WRES 16-17—School Education Plan

Principal --Michael Routhouska   *William Ramsay ES/ 2016-2017*

Division Strategic Plan Goal Areas: 2016-2020

1. Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and college .The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations.

2. Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth. The education of Alexandria's young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit.

3. An Exemplary Staff: ACPS will recruit, develop, support and retain a staff that meets the needs of every student. Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive.

4. Facilities and the Learning Environment: ACPS will provide optimal and equitable learning environments. High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment.

5. Health and Wellness: ACPS will promote efforts to enable students to be healthy and ready to learn. Students who are healthy are better able to learn and attend school than those who are not. Student with high levels of such "developmental assets" as family support , relationships with caring non-family adults , an ethos that promotes service to others , and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline.

6. Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in its business operations. To maintain confidence and trust as stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices.

SMART Goals

	Goals	Alignment with Strategic Plan
SMART Goal 1 Math	By June 2017, William Ramsay will increase the unadjusted pass rate on the Math SOL Test by the following percentages per grade level: Grade 3--58% to 63% Grade 4--55% to 63% Grade 5--29% to 60%	☒ 1. Academic Excellence and Educational Equity ☐ 2 Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6.Effective and Efficient Operations
SMART Goal 2 Reading	By June 2017, William Ramsay will increase the unadjusted pass rate on the Reading SOL Test by the following percentages per grade level: Grade 3--68% to 73% Grade 4--53% to 73% Grade 5--51% to 60%	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations
SMART Goal 3 Science	By June 2017, William Ramsay will increase the unadjusted pass rate on the Science SOL Test from 41% to 60%.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐6. Effective and Efficient Operations
SMART Goal 4 TELL	By June 2017, 75% of teachers will agree or strongly agree that: ● Students at this school follow rules of conduct.	☐ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☒ 3. An Exemplary Staff ☐ 4. Facilities and the Learning

	• Policies and procedures about student conduct are clearly understood by the faculty.	Environment ☐ 5. Health and Wellness ☐ 6. Effective and Efficient Operations
SMART Goal 5 Special Education	By June 2017, William Ramsay will increase the unadjusted pass rate of students with disabilities (SWD) on all SOL tests to 50% or higher per content area.	☒ 1. Academic Excellence and Educational Equity ☐ 2. Family and Community Engagement. ☐ 3. An Exemplary Staff ☐ 4. Facilities and the Learning Environment ☐ 5. Health and Wellness ☐ 6. Effective and Efficient Operations

SMART Goal 1 Math

By June 2017, William Ramsay will increase the unadjusted pass rate on the Math SOL Test by the following percentages per grade level:

Grade 3--58% to 63%

Grade 4--55% to 63%

Grade 5--29% to 60%

Evidence:

- We will administer the NWEA MAP Math, MDA, and Think Through Math assessments to effectively measure our progress toward meeting our goal.
- We will use the ACPS Multi-Tiered System of Supports (MTSS) Guidelines to determine entrance criteria for targeted and tiered instruction, research-based intervention based on need, service providers, and exit criteria. *(See process explanation below.)*
- We will develop and use fidelity checklists, observation protocols, coaching/professional development schedules, and a progress monitoring system for Tier 2 and Tier 3 interventions.
- Professional learning teams, composed of administrators, instructional coaches, interventionists, and teachers will meet regularly to analyze data, review student progress, monitor fidelity to intervention program delivery, and refine intervention structures to improve effectiveness and support student achievement for students in need of targeted interventions.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students (adjusted)	46	76	71	76
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD (unadjusted)	45	50	50	55
Proficiency Gap Group 2: Black (unadjusted)	48	49	56	61
Proficiency Gap Group 3: Hispanic (unadjusted)	43	48	48	53
Asian (unadjusted)	67	76 (TS)	74 (TS)	79

Economically Disadvantaged (unadjusted)	43	50	49	
Limited English Proficient (LEP) (unadjusted)	43	45	50	55
Students with Disabilities (SWD) (unadjusted)	13	14 (TS)	16 (TS)	40
White (unadjusted)	55	61	58	63

Rationale:

- *WRES's unadjusted SOL pass rate for math was 53% in 2015-2016. To promote growth in student achievement, we have set an aggressive goal for students and teachers.*
- *We used Pearson reports of SOL achievement and VAAP results to determine our pass rate for mathematics in 2015- 2016.*

Professional Learning Needs:

- *Do the Math Instruction and Progress Monitoring -*

- *Number Worlds Instruction and Progress Monitoring*

- *Think Through Math Instruction and Progress Monitoring, Data analysis 9/20/16*

- *MAP Administration and Data Analysis, Grouping by RIT*

- *Reflex Math usage guidelines and data analysis*

- *Hands-On Standards usage guidelines and SOL correlation*

- *== Essential Action== We need ongoing (weekly for individual teachers, monthly for all math teachers) embedded professional development in instructional delivery, planning, and data analysis. Based upon observation data, teachers will receive actionable feedback and coaching support in addition to district-provided professional learning opportunities.*

10-20-16 - **Math coach has provided embedded professional development to teachers in grades 2, 3, and 5. Math coach and grade-level admin provide actionable feedback in weekly lesson plans for grades K-5 in ways to implement the concrete-representational-abstract (CRA) model for increased student engagement and improved student outcomes.** **Essential Action**

WRES created a Tier 1 Lesson Fidelity Checklist and Observation Protocol for reading, math, science, and social studies that administrators, instructional coaches, and support staff from Central Office will use to monitor the fidelity of Tier 1 instructional delivery. After a two-week cycle, we will analyze the data generated from the observations and make recommendations

for grade level or school-wide professional development opportunities and/or coaching support.

Action Plan: Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Teachers will use the gradual release model as described in the MTSS document with fidelity. ● MTSS PD 9/1/16 ● Effective Feedback 12/16	June 2017	Teachers, Coaches, Evaluators	Prof. Dev. Walkthrough data
Teachers will engage learners so that they are able to describe what they are learning and why they are learning it. ● MTSS PD 9/1/16 ● Student Data Binders/Goal setting 9/13/2016 ● Closure activities PD (planning) 12/16 ● Transfer tasks/ I/E projects 12/16	June 2017	Teachers, Coaches, Evaluators	Prof. Dev. Walkthrough data
All common assessments in math will align to the VDOE Curriculum Framework in cognitive level and content. *Essential Action*	June 2017	Michael Routhouska	Assessment alignment data

Math MAP was administered to grades 2-5 to provide an additional data point for instructional planning.

SMART Goal 2 Reading
By June 2017, William Ramsay will increase the unadjusted pass rate on the Reading SOL Test by the following percentages per grade level:
Grade 3--68% to 73%
Grade 4--53% to 73%
Grade 5--51% to 60%

Evidence:
- We will administer the NWEA MAP Reading assessment, Fountas and Pinnell (F & P) diagnostic assessments, and SRI to effectively measure our progress toward meeting our goal.

- We will use the ACPS Multi-Tiered System of Supports (MTSS) Guidelines to determine entrance criteria for targeted and tiered instruction, research-based intervention based on need, service providers, and exit criteria. *(See process explanation below.)*
- We will develop and use fidelity checklists, observation protocols, coaching/professional development schedules, and progress monitoring system for Tier 2 and Tier 3 interventions.
- Professional learning teams, composed of administrators, instructional coaches, interventionists, and teachers will meet regularly to analyze data, review student progress, monitor fidelity to intervention program delivery, and refine intervention structures to improve effectiveness and support student achievement for students in need of targeted interventions.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students (adjusted)	48	64	75	80
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD(unadjusted)	47	63	58	65
Proficiency Gap Group 2: Black (unadjusted)	48	67	61	66
Proficiency Gap Group 3: Hispanic (unadjusted)	42	57	54	61
Asian (unadjusted)	82 (TS)	90 (TS)	86 (TS)	CI
Economically Disadvantaged (unadjusted)	46	63	58	63
Limited English Proficient (LEP) (unadjusted)	44	60	57	62
Students with Disabilities (SWD) (unadjusted)	21 (TS)	50 (TS)	60 (TS)	65
White (unadjusted)	67	77	66	71

Rationale:
- *WRES's unadjusted SOL pass rate for reading was 59% in 2015-2016. To promote growth in student achievement, we have set an aggressive goal for students and teachers.*
- *We used Pearson reports of SOL achievement, VGLA, and VAAP results to determine our pass rate for reading in 2015-2016.*

Professional Learning Needs:
- *How to systematically incorporate small group instruction, progress monitoring; tiered by reading stage*

- *Formative assessment in small group settings (i.e. running records, comprehension monitoring, etc.)*
- *PALS QuickCheck*
- *PALS Intervention groups/ PALS lessons*
- *Lexia Training for monitoring and lessons*
- *LLI Training - October - Koeser (Primary)*
- *MAP Administration, Data Analysis, Grouping*
- *We need ongoing embedded professional development in instructional delivery, planning, and data analysis. Based upon observation data, teachers will receive actionable feedback and coaching support in addition to district-provided professional learning opportunities.*

10-20-16 **Literacy coach has provided embedded professional development to teachers in grades K-5. Literacy coach and grade-level admin provide actionable feedback in weekly lesson plans for grades K-5 in ways to implement the reading workshop model, strategy instruction, word study implementation, and intervention strategies (in select grades) for increased student engagement and improved student outcomes. **Essential Action****

WRES created a Tier 1 Lesson Fidelity Checklist and Observation Protocol for reading, math, science, and social studies that administrators, instructional coaches, and support staff from Central Office will use to monitor the fidelity of Tier 1 instructional delivery. After a two-week cycle, we will analyze the data generated from the observations and make recommendations for grade level or school-wide professional development opportunities and/or coaching support.

Action Plan:

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Teachers will use the gradual release model as described in the MTSS document with fidelity. ● MTSS PD 9/1/16 ● Effective Feedback 12/16	June 2017	Teachers, Coaches, Evaluators	Prof. Dev. Walkthrough data
Teachers will implement word study strategies and explicitly teach tier 2 vocabulary words/word solving	June 2017	Teachers, Coaches, Evaluators	Prof dev opportunities Walkthrough data

strategies.			Panorama Education survey
● WS PD 8/30 ● Coaching videos ● Embedded PD			Coaching/Admin support
All common assessments in reading will align to the VDOE Curriculum Framework in cognitive level and content. *Essential Action*	June 2017	Michael Routhouska	Assessment alignment audit data

MAP Reading was administered to grades 2-5 to provide an additional data point for instructional planning.

SMART Goal 3 Science

By June 2017, William Ramsay will increase the unadjusted pass rate on the Science SOL Test from 41% to 60%.

Evidence: We will administer district-created pre and post-assessments to effectively measure our progress toward meeting our goal. In addition, we will use ACPS Benchmark Assessment reports to determine intervention.

Student Group	2013-14	2014-15	2015-16	2016- 17 (Target)
All Students (adjusted)	26	68	51	70
Proficiency Gap Group 1: Econ. Dis., LEP and/or SWD(unadjusted)	31	59	42	55
Proficiency Gap Group 2: Black (unadjusted)	29	60	41	60
Proficiency Gap Group 3: Hispanic (unadjusted)	32	58	43	60
Economically Disadvantaged (unadjusted)	31	61	44	50
Limited English Proficient (LEP) (unadjusted)	27	53	32	45
Students with Disabilities (SWD) (unadjusted)	13	TS	TS	50
White (unadjusted)	32	TS	TS	60

Rationale:
- *WRES's unadjusted SOL pass rate for science was 41% in 2015-2016. To promote growth in student achievement, we have set an aggressive goal for students and teachers.*

- *We used Pearson reports of SOL achievement to determine our pass rate for science in SY2015-16.*

Professional Learning Needs:
- *We need ongoing embedded professional development in instructional delivery, planning, and data analysis. Based upon observation data, teachers will receive actionable feedback and coaching support in addition to district-provided professional learning opportunities. We need support from a science coach to model lessons and support teacher content knowledge. ==**Essential Action**==*

10-20-16 **Title I Science Instructional Specialist and Science Coach provide weekly lesson modeling, lesson planning support, and embedded modeling of instructional delivery of inquiry-based science learning to teachers in grades 3, 4, and 5. Title I Science Instructional Specialist and grade-level admin provide actionable feedback in weekly lesson plans for grades K-5 in ways to implement the Tier 1 science instructional framework (outlined in the MTSS document) for increased student engagement and improved student outcomes. ==Essential Action==**

WRES created a Tier 1 Lesson Fidelity Checklist and Observation Protocol for reading, math, science, and social studies that administrators, instructional coaches, and support staff from Central Office will use to monitor the fidelity of Tier 1 instructional delivery. After a two-week cycle, we will analyze the data generated from the observations and make recommendations for grade level or school-wide professional development opportunities and/or coaching support.

Action Plan: Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Teachers will follow the ACPS Comprehensive Science Instructional Framework with fidelity, using inquiry-based learning strategies as often as possible. ==**Essential Action**==	June 2017	Teachers, Coaches, Evaluators	Prof. Dev. Walkthrough Data
2. All common assessments in science will align to the VDOE Curriculum Framework in cognitive level and content. ==**Essential Action**==	June 2017	Michael Routhouska	Assessment alignment audit data

3. Teachers will use the gradual release model as described in the MTSS document with fidelity. ● MTSS PD 9/1/16 ● Effective Feedback 12/16	June 2017	Teachers, Coaches, Evaluators	Prof. Dev. Walkthrough data

SMART Goal 4 TELL

By June 2017, 75% of teachers will agree or strongly agree that:
● Students at this school follow rules of conduct.
● Policies and procedures about student conduct are clearly understood by the faculty.

Evidence: We will use Panorama Education surveys and Google forms to document teacher consensus regarding student behaviors, policies, and procedures relative to the rules of conduct.
● WRES will develop a multi-grade level team to promote PBIS structures, analyze data, and refine processes to improve implementation rates and student behavior outcomes.
● We will use the ACPS Multi-Tiered System of Supports (MTSS) Guidelines to determine entrance criteria for targeted and tiered social behavior instruction, research-based intervention based on need, service providers, and exit criteria.
● Professional learning teams, composed of administrators, school support team members (school social worker, counselors, psychologist, nurse), interventionists, and teachers will meet regularly to analyze data, review student progress, monitor fidelity to intervention program delivery, and refine intervention structures to improve effectiveness and support student achievement for students in need of targeted interventions.

Managing Student Conduct Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.	TELL 2014	TELL 2016	11/16	2/17	5/17
b. Students at this school follow rules of conduct.	45.8%	62%			
c. Policies and procedures about	62.5%	72.9%			

student conduct are clearly understood by the faculty.					

Rationale:

- *WRES's TELL survey results demonstrate the need for refinement of the student behavior plan and implementation protocols.*
- *We used the ACPS TELL survey results to determine areas for growth in teacher satisfaction/consensus regarding the behavior plan implementation.*

Professional Learning Needs:

- *PBIS Launching Expectations - includes Morning Meeting protocols, student incentives, Check-In, Check-Out (CICO) overview, de-escalating challenging behaviors, individual and classroom student incentives - **September 1, 2016***
- *CICO Mentor Training, classroom teacher training, and Student Training (for participants) October 2016*
- *Data collection and analysis for Tier 2 and Tier 3 students - **November 2016***
- *We need professional development in effective PBIS implementation, including explicit instruction of behavior expectations, acknowledgements of students and teacher following expectations, data analysis of referrals, and responding to evolving needs as the year progresses.*

Action Plan: Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
1. Teachers will explicitly teach PBIS behavior expectations and social skills during daily morning meetings with students. ● Panorama Education to progress monitor	June 2017	Teachers Evaluators	Walkthrough data
2. WRES staff will hold a monthly PBIS meeting to share data, revise expectations, and provide support to teachers in implementing school-wide behavior goals.	June 2017	PBIS Team Administrators	Prof Dev Meeting notes

3. WRES will align the Tier 2 Check-In, Check-Out (CICO) system to the MTSS guidelines and implement CICO with fidelity for identified students. ● Student training ● Mentor training ● Monthly data meetings	June 2017	PBIS team Teachers Administrators	CICO data Prof Dev

10-20-16

PBIS Team has created a data monitoring sheet for tracking tiered behavior referrals. PBIS Liaison has met with each team to plan incentives and provide support for school-wide behavior goals. School psychologist provided professional development to all teams about the revised multipurpose referral form and kid-talk meeting protocols and continues to support teams in providing interventions for targeted students. Teachers have created and shared a bank of behavior intervention strategies to use for de-escalating student behavior issues.

Goal 5 SPED

By June 2017, William Ramsay will increase the unadjusted pass rate of students with disabilities (SWD) on all SOL tests to 50% or higher per content area.

Students With Disabilities	2013-14	2014-15	2015-16	2016- 17 (Target)
Reading	21	50	60	>60
Math	13	14	16	≥50
Science	13	0 (TS)	0 (TS)	≥50
Social Studies	0	100 (TS)	27	≥50

Evidence: We will administer the NWEA MAP Math and Reading assessments to effectively measure our progress toward meeting our goal. In addition, we will use ACPS Benchmark Assessment reports to determine intervention in math, reading, science, and social studies.

Rationale:
- *WRES SWD data demonstrates a need for improvement across all content areas.*

- *We used Pearson reports of SOL achievement to determine our pass rates for all content areas in SY2015-16.*

Professional Learning Needs: *We need ongoing embedded professional development in instructional delivery, planning, progress monitoring and data analysis, and grouping based on best practices for students with disabilities. Based upon observation data, teachers will receive actionable feedback and coaching support in addition to district-provided professional learning opportunities.*

Action Plan: Document the 2-3 strategies/activities that your school believes are most important and will make a difference in achieving each of your SMART Goals.

Strategies/Activities	Time Frame	Person(s) Responsible	Outcomes
Provide professional development to promote highly effective co-teaching models, which include specially designed instruction, thereby ensuring access to high quality instruction for SWD. **Essential Action**	June 2017	Instructional Specialist Administrators	Prof Dev Walkthrough data Coaching (specialist, peer, case manager)
2. WRES will align and adjust (based on data) the interventions used for SWD to the MTSS Implementation Guide for entrance criteria, progress monitoring/documenting, and exit criteria.	June 2017	Administrators SST Teachers	Fidelity checklist to MTSS doc

10-20-16 Grade level teams have begun to identify and assign interventions for SWD meeting Tier 2 and Tier 3 criteria as outlined in the MTSS Document provided by ACPS. Students will receive targeted interventions with embedded progress monitoring assessments. All WRES interventions will be monitored, documented, and analyzed for student outcomes. Based upon student outcome data, interventions will be intensified or adjusted as needed.

Mid-Year Review

1. What are the strengths of the implementation of your strategies? (Include Data)

    Math:
    Reading:
    Science:
    TELL:
    SPED:

2. What are the weaknesses in the implementation of your strategies? (Include Data)

    Math:
    Reading:
    Science:
    TELL:
    SPED:

3. Based on data, are you making measurable progress towards achieving your SMART goal? (Include Evidence)

    Math:
    Reading:
    Science:
    TELL:
    SPED:

4. Based on the above, what is your second semester plan for achieving your SMART goals?

    Math:
    Reading:
    Science:
    TELL:
    SPED:

5. What support/resources do you need to achieve your goals?

Math:
Reading:
Science:
TELL:
SPED:

WRES Identification, Intervention, and Monitoring Process

TA01: The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.

In order to identify students for intervention, students in grades K-5 are given universal screening assessments for reading and math. Below is a table describing the assessments and grade levels by content area. There are cut scores for each assessment assigned by ACPS for consistency across the school division. These cut scores form the initial placement in Tier 2 or Tier 3.

For students who failed the PALS assessment, intervention is required. For students found eligible for tiered instruction based on other assessments, their names were cross-referenced with a list compiled by ACPS's EL department of students who have not met EL targets on their WIDA ACCESS assessment and performance on other division-wide assessments. These are students whose language proficiency is significantly higher than their academic achievement, and they are designated to receive targeted intervention. Additionally, native English speakers and former LEP students are designated to receive targeted intervention.

Reading	Math
● PALS - K-3	● VKRP Kinder

Reading — Benchmark Entrance Critieria

Fall PALS				
Grade	K	1	2	3
Tier 2	28	40	35	53

Math — Benchmark Entrance Critieria

VKRP	
EMAS/Birthday	<23

	Party	

- Scholastic Reading Inventory - 3-5

Benchmark Entrance Critieria

SRI Q1 Ranges			
Grade	3	4	5
Tier 2	100-300	200-300	400-500
Tier 3	0-100	BR-200	BR-400

- Math Diagnostic Assessment - 1-2

Benchmark Entrance Critieria

Fall MDA		
Grade	1	2
Tier 2	26-38	20-36
Tier 3	<26	<20

- NWEA MAP Reading 2-5

Benchmark Entrance Critieria

MAP Reading Fall Ranges				
Grade	2	3	4	5
Tier 2	142-160	162-174	176-188	190-196
Tier 3	<=141	<=161	<=175	<=189

- Think Through Math Placement Assessment - 3-5

Benchmark Entrance Critieria

Fall TTM Benchmark			
Grade	3	4	5
Tier 2	135Q-235Q	280Q-385Q	345Q-555Q
Tier 3	<130Q	<275Q	<340Q

- NWEA MAP Math 2-5

Benchmark Entrance Critieria

MAP Math Fall Ranges				
Grade	2	3	4	5
Tier 2	140-	163-	177-	191-

	161	175	189	195
Tier 3	<139	<162	<176	<190

TA02: The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).

A math team, composed of math interventionists, administrators, and instructional coaches, created a matrix of entrance criteria for research-proven interventions, progress monitoring tools, and exit criteria for each intervention. Based on this matrix, students in Tier 2 and Tier 3 were considered for participation in corresponding interventions by each grade level team. This same process was duplicated with a literacy team composed of reading specialists, administrators, instructional coaches, and both the SpEd and EL lead teachers. Based upon these matrices, students meeting the eligibility cut scores were identified for possible intervention or support.

In both reading and math, the interventions selected for Tier 2 and Tier 3 students varied depending on the results on the universal screeners, the grade level, the time of day students would receive intervention -- either during school or after school -- and other factors related to the student profile, such as the student's EL level and whether the child has an IEP. ACPS has developed a list of approved intervention programs.

Reading Interventions	Needs	Grades
LLI	Comprehensive	Blue and Red C-Q
Corrective Reading	Decoding	3+
PALS	Comprehensive	K-3
Reading Mastery	Decoding	K-5 (SWD)
Fast Forword / Reading Assistant	Neurological Processing	10 Licenses
Smarty Ants/Kidbiz	Decoding and Phonological Awareness	K-2 (SWD)

Great Leaps	Fluency	2-5 (SWD)
Lexia	Decoding/ Phonics/ Phonological Awareness	K-5
Customized Small Group	Comprehensive	K-5

Math Interventions	Needs	Grades
Do the Math	Number Sense and Computation	K-5
Number Worlds	Number Sense and Computation	Special Ed. & Select few
Think Through Math (TTM)	Comprehensive standards below and on grade level	3-5
Study Island	Specific standards below and on grade level	3-5
Reflex	Fact Fluency	1-5 *Use as a supplement in stations.
Voyager Math	Comprehensive	2-5 *Tutoring Only
Hands on Standards	Comprehensive. Concrete approach to understanding of specific standards	K-5 *Can only use as a supplement for intervention students.

Grade level teams, composed of general education teachers, EL teachers, SpEd teachers, reading specialists, instructional coaches, and administrators met and assigned students to the available interventions based on performance on the universal screeners and teacher observations. Intervention providers and the time of day were also assigned at the Intervention

meetings. A comprehensive list of available reading and math interventions at WRES are listed above in tables organized by content.

In reading, Tier 2 students were assigned to LLI in Extended Learning and customized small group differentiated groups during the school day with a Lexia supplement for skills practice. PALS identified students will receive PALS support in structured, small group differentiated groups based on need. Tier 3 reading students will receive more individualized support in programs such as Corrective Reading, Smarty Ants, KidBiz, Fast ForWord, Reading Mastery, and Great Leaps during the instructional day. Many of the Tier 3 programs are designated for students performing well below grade level and those who are identified as students with disabilities (SWD).

In math, Tier 2 students are assigned to Do the Math Addition and Subtraction in grades K-2. Students in 3-5 were assigned to Think Through Math with Hands-On Standards and Reflex math as supplemental programs for their Tier 2 intervention. After school, students in grades 2-5 will use Voyager Math as their Tier 2 intervention. Tier 3 math students in grades K-2 will receive Do the Math Number Core or Number Worlds (for SWD). Students in Tier 3 math in grades 3-5 will receive intervention using Do the Math and Number Worlds (for SWD). After school, Tier 3 math and reading interventions are not available due to time constraints; all Tier 3 interventions are implemented during school hours.

TA03: The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

All interventions used for reading and math have fidelity observation checklists for implementation. Included in the fidelity checklist are guidelines for group size, number of minutes of intervention, essential program/intervention components, observation protocols to ensure fidelity of implementation, mandatory coaching/professional development opportunities based on observation data, and expectations for progress monitoring and data analysis of student progress. All interventions are scheduled for a minimum of six weeks, and each intervention has different progress monitoring tools, including in-program assessments for scripted programs. For Tier 2 interventions, students will be progress monitored biweekly, and in Tier 3 interventions, students will be progress monitored weekly. Following the six week intervention period, the intervention team will analyze student progress data to determine how many students have met the exit criteria from that level of support (tier). Students not meeting exit criteria will be re-assigned to an intervention that meets their needs. In addition, new

universal screening data will be used to identify students not meeting grade level expectations for subsequent intervention sessions.