

Garth L. Larson
@LarsonGarth
#CSSMN
WINNERS MAKE COMMITMENTS
LOSERS MAKE PROMISES

CAPITAL
credit union
Capital makes it happen.

5th Quarter
SPORTS BAR • RESTAURANT

Larry's Diner, Wiggly

2
“Collaborative Systems of Support represent the logical connection between Professional Learning Communities, Response to Intervention and Multi-Tiered Systems of Support.

There is no RTI or MTSS without the foundation of collaborative professional practices. The research-based principles of RTI (and MTSS) represent the necessary connections and extensions to teacher-based Professional Learning Communities.”
COLLABORATIVE SYSTEMS OF SUPPORT
GUT CHECK!
Why are we talking about this?

- Over 3 million high school students drop out of school annually.
- High school dropouts commit 75% of US crimes.
- 90% of U.S. jobs require a high school diploma.
- Dropouts are more likely to apply for and receive public assistance than graduates of high school.
What Effect Size Does RTI Have?

- Let’s learn from the past!
- When done right, it’s one of the most powerful approaches to improve student learning available
- # 3 on Hattie’s List of Influences
CORE SUPPORT

● Engaging, differentiated instruction for ALL students
● Multiple opportunities to respond to instruction
● Immediate and specific feedback in the learning progression
● Scaffold new practice
● 10-15 minutes of small group supports to homogenous groups based on need (Response)
MORE SUPPORT

- More time and supports for students not mastering essential instruction
- Provided during the day during a 30 minute flex time or WIN time
- Students are given supports in smaller groups and based on need
- Other staff/human resources may support the work.
SPECIALIZED SUPPORT

- Students not responding to core or more supports
- Students that have been identified through a screening process
- Very targeted toward specific skills
- Does NOT supplant instruction, rather supports it
- Occurs flexibly within a student’s day
- Students that are significantly behind
Mission: What you strive to do as an organization.

- Our mission is to ensure that ALL students learn at the highest level.
- Our mission is to provide the time, support and resources necessary for our partnership districts to ensure that ALL students learn at high levels.

Mantra: Clearly defines your school in 3-5 words (Hierck and Williams)

- Learning for ALL
- Every Child is My Child
- We Work as a Village
- Affordable Learning For ALL
I Believe
WHAT KIND OF SCHOOL?

Jackson

Madie
AUTHENTIC ALIGNMENT?
AUTHENTIC ALIGNMENT?
Let’s Confront the Elephants Right Away!
What is the image we have of our school in our minds? In our district? In our community? Are these images what we want to represent our school?
LET’S STOP ASKING THESE QUESTIONS!

Guiding Question: What are the **WRONG** questions to ask when focusing on improving student achievement for **ALL** students through the CSS Process?

- How do we raise test scores?
- How do we fix the parents?
- How do we stay legal?
- How do we get them to special education?
CSS is PLC + MTSS

Four Questions of PLCs

Four Questions of MTSS

Let’s ask these questions instead...
4 Guiding Principles of Professional Learning Communities

(modified from Professional Learning Communities at Work, DuFour)

1. What is it we expect our students to know and do? (Standards and Targets)
2. How will we collectively know if they learned it? (Assessments)
3. How will we collectively respond when they don't learn it? (Interventions and Supports)
4. How will we collectively respond when they already know it? (Extensions)
The Four Questions of MTSS

1. About which students do we have concerns?
2. Why are students experiencing difficulties?
3. What are we currently doing to support the student and meet the student’s needs?
4. To what extent have students responded to instruction and intervention?
How are you doing with these questions?
What does an ideal day look like in our school(s)?
Plan and Go

• What is your current reality?

• What is your desired reality?

• What is an immediate next step?
COLLECTIVE RESPONSIBILITY/CULTURE

Guiding Question: Do you have a sense of collective responsibility from every staff member in your school or district? If not, what are some steps you can take to ensure this happens?

Guiding Question: Why are we here? What is our fundamental purpose as an organization? Can every employee in your district answer these questions the same way?
Collective Commitments for High Levels of Learning for ALL Students

• Our students will have the necessary skills and knowledge for post high school success.

• Students will be provided with additional time and support necessary to become proficient in grade level essential standards.

• Our schools will create systems of interventions for students that are struggling to meet essential grade level standards.

• Teachers will not work in isolation to provide necessary supports for students that are struggling.
Collective Commitments for High Levels of Learning for ALL Students

• Some students will require support from time to time, while other students will require intense remediation to support learning gaps that exist.

• Students receiving More Support and Specialized Levels of support will receive Core instruction, plus supplemental support.

• The time that we provide for additional support must fit within our school day as we do not control what happens outside of normal school hours.
Collective Commitments for High Levels of Learning for ALL Students

• The interventions that we provide are directive, targeted, timely, research-based and delivered by trained professionals.

• Our schools will actively monitor the time and supported provided to students to identify if we are making appropriate gains in their learning.
Guiding Question: If you have not established certain commitments (or any), what potential roadblocks exist for your staff with these collective commitments? What are your next steps as a building or district?
CHANGING CULTURE

• We must be willing to take responsibility for student learning collectively.

• RTI/CSS is not a “TTSP” initiative. We are here to support learning in our buildings.

• Are we here to teach or to ensure students learn?

• Do we believe that ALL students can learn at high levels?

• Getting “Buy In” from staff regarding this approach.

• Expect the best and confront the worst.
CHANGING CULTURE

EQUALITY

EQUITY
Healthy cultures have an unwavering belief in the ability of each student to achieve success and they pass that belief on to others in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the ability of every student.

(Cromwell, 2002)
Toxic cultures believe that student success is based solely upon a students’ level of concern, attentiveness, prior knowledge, and willingness to comply with the demands of the school, and they articulate that belief in overt and covert ways. Educators create policies and procedures and adopt practices that support their belief in the impossibility of universal achievement (Cromwell, 2002).
Toxic Cultures

We believe all students can learn at high levels if:

● They come from homes with lots of support and involved parents
● They are well behaved, respectful, and compliant.
● They speak the language
● They come from one side of town versus the other side of town
● They are of a certain race
● They aren’t Title I or on free or reduced lunch
● They have no identified learning disabilities
Is your school’s culture competitive?
"Let’s be better than each other."

or is your school’s culture collaborative?
"Let’s be better for each other.

What’s your contribution?

BETTER FOR LEARNING
The Essence of Team is Shared Commitment
A Few Numbers to Share...

5th Grade ELA

61% Proficient and Advanced

15% higher than the previous year
A Few Numbers to Share...

3rd Grade ELA: 68% Proficient

20% Higher than the 3rd Grade Class the Year Before
A Few Numbers to Share...

8th Grade ELA

77% Proficient or Advanced

14% Higher than the same group in 7th Grade
A Few Numbers to Share...

7th Grade ELA
77% Proficient or Advanced

20% Higher than the same group in 6th Grade
A Few Numbers to Share...

6th Grade ELA

75% Proficient or Advanced

32% Higher than the same group in 5th Grade
A Few Numbers to Share...

Grade 3 Writing: 96%
Grade 4 Writing: 85%
Grade 5 Writing: 80%
Grade 6: Writing: 99%
Grade 7 Writing: 98%
Grade 8 Writing: 97%

93% of our students met the claim for writing!
A Few Numbers to Share...

Winneconne High School Graduating Class of 2015

22.2 state average

22.0 last year

24.0 Composite Score
A Few Numbers to Share...

Writing Grade 9 Aspire

71% Ready or Exceeding

36% Higher than the national average
A Few Numbers to Share...

Writing Grade 10 Aspire

74% Ready or Exceeding

29% Higher than the national average!
CULTURAL CHANGE IN ACTION

Butte des Morts EL | Menasha Joint
School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating

57.9
Meets Few Expectations

- Student Achievement
  - Reading Achievement
  - Mathematics Achievement

- Student Growth
  - Reading Growth
  - Mathematics Growth

Closing Gaps
- Reading Achievement Gaps
- Mathematics Achievement Gaps
- Graduation Rate Gaps

On-Track and Postsecondary Readiness
- Graduation Rate (when available)
- Attendance Rate (when graduation not available)
- 3rd Grade Reading Achievement
- 8th Grade Mathematics Achievement
- ACT Participation and Performance

Student Engagement Indicators
- Test Participation (lowest group rate; goal ≤95%)
- Absenteeism Rate (goal ≤15%)
- Dropout Rate (goal ≤6%)

Fails to Meet
- 0-52.9
- 0-52.9

School Information
- Grades: K-5
- School Type: Elementary School
- Enrollment: 485
- Race/Ethnicity:
  - American Indian or Alaska Native: 2.4%
  - Asian or Pacific Islander: 3.1%
  - Black or African American: 6.3%
  - Hispanic: 17.5%
  - White or Other: 70.8%
  - Student Groups:
    - Students with Disabilities: 15.4%
    - Economically Disadvantaged: 68.6%
    - Limited English Proficient: 13.2%

Wisconsin Student Assessment System Percent
- Includes: Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Academic Standards (WASSE)
- Includes: College and career readiness benchmarks based on ACT and WWA-Score
- State proficiency rate is for all tested grades

Butte des Morts EL | Menasha Joint
School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating

67.9
Meets Expectations

- Student Achievement
  - Reading Achievement
  - Mathematics Achievement

- Student Growth
  - Reading Growth
  - Mathematics Growth

Closing Gaps
- Reading Achievement Gaps
- Mathematics Achievement Gaps
- Graduation Rate Gaps

On-Track and Postsecondary Readiness
- Graduation Rate (when available)
- Attendance Rate (when graduation not available)
- 3rd Grade Reading Achievement
- 8th Grade Mathematics Achievement
- ACT Participation and Performance

Student Engagement Indicators
- Test Participation (lowest group rate; goal ≤95%)
- Absenteeism Rate (goal ≤13%)
- Dropout Rate (goal ≤6%)

Fails to Meet
- 0-52.9

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  - White or Other: 71.1%
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    - Economically Disadvantaged: 65.8%
    - Limited English Proficient: 13.0%

Wisconsin Student Assessment System Percent
- Includes: Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Academic Standards (WASSE)
- Includes: College and career readiness benchmarks based on ACT and WWA-Score
- State proficiency rate is for all tested grades
CULTURAL CHANGE

Guiding Question: Knowing these cultural changes within the CSS process, how would you describe the culture within your school or district?

Guiding Question: What are some steps you can take to start shifting the culture in your school or district?
STUDENT CENTERED COLLABORATION

Guiding Question: What does collaboration currently look like in our school or district?

Guiding Question: How do we make collaboration our highest priority in our school or district?

Guiding Question: How can we create both technical change and cultural change to support collaboration in our buildings?
Guiding Question: How often are we meeting in grade level teams?

Guiding Question: What are talking about during that time?

Guiding Question: How do we keep our focus on what is right for students?
TEAM STRUCTURES

- Teacher teams meet weekly to complete their established data team’s tasks
- Discuss students they have concerns about
- Keep their notes in some software (Google Docs)

Guiding Question: What does your current team structure look like?
- Grade level/Content Level Teams?
- Building Leadership Team?
- Student Opportunity Team/Problem Solving Team?

Guiding Question: How often do they meet and have they established their purpose?
Essential Instruction

Relationships, then Content
Both Matter
So Does the Order!
Essential CORE Instruction

(Doug Reeves)

- Endurance
- Leverage
- Readiness

Guiding Question: How are we going to move this process forward in our school or district?
TARGET BASED GRADING AND REPORTING PROCESS

**Guaranteed** = taught in the same classes

**Viable** = can be taught at deep levels within the given time frame of the school year
TARGET BASED GRADING AND REPORTING PROCESS

Step One: Individually review the standards:
Look at the standards that are provided from your state or local school boards and analyze what is expected. The purpose behind this step is to clearly understand what exists within the standards regarding expectations.
Step Two: Rate the standards as priority or non-priority: Using Endurance, Leverage and Readiness as your guiding points, rate each standard as a priority or non-priority. These standards become the basis for assessment, instructional design, grading and reporting.
Step Three: Meet vertically with other teams and make appropriate adjustments. This process should occur with grade level teams and content teams above and below. Example: Second grade meets with both first grade and third grade to have these priority discussions. Algebra I meets with both 8th Grade Math/Pre-Algebra I and Algebra II.
Step Four: **Analyze whether or not your team can adequately teach and assess the priority standards (or targets):** Look at the number of days in the school year and determine an appropriate number of standards/learning targets that can be taught within the school year. Identify whether or not the standards/learning targets can be taught, assessed, retaught and reassessed to ensure deep levels of learning for all students within that given timeframe.
Step Five: **Complete final review in grade level and/or content level teams:** Conducting a final review with grade level/content teams ensures accuracy and consistency in this process. In collaborative teams, take a final look to make sure the team is comfortable with what has been selected as this will drive the next part of the process.
Step Six: Write learning targets specifically to the priority standards. Use Norman Webb’s Depth of Knowledge Chart (included in this packet) or something similar to support this work. When writing learning targets, check to ensure they meet the goals of the standards and create them in student friendly language. These can be written as “I can” statements or “Students will be able to” statements. Kids must have an understanding of the targets they are aiming for and teachers must have a clear understanding of what kids must know and do to be considered proficient against the standards. According to Myron Duesk, targets can be written as knowledge targets (what I need to know), reasoning targets (what I can do with what I know), skill targets (what I can demonstrate), and product targets (what I can make to show my learning).
LEARNING TARGETS
Step Seven: **Create proficiency scales/proficiency targets (2 different approaches).**

Proficiency scales organize learning targets/objectives from simple to more complex. They identify learning progressions for each prioritized standard. Multiple targets can be found within the scale and most scales utilize a 3.0 or 4.0 rating. Please see the examples below from Marzano Research Laboratory ([www.marzanoresearch.com](http://www.marzanoresearch.com)).
<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>More Complex Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>In addition to score 3.0 performance, in-depth inferences and applications with partial success.</td>
</tr>
<tr>
<td>Score 3.0</td>
<td>Target Goal</td>
</tr>
<tr>
<td>The student:</td>
<td></td>
</tr>
<tr>
<td>•</td>
<td></td>
</tr>
<tr>
<td>The student exhibits no major errors or omissions.</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</td>
</tr>
<tr>
<td>Score 2.0</td>
<td>Simpler Targets</td>
</tr>
<tr>
<td>There are no major errors or omissions regarding the simpler details and processes as the student:</td>
<td></td>
</tr>
<tr>
<td>• recognizes or recalls specific terminology, such as:</td>
<td></td>
</tr>
<tr>
<td>• performs basic processes, such as:</td>
<td></td>
</tr>
<tr>
<td>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</td>
</tr>
<tr>
<td>Score 1.0</td>
<td>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</td>
</tr>
<tr>
<td>0.5</td>
<td>With help, a partial understanding of the 2.0 content, but not the 3.0 content.</td>
</tr>
<tr>
<td>Score 0.0</td>
<td>Even with help, no understanding or skill demonstrated.</td>
</tr>
</tbody>
</table>
## Operations and Algebra

### Reasoning to Solve Equations

**High School**

<table>
<thead>
<tr>
<th>Score 4.0</th>
<th>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score 3.5</td>
<td>In addition to score 3.0 performance, partial success at score 4.0 content</td>
</tr>
<tr>
<td>Score 3.0</td>
<td>The student will:</td>
</tr>
<tr>
<td></td>
<td>• Solve simple rational and radical equations in one variable and identify extraneous solutions (HSA-REI.A.2)</td>
</tr>
<tr>
<td></td>
<td>• Construct a viable argument to justify a solution method (HSA-REI.A.2)</td>
</tr>
<tr>
<td>Score 2.5</td>
<td>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</td>
</tr>
<tr>
<td>Score 2.0</td>
<td>The student will recognize or recall specific vocabulary, such as:</td>
</tr>
<tr>
<td></td>
<td>• Argument, equation, extraneous, justify, linear, radical, rational, solution, variable, viable</td>
</tr>
<tr>
<td></td>
<td>The student will perform basic processes, such as:</td>
</tr>
<tr>
<td></td>
<td>• Explain each step in solving a simple linear equation (HSA-REI.A.1)</td>
</tr>
<tr>
<td>Score 1.5</td>
<td>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</td>
</tr>
<tr>
<td>Score 1.0</td>
<td>With help, partial success at score 2.0 content and score 3.0 content</td>
</tr>
<tr>
<td>Score 0.5</td>
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</tr>
<tr>
<td>Score 0.0</td>
<td>Even with help, no success</td>
</tr>
</tbody>
</table>
TARGET BASED GRADING AND REPORTING PROCESS

Step Seven: **Create proficiency scales/proficiency targets (2 different approaches).**

Proficiency targets emphasize solely what a student needs to do to be proficient against the identified priority standards. These documents do not differentiate between levels within the standard. Schools that take this approach, identify the targets and then determine the criteria or evidence they use to determine if students are proficient against the learning targets.
## Winneconne Community School District

<table>
<thead>
<tr>
<th>Standard:</th>
<th>RL.K.1 With prompting and support, ask and answer questions about key details in a text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Content Area</td>
<td>ELA</td>
</tr>
<tr>
<td>Proficiency</td>
<td>As evidenced based on classroom assessments, the student is able to:</td>
</tr>
<tr>
<td>Targets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• tell about what happened in a text.</td>
</tr>
<tr>
<td></td>
<td>• tell what was learned from a text.</td>
</tr>
<tr>
<td></td>
<td>• make inferences about a text.</td>
</tr>
<tr>
<td></td>
<td>• ask and answer questions about a text.</td>
</tr>
<tr>
<td>Priority Standard:</td>
<td>Students will be able to identify the various factors that led to the Civil War.</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Content</td>
<td>MS Social Studies</td>
</tr>
<tr>
<td>Course</td>
<td>6th Grade</td>
</tr>
</tbody>
</table>

**Proficiency Targets**

As evidenced based on classroom assessments, the student is able to:

- analyze the differences between the North and South that led to growing tensions between the two.
- identify the different ways African Americans resisted slavery.
- understand that despite attempts at compromise, slavery threatened to tear the United States apart.
- describe the reasons why Southern states seceded from the Union.
Winneconne Community School District

| Standard: | The student will be able to explain the history and development of atomic theory and models of the atom. |
| Content | HS Science |
| Course | Chemistry I |

As evidenced based on classroom assessments, the student is able to:

- compare and contrast the Bohr and Quantum Mechanical Models of the atom.
- calculate the number of electrons, protons, and neutrons in an atom given its atomic number and mass number.
- explain why atomic masses are not whole numbers and calculate average atomic mass.
SCALES OR TARGETS?
Step Eight: Build assessments aligned to proficiency scales/learning targets: Once proficiency scales or proficiency targets have been created, begin looking at assessment alignment to ensure what is being measured within the assessments actually measures the standards or learning targets being addressed. Within this process, each question or task that is found on an assessment, shall have a standard or target “attached” to that question or task. This guarantees accuracy in the feedback and marks that are provided to students after the assessment has been completed.
Step Nine: Design units of instruction that are learning target specific and deliver instruction: Using an appropriate method of instructional design, teachers should design units of instruction that are learning target specific and all instruction should therefore align. Some teachers within the this model provide students with the learning targets on the first day of a new unit, so students clearly understand what they should know and do within that particular unit of instruction.
Common Assessments and Universal Screening

Two ways to think of assessment and screening...

• For identification of students “at risk” (universal screeners)

• For instructional purposes to ensure that ALL students master our Essential Standards (formative assessments)
Assessment and Screening

Guiding Question: What assessments do you currently use in your school or district for Reading, Writing, and Mathematics screening?

Guiding Question: When do they occur, how often, and how are they administered?
“The power of formative classroom assessment depends on how you use the results.”

-Dr. Thomas Guskey
Three Essential Questions of Formative Assessment

Where am I going?
Where am I now?
How can I close the gap?
Assessment and Screening

Guiding Question: Do we have a process for creating common formative and summative assessments tied to our essential standards/targets and do we collectively analyze the data? If not, how do we get this process going?

Guiding Question: Who reviews and makes decisions regarding the data you get from your universal screeners?
Assessment and Screening

Guiding Question: How soon is an action plan put in place for students that are identified as “at risk” or “under supported?”

Guiding Question: Please review the formative assessments in your packets. How well do you feel your school/district is using these types of assessments? Please identify one assessment that you are currently not using that you can incorporate into your classroom in the next week.
TARGET BASED GRADING AND REPORTING PROCESS

Step Ten: **Administer common formative and summative assessments**: When schools have decided the approach they wish to take with proficiency scales or targets, they must create assessments that are aligned specifically to the standards or targets as found in step eight. When instruction has occurred and collaborative teams want to gather evidence, they administer the assessments so they can collectively analyze the results.
Step Eleven: **Analyze the results of the assessments and provide feedback:** Collaborative teams should meet frequently to analyze the results that are provided from the assessments given. When teams analyze the results, they are able to determine what standards/learning targets students are responding well to and which ones need more instructional support from the team. This also helps guide the system in determining where to provide levels of support within the collaborative system of support.
TARGET BASED GRADING AND REPORTING PROCESS

Step Twelve: **Allow students to retest on targets they struggled with:** Allowing students to retest is a critical component of transitioning to meaningful grading and reporting practices. As noted in the retesting section, students should be required to show new evidence of learning to be given this opportunity. Once students have shown new evidence of learning, retesting can occur against identified standards/learning targets.
Guiding Question: What does your current problem solving team process look like in your school or district?

Guiding Question: Please re-visit your discussion from earlier today. Who currently serves on your building RTI teams? When do you meet? Have you established team norms?

Please see Common Questions Regarding Problem Solving Team Meetings in your packets
Opportunity Team Process

Student Continues to Struggle Academically or Behaviorally

Problem Solving Team Process

Problem Solving Team Meeting Occurs

Student Intervention Plan is Formed and Monitored (Form B)

Problem Solving Team Request (Form A)
Problem Solving Team Process

• How often are your problem solving teams meeting?

• Who has been attending your problem solving team meetings?

• How much time have you set aside for these meetings?

• How have they been going? Are you focusing on what you can control?

• Are you ALWAYS starting with the child’s strengths before addressing the concerns?
Problem Solving Team Process

• Principal facilitates

• Cannot go beyond 30 minutes (time keeper needed)

• ALWAYS starts with the strengths of the child
Problem Solving Team Process

• Teacher/team share concerns and/or additional information

• Student Intervention Plan is formed (including the interventions/supports)

• Review date is set right away while everyone is still at the meeting

Guiding Question: How does this process differ from the process you have in place in your school or district? What types of changes can you make to your current process?
Guiding Question: What is an intervention?

Anything you do above and beyond what all students receive, that helps a student achieve high levels of learning.
Characteristics of an Effective Intervention

- Timely
- Directive
- Targeted
- Research-based
- Delivered by trained professionals
Creating Time for Collaboration and Support

Relationships + Targeted Instruction + Time = LEARNING

In order to guarantee that **ALL** students meet our essential learning targets, **TIME** must become a variable and not a constant in our schedules. Teachers need to be flexible in their approach to **TIME** and must be willing to change what they are doing to ensure **TIME** is available to the students that need it?

**Guiding Question:** Is **TIME** currently a constant or variable in your buildings? How do you find **TIME** for students that need the additional support?
Guiding Question: Do you have a consistent for students to receive additional support for very targeted interventions?

Guiding Question: What are some ways you can create time in your schedule to allow for targeted intention to occur? What are some ways you can find time for student centered collaboration to occur?
**Secondary**

Hour 1  7:53 - 8:44  
Hour 2  8:48 – 9:39  
Hour 3  9:43 - 10:34  
Hour 4  10:38 - 11:29  
5A Lunch  11:29 - 11:56  
5A Class  12:00 - 12:51  
5B Class  11:33 - 12:24  
5B Lunch  12:24 - 12:51  
Hour 6  12:55 - 1:46  
Hour 7  1:50 - 2:41  
Focus Time  2:45 - 3:15

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**Elementary (5th Grade)**

8:00-9:30  Literacy Block  
9:35-10:05  WIN Time  
10:10-10:55  Writer’s Workshop  
10:55-11:10  PBIS Cool Tools Lesson  
11:10-11:40  Physical Education  
11:40-12:10  Lunch  
12:10-12:30  Recess  
12:35-1:05  Science/Social Studies  
1:05-2:20  Math Block  
2:25-3:10  Art  
3:15  Dismiss
Guiding Question: After reviewing the sample schedules, how does your schedule compare? What do you like? What don’t you like about the schedules? What challenges do you face when it comes to creating a schedule that allows you to provide the necessary time and support for students to learn at high levels?
Progress Monitoring and Data-Base Decision Making

**Guiding Questions:** What are you currently using in your district to monitor the success of the interventions you are using? Who administers and how often? What do you like about it, and what do you dislike about it?

**Guiding Question:** What is your criteria for decision making on whether or not a student needs additional support?
Data Teams within the PLC/RTI Framework
(Hierck and Weber)

Data teams are driven by what happens at the classroom level. They follow a very specific step-by-step process to examine student work, apply effective instructional strategies and interventions, and monitor student learning in response to supplemental interventions.
Data Based Decision Making

**Guiding Question:** How are we currently reviewing data provided by classroom formative and summative assessments?

**Guiding Question:** How are we responding when students don’t respond to our initial instructional efforts?
Data Teams within the PLC/RTI Framework

(Bailey and Jakicic)

“When Data Teams are implemented effectively in a school, they are the vehicle that moves the school from a teaching organization to a learning organization.”

(Angela Perry, 2011)
**SAMPLE TRACKER**

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<th>A-Z</th>
<th>MS...rget 8</th>
<th>MS...rget 7</th>
<th>MS...rget 6</th>
<th>MS...rget 5</th>
<th>MS...rget 4</th>
<th>MS...rget 3</th>
<th>MS...rget 2</th>
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Learning Targets are Found in Each Individual Column!
ACTIONS TO START, STOP, AND CONTINUE

Desired Result for Collaborative Systems of Support:

<table>
<thead>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
ACTIONS TO START, STOP, AND CONTINUE

Desired Result for Collaborative Systems of Support:

Action(s) to Continue:

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</tr>
</tbody>
</table>
THANK YOU FOR YOUR GIFT OF TIME!

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(920) 203-3784