

Support for All Learners

OVERVIEW

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 three schools: Immaculate Conception Elementary, Saint Elizabeth Ann Seton Middle School, and Saint Francis High School.

TIER I

The first tier involves quality whole group 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
- TEACHERS INCORPORATE DIFFERENTIATED INSTRUCTION, VARIOUS LEARNING TOOLS AND STRATEGIES TO TEACH ALL LEARNING STYLES

TIER II

The second tier is for students with learning needs that exceed the time or ability of the classroom teacher alone to support within the normal classroom setting. Tier II utilizes support staff to implement evidence-based systematic instruction to assess student knowledge and build on those skills. Students enter and exit Tier II based on the assessments of our school wide screeners, teacher observations, and classroom performance. The goal is to target specific areas of need and provide intense intervention and re-assessment to make certain that progress is being made. Exiting this tier occurs when the student is able to display proficiency

in the concerned area. 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 AND INDIVIDUAL SUPPORT
- LITERACY SPECIALIST IMPLEMENT STRUCTURED, MULTI-SENSORY, LANGUAGE-BASED APPROACHES TO READING INSTRUCTION
- EXTENDED LEARNING OPPORTUNITIES
- ACADEMIC ASSISTANCE CENTERS
- TITLE I SUPPORT
- ONE-ON-ONE GRANDPARENT VOLUNTEERS
- ADDITIONAL FORMATIVE AND SUMMATIVE ASSESSMENTS

TIER III

Tier III is for students who have not made desired progress with our Tier I and Tier II accommodations and supports. At this tier, we meet with our student support team which includes our Traverse Bay Intermediate School District colleagues. Our multidisciplinary team brainstorms and collectively develops a specifically designed plan to provide the student support and services. Itinerant supports include; occupational therapy, physical therapy, speech and language therapy, and social work service. Additionally, we collaborate with a teacher consultant, ASD consultant, and school psychologist. These programs are in addition to classroom instruction and Tier I and II interventions and strategies. Tier III may start the process for legal documentation that would require specific supports and services be provided to the child (IEP and 504's).

For further explanation of each of these areas, please see the following pages.
For questions about the contents of this document, contact Director of Curriculum and Instruction, Matt Bauman, mbauman@gtacs.org.

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 are all students 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-5th (reading/math) and 5th (science)
- AimswebPlus: K–5th (reading fluency & comprehension)
- STAR reading by Renaissance Learning: 6th – 8th
- St. Francis quarterly departmental assessments
- Pearson baseline assessment (1st and 2nd)

Diagnostic Monitoring

- Any tool to identify specific skill or learning difficulties
- Classroom formative assessments
- Math placements (3rd–8th)

Progress Monitoring

- Classroom Formative Assessments
- Student Assessment Review
- STAR: 6th, 7th, 8th (three times a year)
- AimswebPlus: K–5th, progress monitoring, 6th–8th
- Assessment of Catechesis/Religious Education (ACRE): 5th, 8th, 11th
- Accelerated Reader: 2nd–8th
- ASPIRE Assessment: 6th–8th
- PreACT: 9th and 10th

- ACT: 11th and 12th
- PSAT: 11th
- Pearson Unit Tests (K–4th)

RESEARCHED-BASED INSTRUCTIONAL ASSESSMENT STRATEGIES

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

- 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 AimswebPlus
- Goal setting based on ASPIRE 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 120 minutes a day in grades K–2. In addition to our six classroom teachers in grades 1 and 2, we utilize additional educators to work in small groups for 30 minutes focusing on phonemic awareness, decoding, comprehension, and fluency.

Tier II

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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 (3rd-12th)
- Reading and Math Support: (K-8th)
- Eighth Hour (9th-12th)
- Co-teaching support
- Math Enrichment (2nd) / St. Thomas Aquinas Math (3rd to 5th)
- Math Counts (6th-8th)
- St. Thomas Aquinas Reading Enrichment (3rd-5th)
- St. Bridget Math (3rd to 5th)
- One-On-One Grandparent Volunteers (K-5th)
- Literacy specialist implement structured, multi-sensory, language-based approaches to reading instruction (K-8th)

INTERVENTION SPECIALIST SUPPORT

Intervention Specialists will use the following strategies:

Immaculate Conception Elementary

- Literacy specialist implement structured multi-sensory language-based approaches to develop decoding, spelling, fluency, vocabulary and comprehension skills

- Small group math help
- Learning through literacy games
- Utilizing a variety of visual, auditory and tactile methods to teach to each child's learning modality

St. Elizabeth Ann Seton Middle School

- SRA corrective reading - direct reading instruction program, comprehensive phonics, fluency builder, progress monitoring
- Support throughout the day for those students who need accommodations with instruction and assessment
- Math Support (in class individual and/or small group instruction)
- Intensive Course 1, Course 2, Course 3 support
- Math Enrichment Grade 6th, 7th, and 8th

St. Francis High School

- Individual goal setting and tutoring through the Academic Resource Center (ARC)
- Individual instruction through Academic Assistant Teacher
- Intensive Algebra 1 support
- Guided study hall

INTERVENTION PROGRAMS

- Reading Club – Holy Angels
- St. Bridget – Immaculate Conception
- Seton Center – St. Elizabeth Ann Seton
- Academic Assistance Teacher – St. Francis

Tier III

Tier III is for students who have not made desired progress with our Tier I and Tier II accommodations and supports. At this tier, we meet with our student support team which includes our TBAISD colleagues. Our multidisciplinary team brainstorms and collectively develops a specifically designed plan to provide the student support and services. Tier III may also start the process for legal documentation that would require specific supports and services be provided to the child (IEP and 504's). Tier III starts the process for legal documentation that would require specific supports and services be provided to the child (IEP and 504's). These programs implemented at Tier III are in addition to classroom instruction and Tier I and II interventions and strategies that were previously in place.

Possible programs and supports at Tier III include, but are not limited to:

- Referral to TBAISD
- Occupational therapy
- Physical therapy
- Speech and language therapy
- Social Work Service.
- Collaborate with a teacher consultant, ASD consultant, and school psychologist.