Implementing a Multi-tiered System of Supports at the Secondary Level

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January 28, 2016 Boca Raton, FL
February 2, 2016 Panama City, FL
February 18, 2016 Tampa, FL
February 23, 2016 Lake City, FL

Access materials:
http://floridarti.usf.edu/resources/training_modules/secondary_mts/day1/index.html

Wifi passcode:

House Keeping

• Restrooms
• Breaks
• Lunch
• Door Prizes
• Agenda/Handout Packet
• Handout icon on slides

Learning Objectives

Participants will:
• Understand that an effective tiered system of support at the secondary level can improve graduation rates
• Increase understanding of the importance of including UDL components in the design of instruction
• Increase knowledge related questions which may guide data analysis
• Increase knowledge related various data sources that can inform instruction
• Consider their school's or district's system of assessments and identify areas for potential improvement
Learning Objectives

Participants will:
• Understand relationships between beliefs, practices and provision of learning opportunities
• Understand infrastructure elements needed to support provision of additional learning opportunities
• Understand scheduling options to support the provision of additional learning opportunities

Training Norms

PLEASE...
• Silence cell phones
• Return from breaks and lunch on time
• Respect others who are speaking
• Speak up when you are speaking
• Limit side conversations
• Sit still
• Keep your hands to yourself

Introductions

Teams:
Please identify a song title that you think best reflects your school’s (or district’s) approach to implementing MTSS at the Secondary level!

School/District Administrators:
Introduce yourself, identify your district and school, introduce your team members, and tell us your team’s song title

Connect with Us! #SecondaryMTSS

Florida’s Problem-Solving/Response to Intervention Project
– http://www.floridarti.usf.edu/
– Email: rti@usf.edu
– Facebook: flpsrti
– Twitter: @flpsrti

Florida Positive Behavioral Interventions & Support Project
– http://flpbs.fmhi.usf.edu/
– Email: flpbs@fmhi.usf.edu
– Facebook: flpbs
– Twitter: @flpbs
THE IMPORTANCE OF MTSS AT THE SECONDARY LEVEL

Compelling “why’s”

- Graduation rates: Celebrate
- Hidden graduation rates: Not good
- Impact of drop-out rates--$$
- “Expectations Gap”
- College and Career Ready (CCR)
- Policy
- Importance of 9th grade transition
- Role of Middle School in drop-out prevention
- Addressing “All students can learn”

Florida’s Graduation Rates, 2003-04 through 2014-15

www.fldoe.org
“We can, whenever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

(Ron Edmonds, 1982)

“Hidden” Graduation Rates

- More than 1100 high schools serving over 1.1 million students fail to graduate 1/3 or more of students each year (all4ed.org, 2012)
- Primarily impacts low income and students of color
- 124 Florida high schools have grad rates at/below 60% (2008-10 avg.); 60 high schools have grad rates at/below 67% (2012)
- Numbers have declined over time—schools CAN make significant growth
Total Number of High Schools with a Promoting Power of 60 Percent or Less, 2002-2013

High Schools with Promoting Power of 60 Percent or Less

- Class of 2002: 2,007
- Class of 2012: 1,359
- Class of 2013: 1,146

Note: The 2012 through 2013 numbers include the District of Columbia, all regular and vocational schools with 300 or more students.

Florida Graduation Rates

Table 2: Graduation Rates by Gender within Race/Ethnicity, 2010-11 through 2014-15

<table>
<thead>
<tr>
<th>Year</th>
<th>White Female</th>
<th>White Male</th>
<th>Black or African American Female</th>
<th>Black or African American Male</th>
<th>Hispanic/ Latino Female</th>
<th>Hispanic/ Latino Male</th>
<th>Asian Female</th>
<th>Asian Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>80.6%</td>
<td>72.1%</td>
<td>64.8%</td>
<td>52.6%</td>
<td>73.8%</td>
<td>65.2%</td>
<td>88.0%</td>
<td>84.0%</td>
</tr>
<tr>
<td>2011-12</td>
<td>83.4%</td>
<td>75.7%</td>
<td>70.0%</td>
<td>57.4%</td>
<td>77.2%</td>
<td>68.9%</td>
<td>90.5%</td>
<td>86.5%</td>
</tr>
<tr>
<td>2012-13</td>
<td>84.4%</td>
<td>76.7%</td>
<td>70.5%</td>
<td>58.9%</td>
<td>78.0%</td>
<td>71.9%</td>
<td>90.8%</td>
<td>86.0%</td>
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<tr>
<td>2013-14</td>
<td>85.3%</td>
<td>78.2%</td>
<td>69.4%</td>
<td>59.9%</td>
<td>78.4%</td>
<td>71.6%</td>
<td>90.8%</td>
<td>87.5%</td>
</tr>
<tr>
<td>2014-15</td>
<td>86.2%</td>
<td>79.3%</td>
<td>73.1%</td>
<td>62.8%</td>
<td>80.4%</td>
<td>73.1%</td>
<td>92.1%</td>
<td>89.5%</td>
</tr>
</tbody>
</table>

www.fldoe.org
State Graduation Rates by At-Risk

At Risk
- At-Risk
- Not At-Risk

% State Graduates

--- | --- | --- | --- | --- | ---
At-Risk | 46.5% | 50.2% | 51.6% | 50.0% | 52.2%
Not At-Risk | 78.1% | 81.1% | 82.2% | 82.6% | 83.9%
State Graduation Rates by ELL Status

Applied filters: None

% State Graduates

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<thead>
<tr>
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<tbody>
<tr>
<td>ELL</td>
<td>53.0%</td>
<td>56.6%</td>
<td>57.5%</td>
<td>55.8%</td>
<td>59.4%</td>
</tr>
<tr>
<td>Non-ELL</td>
<td>72.1%</td>
<td>76.0%</td>
<td>77.1%</td>
<td>77.8%</td>
<td>79.3%</td>
</tr>
</tbody>
</table>

ELL Status

- ELL
- Non-ELL
State Graduation Rates by Economic Status

Applied filters: None

% State Graduates

--- | --- | --- | --- | --- | ---
Eco. Disadvantaged | 60.3% | 65.1% | 67.0% | 67.7% | 70.3%
Non-Eco. Disadvantaged | 77.0% | 81.1% | 83.0% | 84.0% | 85.6%
Economic Impact of Dropping Out...

83,500 students did not graduate in Florida in 2011, resulting in:
- Lost lifetime earnings of $9.5 billion

Had just half of those students graduated:
- $1.1 billion in increased home sales
- $50 million in increased annual auto sales
- 4000 new jobs and $597 million increase in GSP
- $34 million in increased annual state tax revenue

(Alliance for Excellent Education, 2012)

Expectation Gap--Achieve

- Defined as when “end-of-high-school” expectations are not aligned with “real-world” expectations
- Limited employment opportunities
- Led to high rates of remediation at two-year/four-year colleges
- Since 2005, Achieve tracks states’ progress in adopting CCR policies

Career and College Readiness

Students are considered “college and career ready” when they have the...
- Knowledge
- Skills
- Academic preparation

...Needed to enroll/succeed in entry-level, credit-bearing post-secondary course-work without need for remediation...or...
...Qualify for/succeed in post-secondary job training/education for chosen career

Team Talk

With your table-mates, define/provide examples for these components of CCR:
- Knowledge
- Skills
- Academic Preparation

Is ready for College and ready for Career the same thing?
Policy Considerations:

• Florida Law
  – Senate Bill 850
• Achieve (2005)
  – States must have comprehensive approach to CCR and ensure policy and practice alignment across graduation requirements, assessment, accountability
• Every Student Succeeds Act (ESSA)
  – States must set long term goals for 4-yr grad rates; measures of interim progress
  – States must identify all HS’s with grad rate at/below 67%
  – State planning to strengthen transitions from MS to HS and HS to post-secondary

Importance of 9th Grade Transition

*Successful* completion of 9th grade is a significant indication of on-time graduation and enrollment in college/post-secondary education and training.

(Maclver, Epstein, Sheldon, Fonseca, 2015)

9th Grade Transition: Challenges

• Students not prepared for high school
• Organization of high school climate/culture
  (Neild, 2009)
• Parent participation/family engagement
• One course failure: probability of graduation by 20%; two failures: by 50%
  (Mclver et al., 2015)
Florida Senate Bill 850

• Creates a new middle grades early warning system to identify students who are at-risk of not graduating from high school.
• Requires that a school’s child study team or similar team convene when a student exhibits two or more early warning indicators for dropout prevention and academic intervention programs.
• Requires public schools that includes any of the middle grades to annually report information and data on the school’s early warning system in the school improvement plan.

Early Warning Indicators Identified in SB 850

• Students are considered “off-track” by meeting the criteria for one or more of the following required indicators:
  – Attendance below 90% (18+ total days)*
    • Does not differentiate excused or unexcused absences or absences due to suspensions
    • *Consider time of year
  – One or more suspensions (ISS or OSS)
  – Course failure in ELA or math
    • Semester grades
  – Level 1 on state-wide, standardized assessments in ELA or math
    • Includes all students taking Florida Alternate Assessment
• Districts may elect to use other indicators validated:
  • Internally
  • Externally

And lastly—compelling why’s...

If we believe/spouse “All students can learn”...

1) How do we make that a reality?
2) Are there contingencies attached?
3) Are there situations where we don’t believe it to be true?
4) What plans/strategies do we have in place when a student/group of students is not learning?

Turn and Talk

Scenario: A student is entering 9th grade who is reading at a 4th grade level. How could you structure this student’s schedule so that s/he is provided Tier 1 (e.g., UDL), Tier 2, Tier 3 support while still earning credits toward graduation?
Universal Design for Learning

UDL Implementation
Designing a curriculum that allows for more intensive, accessible, and engaging instruction will require instructional teams and leadership teams to regularly communicate regarding:

- Support and resources needed to build and maintain effective teams and teaming practices
- Strategies and supports that effectively support student engagement and learning
- Resources required to implement UDL strategies

Myth of Average

http://www.personalizelearning.com/2014/03/udl-for-all-learners.html

UDL Guidelines

Universal Design for Learning Guidelines
Moving this forward...

• Build consensus through successes, data, shared concerns, teacher leaders
• Harness power of “collective intelligence”
• Encourage and reinforce commitment
• Honor the creative capacities of school teams
• Work within existing amounts of time and funding
• Look in the mirror

(duFour et al., 2004)

Whatever it Takes: Common Threads

• Clarity of purpose
• Collaborative culture
• Action orientation
• Commitment to continuous improvement
• Focus on results
• Strong principals who empower teachers
• Facing adversity, conflict, anxiety

(DuFour et al., 2004)

Turning challenges into opportunities!

“Fortune favors the experimental mind”

(Mike Schmoker, 2004)

Data Sources to Inform Tiered Instruction
What Data?

Well, what’s your question?

“Organizing data use around essential questions about student performance is a powerful strategy for building data literacy.”

(Ronka, et. al., 2008)

When questions drive data analysis...

Educators can:
• Focus on what’s most important
• Identify the data they need to answer the questions
• Use the questions as a lens for data analysis and interpretation

(Ronka, et. al., 2008)

Consumers of Data

• District Level Strategic Planning Teams
• School Improvement Teams
• School-based Leadership Teams
• Problem Solving Teams
• Departmental/Course- alike Teams

And PLCs!

PLC “Crucial Questions”

1. What do we want each student to learn? (Florida Standards and School-wide Behavioral Expectations)
2. How will we know when each student has learned it? (Assessment)
3. How will we respond when a student experiences difficulty in learning? (Intervention)
4. How will we respond when students have already learned it? (Enrichment)

(Adapted from DuFour, 2004)
Aligned Inquiry

<table>
<thead>
<tr>
<th>PLC Crucial Questions</th>
<th>4-Step Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do we want each student to learn?</td>
<td>1. Problem Identification/Goal Identification</td>
</tr>
<tr>
<td>2. How will we know when each student has learned it?</td>
<td>What do we want students to know and be able to do?</td>
</tr>
<tr>
<td>2. How will we respond when a student experiences difficulty in learning?</td>
<td>2. Problem Analysis</td>
</tr>
<tr>
<td>4. How will we respond when students have already learned it?</td>
<td>Why do they not know it or are they not able to do it?</td>
</tr>
<tr>
<td>4. Response to Intervention</td>
<td>3. Intervention Design</td>
</tr>
<tr>
<td>Is it working?</td>
<td>What are we going to do about it?</td>
</tr>
</tbody>
</table>

Tier 1 Questions

1. What percentage of our students are meeting expectations?
2. Which students will require additional intervention?
3. Are Tier 1* interventions effective?
4. To what degree is instruction being implemented with fidelity?

* Interventions or core changes designed to target all students

Tier 2 Questions

1. Are students who receive supplemental supports improving?
2. Which students are struggling despite the provision of effective supplemental instruction?
3. To what degree is instruction being implemented with fidelity?
Tier 3 Questions

1. How is the student responding to intensive intervention?
2. To what degree is instruction being implemented with fidelity?

Assessments Help Answer Our Questions

- **Screening** – Identifies students in need of additional support
- **Progress monitoring** – Measures student progress toward learning goals (e.g., Formative Assessment)
- **Diagnostic** – Identifies skill strengths and deficits
- **Outcome** – Measures progress students made toward learning standards

Turn and Talk

What processes for data review are currently used by educators at your school(s)?

- PLC crucial questions?
- Problem solving?
- Data analysis scripts/protocols?
- Other?

Gallery Walk

1. Brainstorm course assessments as a team and record on chart paper (10 min.?)
2. Post your charts
3. “Gallery Walk” - Review the charts of other teams. Note ideas and follow up questions! (15 min.?)
4. Discuss as a whole group
You will need...

- Teamwork
- Focused brainstorming
- 3 pieces of chart paper (one for Math, one for ELA, one for Behavior)
- Marker

*District team participants please join a school team!

On Your Chart Paper...

- **School(s)/District name**
  - List name

- **Math or ELA or Behavior**
  - List Math, ELA or Behavior (one chart paper for each)

- **Examples of:**
  - Screeners
  - Diagnostic measures
  - Progress monitoring tools
  - (Include formative assessments!)

  _No abbreviations, please!_

**DATA SOURCES ACROSS CORE CONTENT AREAS**

**BEHAVIORAL EXPECTATIONS**

**DATA TO INFORM DECISION MAKING ACROSS TIERS**
"Big 5 Reports" - Examining ODRs

 Courtesy of Florida PBIS

Problem Behavior

Location

Time

Admin Decision

Monthly Referral Rate

This Year's Core Report
School Year 2013-14, Majors only

<table>
<thead>
<tr>
<th>% of Students with 6+ ODR:</th>
<th>0.88</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students with 2-5 ODR:</td>
<td>7.38</td>
</tr>
<tr>
<td>% of Students with 0-1 ODR:</td>
<td>91.75</td>
</tr>
</tbody>
</table>
WHEN: Referrals by Time

WHERE: CLASSROOM

TIER 1 CUSTOM REPORTS OFFER PRECISION:

CLASSROOM Referrals by CONTEXT, 9:00-11:30
During Large Group Instruction

CLASSROOM LARGE GROUP INSTRUCTION Referrals by MOTIVATION, 9:00-11:30
To Avoid the Activity

Courtesy of Florida PBIS
Screening

Is it the fish...

...or the water?

Referrals by Students

Referrals by Staff

Courtesy of Florida PBIS
Screening for Internalizing Behavior

- Teacher nomination
- Rating scales

Tier 2 Progress Monitoring

Daily Percent of Points Earned
(Thursday, September 01, 2011 - Saturday, October 01, 2011)

Evaluate Progress Across Interventions

Individual Student Reports

Coursework:
- Math
- Reading
- Other

Problem Behaviors:
- Other
- Verbal/Non-Verbal
- Aggression/Verbal

Other:
- Other以外

Data from Florida PBS
Other Methods for Monitoring Student Behavioral Progress

• Behavior Report Cards
• Behavior Rating Scales
• Direct Observations
• Permanent Products

Adapted from Crone, Homero, & Hawken (2004)

Points Possible: ______
Points Received: ______
% of Points: ______
Goal Achieved? Y N

Daily Progress Report
Name: __________________________ Date: ____________
Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow
GOALS:

SCHOOL-WIDE EXPECTATIONS/Behavior Goals 1st  2nd  3rd  4th  L  5th  6th

BE SAFE
Use your anger reducers

BE RESPECTFUL
Use active listening & problem solving skills

BE RESPONSIBLE
Complete your hassle log

DEMONSTRATE A POSITIVE ATTITUDE
Reframe angry thoughts

Teacher Comments: I really like how...

Parent Signature(s) and Comments: ____________________________

Courtesy of Florida PBS
### FLPBS Tier 2 Progress Monitoring Tool

#### Percentage Calculator

- **Enter total # of points POSSIBLE**: 100
- **Enter total # of points EARNED**: 50
- **Percent Total Points** = 50%

#### Remember to **SAVE** your work!

<table>
<thead>
<tr>
<th>DATE</th>
<th>Percent Total Points</th>
<th>Percent Total Points</th>
<th>Percent Total Points</th>
<th>Percent Total Points</th>
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<td>9/2/2009</td>
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<td>9/5/2009</td>
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<td>9/6/2009</td>
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<td>9/10/2009</td>
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</table>

**Go to**: FLPBS homepage > Resources > Tier 2 > Progress Monitoring > Spreadsheet
Got Data? Take the challenge!
See if your data system can answer these questions...

These questions and data sources are critical to MTSS for behavior, but they’re just a starting point. The problem-solving process and your school or district’s data will generate follow-up questions that may require additional data collection and/or analysis.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Questions</th>
<th>Initial Data Sources</th>
<th>Other Helpful Data Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is our core curriculum for behavior <strong>sufficient</strong> for the majority of our students?</td>
<td>• The Core Report&lt;br&gt;• ODR/100 students&lt;br&gt;• ISS/100 students&lt;br&gt;• OSS/100 students&lt;br&gt;• Attendance data</td>
<td>• Percent of students participating in reward events&lt;br&gt;• Percent of students who received at least one reward for demonstrating the school-wide expectations, by grade level and/or teacher&lt;br&gt;• Climate surveys&lt;br&gt;• Student surveys</td>
</tr>
<tr>
<td></td>
<td>Is our core curriculum for behavior <strong>sufficient for all groups</strong> of students?</td>
<td>• Risk ratios for ODRs&lt;br&gt;• Risk ratios for ISS, OSS&lt;br&gt;• Attendance data by subgroup</td>
<td>• Comparison report for ODRs&lt;br&gt;• Comparison report for suspensions</td>
</tr>
<tr>
<td></td>
<td>Are we implementing Tier 1 with <strong>fidelity</strong>?</td>
<td>• Benchmarks of Quality (BoQ)&lt;br&gt;• PBS Implementation Checklist (PIC)</td>
<td>• PBS Walkthroughs&lt;br&gt;• Staff, student, and/or family surveys&lt;br&gt;• Implementation artifacts (copies of lesson plans, videos, etc.)&lt;br&gt;• Observations (documented/repeatable)</td>
</tr>
<tr>
<td></td>
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<td>• Monthly referral rate (per day)</td>
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</tbody>
</table>

**R&I**
www.flrtib.org
Effective analysis, made easy.

The RtI:B database enables your school and district to engage in efficient problem identification and analysis to accelerate your PBIS implementation across tiers of support.

"I absolutely LOVE this system. I was tracking behavior data and graphs by hand and it was a nightmare... Amazed at how easy it was to use while still generating so much data."

"The program is fantastic for being able to dig into the data and make decisions for our school, students, and teachers. We have made some significant changes in our school based on the data we obtain from this"
MATHEMATICS
DATA TO INFORM DECISION MAKING ACROSS TIERS

Tier 1 Data Sources - Math

• Early Warning Systems
• Universal Screeners
• Common Assessments
• Curriculum-based Measures
• District Benchmark Assessments
• End of Course Exams

Tier 1 Data Sources - Math

• Multiple classroom data sources
  – Textbook/program assessments
  – Projects
  – Classwork
  – Homework
  – Observation
Screening Tools Chart

This tools chart presents information about screening tools from the fifth annual review of screening tools by the Center's Technical Review Committee (TRC). The columns include ratings from our TRC members on the technical rigor of the tool and information about the efficiency of implementation. Click for Definitions of the technical standards. Additional information is provided below the chart.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary School</td>
<td>Math</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Tool</th>
<th>Area</th>
<th>Classification Accuracy Rating</th>
<th>Generalizability</th>
<th>Reliability</th>
<th>Validity</th>
<th>Disaggregated Reliability, Validity, and Classification Data for Diverse Population</th>
<th>Efficiency</th>
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<tbody>
<tr>
<td>Acuity</td>
<td>Mathematics</td>
<td>Moderate High</td>
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<td>Administration: Group</td>
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<td>AIMSweb</td>
<td>Mathematics - Curriculum-Based Measurement</td>
<td>Moderate High</td>
<td></td>
<td></td>
<td></td>
<td>Administration &amp; Scoring Time: 2 Minutes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

| AIMSweb       | Mathematics Concepts and Applications | Moderate Low |                  |             |         | Individual Group | 11-13 Minutes | Yes                      | Yes        |
MFAS Formative Assessments

http://www.cpalms.org/Public/ResourceCollection/Preview/202

Florida Center for Research in Science, Mathematics, Engineering, and Technology (FCR-STEM) - Mathematics Formative Assessment System (MFAS) for the K-8, algebra, and geometry mathematics standards. A collection of formative assessment tasks and rubrics covering each of the standards in these areas.

Sort by: Topic and Standard  Type  Title  Date of Published

9 items

Adding Polynomials
Students are asked to find the sum of two...

Primary Resource Type: Formative Assessment
Subject(s): Mathematics
Grade Level(s): 9, 10, 11, 12
Intended Audience: Educators
Collection: MFAS Formative Assessments

More Information

Multiplying Polynomials - 1
Students are asked to multiply polynomials and explain if the product of polynomials always results in a polynomial.

Primary Resource Type: Formative Assessment
Subject(s): Mathematics
Grade Level(s): 9, 10, 11, 12
Intended Audience: Educators
Collection: MFAS Formative Assessments

More Information

Multiplying Polynomials - 2
Students are asked to multiply polynomials and explain if the product of two polynomials always results in a polynomial.

Primary Resource Type: Formative Assessment
Subject(s): Mathematics
Grade Level(s): 9, 10, 11, 12
Intended Audience: Educators
Collection: MFAS Formative Assessments

More Information

Subtracting Polynomials
Students are asked to find the difference of...

Primary Resource Type: Formative Assessment
Subject(s): Mathematics
Grade Level(s): 9, 10, 11, 12
Intended Audience: Educators
Collection: MFAS Formative Assessments

More Information
# Academic Progress Monitoring GOM

This tools chart presents information about academic progress monitoring tools. The three tabs, *Psychometric Standards*, *Progress Monitoring Standards*, and *Data-based Individualization Standards* include ratings from our TRC members on the technical rigor of the tool. Additional information is provided below the chart.

View the [Progress Monitoring Mastery Measures >](http://www.intensiveintervention.org/chart/progress-monitoring?grade=middle&subject=math)

### Grade Level  Subject

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>Math</td>
</tr>
</tbody>
</table>

### Psychometric Standards  Progress Monitoring Standards  Data-based Individualization Standards

<table>
<thead>
<tr>
<th>Title</th>
<th>Area</th>
<th>Alternate Forms 0</th>
<th>Sensitive to Student Improvement 1</th>
<th>End-of-Year Benchmarks 0</th>
<th>Rates of Improvement Specified 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb</td>
<td>Math Computation</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>AIMSweb</td>
<td>Math Concepts and Applications</td>
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<td></td>
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<td></td>
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<td>Scholastic Math Inventory</td>
<td>Math</td>
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<td>STAR</td>
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<tr>
<td>Yearly ProgressPro</td>
<td>Math</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Legend:**
- Convincing evidence
- Partially convincing evidence
- Unconvincing evidence
- Data unavailable
CBM (Curriculum-based Measurement)

ELA (ENGLISH LANGUAGE ARTS)
DATA TO INFORM DECISION MAKING ACROSS TIERS

Tier 1 Data Sources - ELA

• Early Warning Systems
• Historical data
• Outcome assessments - “ballpark estimate” (Heller, n.d.)
• Literacy screening
• Common Formative Assessments

Florida Center for Reading Research – fcrr.org
ELA Progress Monitoring

– Unit Assessment
– Vocabulary
– Daily In-Class Formative Assessment
– Homework
– In-Class Participation
– Observational Data

ELA Progress Monitoring Examples

• Curriculum Based Measurement
  – AimsWeb
  – DIBELS
  – FAIR FS
  – Skill-based probes
  – Easy CBM
• FL-ELFAS
• Self Monitoring Checklists/Rubrics
• Observations
“When you start with an honest and diligent effort to determine the truth of the situation, the right decisions often become self-evident...

You absolutely cannot make a series of good decisions without first confronting the brutal facts.” - Jim Collins

Beliefs Related to Scheduling

- How many times have you heard:
  - “We don’t have time to provide interventions during the school day.”
  - “We would love to provide interventions, but our master schedule doesn’t allow it.”

- Is your master schedule:
  - An impediment to change?
  - A tool to help organize time to support students?

Beliefs Related to Scheduling

- We have to start with beliefs about:
  - Purpose of our school
  - ALL student’s ability to learn at high levels
  - Our responsibility to ensure that high level learning happens for ALL students
    - Opportunity to learn versus ensuring learning
  - The value of job embedded continuous learning for educators (PLCs) as the key to improved student learning
  - Purpose of supplemental and intensive interventions

Turn and Talk

- Discuss with table mates the Scheduling “Beliefs” Reflection Questions.
“As every past generation has had to disenthrall itself from an inheritance of truisms and stereotypes, so in our own time we must move on from the reassuring repetition of stale phrases to a new, difficult, but essential confrontation with reality.

For the great enemy of truth is very often not the lie - deliberate contrived, and dishonest - but the myth - persistent, persuasive and unrealistic. Mythology distracts us everywhere.” — President John F. Kennedy

**Alignment of Beliefs and Practices: PLCs**

- We have to take an **honest evaluation** of the extent to which our **practices align with our beliefs**:
  - Built-in meeting/collaborative planning time
  - Shared purpose, direction, values and goals
  - Collaborative unpacking of standards and identification of learning targets
  - Development/utilization of common (formative and summative) assessments on frequent basis
  - Collaborative analysis of assessment data to identify:
    - Those who have not mastered learning targets
    - Areas of strength/improvement in instructional practices

**Turn and Talk**

- Discuss with table mates the PLC” Reflection Questions.
Alignment of Beliefs and Practices: Provision of Additional Learning Supports

- We have to take an honest evaluation of the extent to which our practices align with our beliefs:
  - Intervention/enrichment opportunities consistently available to all students in core content areas during the school day
    - Within core content areas
      - Adult
      - Peer learning communities
    - Separate time
  - Supplemental and intensive interventions matched to need
    - Type
      - Academic
      - Behavioral
      - Engagement
    - Intensity
      - Time
      - Focus
      - Instructional methodology

Turn and Talk

- Discuss with table mates the Scheduling “Provision of Additional Learning Supports” Reflection Questions.

"The difficulty lies not so much in developing new ideas as in escaping old ones." - John Maynard Keynes
District –Level Infrastructure Necessary to Support Provision of Additional Learning Supports

• Infrastructure components must be in place at both the district and the school-level for effective implementation.
  – Leadership team to determine vision and implementation plan
    • Collaboration with key stakeholders
  – Communication of expectations and accountability for provision of additional learning supports within the school day
    • PLCs as vehicle for continuous improvement
    • Determine acceptable models for scheduling of intervention/enrichment time K-12
    • Middle/High articulation

School –Level Infrastructure Necessary to Support Provision of Additional Learning Supports

• Leadership team to determine school MTSS vision and implementation plan
  – Alignment with district vision and implementation plan
  – Communication of expectations and accountability for provision of additional learning supports within the school day as a priority
    • PLCs as vehicle for continuous improvement
      – During school day
    • How staff are utilized throughout the day/week
    • Priority in scheduling students in need of additional learning support considering:
      – Level of support needed
      – Composition of classes
    • Groups are fluid and matched to student need
    • Involvement of stakeholders: students, parents, community, association

District –Level Infrastructure Necessary to Support Provision of Additional Learning Supports

– Build capacity of staff through professional development
  • PLCs
  • Common assessments
  • Data-based problem-solving systems and student-level
  • Intervention and enrichment strategies
– Allocation of resources based on need
– Determine method of accountability
  • PLC notes
  • MTSS plans
  • Observations
  • Principal meeting reports
School-Level Infrastructure Necessary to Support Provision of Additional Learning Supports

- Access to data sources necessary for problem solving
- Build capacity of staff through professional development
  - PLCs
  - Common assessments
  - Data-based problem-solving systems and student-level
  - UDL
  - Intervention and enrichment strategies
- Allocation of resources based on need
- Determine method of accountability
  - PLC notes
  - MTSS plans
  - Observations
  - Intervention plans
  - Progress monitoring

State/District Dedicated Time

- An understanding of required/dedicated minutes for both adults and students provides starting point for knowing what is flexible and what is fixed.

<table>
<thead>
<tr>
<th>Teachers Fixed Component</th>
<th>Allocated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractual Hours</td>
<td>Average of 8 hrs/day</td>
</tr>
<tr>
<td>Planning Time</td>
<td>Average of 60 min/day=300 min/wk</td>
</tr>
<tr>
<td>Student Contact Time</td>
<td>District Dependent</td>
</tr>
</tbody>
</table>

State/District Dedicated Time

<table>
<thead>
<tr>
<th>Student Fixed Components</th>
<th>Allocated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Time</td>
<td>900/810 hours per year</td>
</tr>
<tr>
<td></td>
<td>1500/1350 min per year</td>
</tr>
<tr>
<td></td>
<td>135 hours per year for 1 Credit</td>
</tr>
<tr>
<td></td>
<td>45 minutes per day</td>
</tr>
<tr>
<td></td>
<td>67.5/60 hours per semester for ½ Credit</td>
</tr>
</tbody>
</table>

Turn and Talk

- Discuss with table mates the Scheduling “District and School Infrastructure” Reflection Questions.
### State/District Dedicated Time

<table>
<thead>
<tr>
<th>Student Fixed Components</th>
<th>Allocated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduation Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td></td>
</tr>
<tr>
<td>4 English (I-IV)</td>
<td></td>
</tr>
<tr>
<td>4 Math (Alg 1, Geometry*)</td>
<td></td>
</tr>
<tr>
<td>*Alg 1A/Alg 1B double blocks</td>
<td></td>
</tr>
<tr>
<td>*Liberal Arts Math</td>
<td></td>
</tr>
<tr>
<td>3 Science (Bio 1, &amp; 2 labs*)</td>
<td></td>
</tr>
<tr>
<td>3 Social Studies (World Hx, U.S. Hx, Govt, Econ- personal finance)</td>
<td></td>
</tr>
<tr>
<td>1 PE</td>
<td></td>
</tr>
<tr>
<td>1 Fine/Performing Art</td>
<td></td>
</tr>
<tr>
<td>1 Online</td>
<td></td>
</tr>
<tr>
<td>8 Electives</td>
<td></td>
</tr>
<tr>
<td>*Intensive Math/Reading/LA</td>
<td></td>
</tr>
<tr>
<td>*Research</td>
<td></td>
</tr>
<tr>
<td>*Leadership Skills Development</td>
<td></td>
</tr>
<tr>
<td>*Personal, Career and School Development</td>
<td></td>
</tr>
<tr>
<td>*Peer Counseling</td>
<td></td>
</tr>
</tbody>
</table>

### INTERVENTION/ENRICHMENT SCHEDULE EXAMPLES

“**Better** is possible. It does not take genius, it takes **diligence.** It takes **moral clarity.** It takes **ingenuity.** And above all, it takes a **willingness to try.**” - Atul Gawande

### Additional Learning Support Options: Tier 1 & Tier 2

- **Increased instructional time** - core content areas are at least 70 minutes achieved through:
  - Addition of minutes to school day
  - Decrease passing time between periods
  - Decreasing lunch
  - Use of block schedules
  - Electives 45 min
- **Altered use of instructional time**
  - Daily quick formative assessments
    - Identify students who have met learning targets and those who have not
  - Interdisciplinary stretch projects used across all content areas
    - Students who have met learning targets can work on stretch projects during enrichment time
  - Use of rolling pre-teach, review, re-teach model
    - Review/re-teach content from previous day, teach new content, pre-teach upcoming content
- **Consider use of co-teach model**
  - Core classes have 2nd adult (support facilitator/instructional assistant)
    - Reduce number of sections
Sample Use of Instructional Time (70 min)

<table>
<thead>
<tr>
<th>Time</th>
<th>Instructional Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Learning target bell work</td>
</tr>
<tr>
<td>33 min</td>
<td>Direct instruction</td>
</tr>
<tr>
<td>5 min</td>
<td>Formative assessment</td>
</tr>
<tr>
<td>7 min</td>
<td>Teacher review assessments and identify those who have mastered learning targets and those that need re-teaching as well as specific concepts for re-teaching</td>
</tr>
<tr>
<td>20 min</td>
<td>Re-teach concepts to those not meeting proficiency criteria on formative assessments. Those who met proficiency criteria on formative assessment work on interdisciplinary stretch project—may be collaborative or independently.</td>
</tr>
</tbody>
</table>

Mattos & Buffum, 2015

Middle School Example

Plantation Key K-8 School- Monroe County

- 20 minutes of every 75 period is designated IE time. Teachers provide IE within the middle school schedule.
- We keep changing the “look” to meet more students’ needs. It is always morphing into something else......

High School Example

- 4 Double blocks: 100 Min Alg1A and Alg 1B
  - Agile Mind program
  - Students selected based on attendance, previous test scores, behavior
  - Students earn 2 credits by end of the year
- Improved Alg 1 EOC proficiency rates over those of students who took Alg 1 B without Agile Mind
### High School Example Pasco County - Double Block

<table>
<thead>
<tr>
<th>Math Teachers</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>6th</th>
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</thead>
<tbody>
<tr>
<td>Brown  008</td>
<td>Liberal Arts I</td>
<td></td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
</tr>
<tr>
<td>Room 217</td>
<td>1207300Z</td>
<td></td>
<td>MA 12003701 / MA 12003801</td>
<td>MA 12003702 / MA 12003802</td>
<td>M8 12003701 / M8 12003802</td>
<td>M8 12003702 / M8 12003802</td>
</tr>
<tr>
<td>Collins 009</td>
<td>Geometry Hon</td>
<td>Geometry Hon</td>
<td>Algebra I</td>
<td>Geometry Hon</td>
<td>Algebra I SF</td>
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<tr>
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<td>1206320Z</td>
<td>1200310Z</td>
<td>1206320Z</td>
<td>1200310Z</td>
<td></td>
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<tr>
<td>Gray 027</td>
<td>Pre IB Spanish I</td>
<td>Math Coll Re SF</td>
<td>Pre IB Spanish 3</td>
<td>Pre IB Spanish I</td>
<td></td>
<td>Pre IB Spanish 3</td>
</tr>
<tr>
<td>Room 212</td>
<td>0708800Z</td>
<td>1200700Z</td>
<td>0708820Z / 0708360Z</td>
<td>0708800Z</td>
<td></td>
<td>0708820Z / 0708360Z</td>
</tr>
<tr>
<td>Gonzalez 030</td>
<td>IB Stat &amp; Diff Cal</td>
<td>Alg II Honors (IB)</td>
<td>Math College Readiness</td>
<td>Math College Readiness</td>
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<td>1200340Z</td>
<td>1200700Z</td>
<td>1200340Z</td>
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<td>Green 048</td>
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<td>Liberal Arts I SF</td>
<td>Liberal Arts I SF</td>
<td>Math Coll Re</td>
<td>Math Coll Re SF</td>
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<tr>
<td>Room 219</td>
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<td>1207300Z</td>
<td>1207300Z</td>
<td>1200700Z</td>
<td>1207300Z</td>
<td>1207300Z</td>
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<tr>
<td>Peterson</td>
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<td>Geometry SF</td>
<td>Geometry</td>
<td>Geometry SF</td>
<td></td>
<td></td>
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<tr>
<td>Room 218</td>
<td>1207310Z</td>
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<tr>
<td>Miller 062</td>
<td>Algebra II</td>
<td>Prob &amp; Stat</td>
<td>Algebra II</td>
<td>Geometry SF</td>
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<tr>
<td>Room 213</td>
<td>1200330Z</td>
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<td>1200330Z</td>
<td>1206310Z</td>
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<td>Ross 053</td>
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<td>Liberal Arts I SF</td>
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<tr>
<td>Room 204</td>
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<td>1207300Z</td>
<td>1206310Z</td>
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</tr>
<tr>
<td>Stein 080</td>
<td>IB Calculus</td>
<td>Pre-Calc Hon</td>
<td>AP Calc (AB)</td>
<td>IB Pre-Calc *</td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>Room 216</td>
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<td>1202340Z</td>
<td>1202310Z</td>
<td>1202375Z</td>
<td>1200310Z</td>
<td>1200310Z</td>
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<td>Freeman</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
<td>Algebra 1 DB Agile</td>
</tr>
<tr>
<td>Room 214</td>
<td>MC 12003701 / MC 12003801</td>
<td>MC 12003702 / MC 12003802</td>
<td>MD 12003701 / MD 12003801</td>
<td>MD 12003702 / MD 12003802</td>
<td>1207300Z</td>
<td></td>
</tr>
</tbody>
</table>
Additional Learning Support Options: Tier 1 & Tier 2

Development of additional learning support period
• Content area teachers collaboratively determine:
  – Essential learning targets
  – Formative assessments (FA) for learning targets
    – Pre-determined proficiency criteria for each assessment
  – Assessment days throughout the year
    – E.G. ~10 common formative assessments throughout the year with ~10 days of intervention/enrich time afterwards
• Based on FA data:
  – Students requiring additional learning supports are selected to attend intervention/re-teach sessions
  – Students who have met proficiency criteria for learning targets participate in enrichment
• All students receive intervention/enrichment across content areas
  • Priority days for those who have multiple content areas in need of enrichment
  • Students passing all courses, with no missing work, not requested by another teacher may choose where to spend enrich time (content area, clubs, etc.)

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Students/Group</th>
<th>Focus</th>
<th>Teachers/Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA Intervention</td>
<td>20</td>
<td>Targeted sm gp</td>
<td>2: ELA, 1: ESE, 1 Reading Specialist</td>
</tr>
<tr>
<td>ELA Extension</td>
<td>40</td>
<td>Extension Instruction</td>
<td>2: ELA</td>
</tr>
<tr>
<td>Math Intervention</td>
<td>20</td>
<td>Targeted sm gp</td>
<td>2: math, 1: ESL</td>
</tr>
<tr>
<td>Math Extension</td>
<td>40</td>
<td>Extension activity</td>
<td>2: math</td>
</tr>
<tr>
<td>Social Studies Intervention</td>
<td>20</td>
<td>Targeted sm gp</td>
<td>2: social studies</td>
</tr>
<tr>
<td>Social Studies Extension</td>
<td>20</td>
<td>Extension activity</td>
<td>1: social studies</td>
</tr>
<tr>
<td>Science Intervention</td>
<td>30</td>
<td>Sm gp- hands-on</td>
<td>3: science</td>
</tr>
<tr>
<td>Science Extension</td>
<td>20</td>
<td>Lab extension</td>
<td>1: science</td>
</tr>
<tr>
<td>PE</td>
<td>80</td>
<td>Aerobic activity</td>
<td>3: PE</td>
</tr>
<tr>
<td>Guided Study Hall</td>
<td>100</td>
<td>Tutoring by staff and students</td>
<td>1: social studies, 1: social worker, 2: TA</td>
</tr>
<tr>
<td>Guided Study Hall</td>
<td>50</td>
<td>Tutoring by staff and students</td>
<td>1: library teacher, 1: TA</td>
</tr>
<tr>
<td>Band</td>
<td>50</td>
<td>Band practice</td>
<td>1: band</td>
</tr>
<tr>
<td>Art</td>
<td>20</td>
<td>Extension project</td>
<td>1: art</td>
</tr>
</tbody>
</table>

Example of Intervention/Enrichment Options

<table>
<thead>
<tr>
<th>Base Locations</th>
<th>Number of Students Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cafeteria—Study Hall (Students assigned by need and supported by teachers and peer tutors—often for work completion)</td>
<td>150</td>
</tr>
<tr>
<td>Library—Study Hall (Students assigned by need and supported by teachers and peer tutors—often for work completion)</td>
<td>100</td>
</tr>
<tr>
<td>Science Lab (Students assigned who participated in enrichment science program)</td>
<td>50</td>
</tr>
<tr>
<td>Chorus (Chorus students assigned)</td>
<td>50</td>
</tr>
<tr>
<td>Media (Media students assigned)</td>
<td>25</td>
</tr>
<tr>
<td>Band (Band students assigned)</td>
<td>50</td>
</tr>
<tr>
<td>Foreign Language (Foreign language students assigned)</td>
<td>50</td>
</tr>
<tr>
<td>Gym (Physical education)</td>
<td>100</td>
</tr>
<tr>
<td>Art (Art students assigned)</td>
<td>25</td>
</tr>
</tbody>
</table>

Middle School Example- 35 Intervention Period

Sugarloaf K-8 School- Monroe County
• We use a 35 minute intervention period
  – at the end of our third period class
  – Students who are doing poorly are grouped in academic support classes and the other students do enrichment
• We created this time in our day by shaving 3 minutes off each class and cutting time off of our homeroom
• This was done the year prior during our master scheduling window.
ARMS/EXCEL Middle School Example

• ~700 Students
  – 94% ED
  – 11% SWD

• School Day: 8:30am-4:05pm
  – 10 period day- including Homeroom, Flex, Lunch
  – 15min Homeroom
  – 35 min school-wide Flex time- students grouped according to assessment data for intervention/enrichment
  – Additional interventions occur for those who need additional support during Connections (42 min)
Middle School Example 35 Min FLEX

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>1st Period</th>
<th>2nd Period</th>
<th>3rd Period</th>
<th>4th Period</th>
<th>5th Period</th>
<th>6th Period</th>
<th>7th Period</th>
<th>8th Period</th>
<th>9th Period</th>
<th>10th Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade Boys</td>
<td>Homeroom 8:30-8:45 (15 mins.)</td>
<td>FLEX 8:48-9:23 (35 mins.)</td>
<td>Conn. 1 9:26-10:13 (47 mins.)</td>
<td>Conn. 2 10:17-11:04 (47 mins.)</td>
<td>Core 1 11:07-12:13 (66 mins.)</td>
<td>Lunch 12:15-12:40 (25 mins.)</td>
<td>Core 2 12:42-1:48 (66 mins.)</td>
<td>Core 3 1:50-2:56 (66 mins.)</td>
<td>Core 4 2:58-4:05 (67 mins.)</td>
<td></td>
</tr>
</tbody>
</table>

*Please Note: Each connections teacher will be assigned a college/university, as determined by department chair.*
Eau Gallie High School Anchor Hour

• All 1710 students have 55 min lunch/tutoring
  – Teachers have office hours during first half to meet with students
  – Check-in stations at beginning of lunch to monitor student movement
    • Staffed by: Guidance, Admin, Custodial, PE staff
  – Students can eat anywhere on campus
    • 9 lunch lines and 2 designated cafeterias
  – Added 10 min to day
  – Reduced periods to 47 minutes
  – Communication/collaboration with all stakeholders: teachers, students, parents, food services, custodial

• Reduced D’s & F’s from 800 to 500
## EAU Gallie High School Bell Schedule

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>REGULAR</th>
<th>ACTIVITY</th>
<th>EARLY RELEASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:35 - 9:23</td>
<td>8:35 - 9:14</td>
<td>8:35 - 9:12</td>
</tr>
</tbody>
</table>

**ANCHOR HR:**

<table>
<thead>
<tr>
<th></th>
<th>12:02 - 12:56</th>
<th>11:26 - 12:23</th>
<th>11:18 - 12:14</th>
</tr>
</thead>
</table>

**OFFICE HRS A:**

|----------|---------------|---------------|---------------|

**OFFICE HRS B:**

|----------|---------------|---------------|---------------|
Middle School Example

• School Day 8:55-4:05
  – ~700 students
  – 94% Poverty Index
  – 20% ELL (Spanish)
  – High mobility
• 7 periods (55-75 min) 35min lunch
  – Common grade level planning during exploratory
  – School-wide Reading intervention/enrichment period
  – Intervention offered for those in need of additional support during exploratory classes
    • 2 Intervention Support staff 3-5 periods
    • 6/8 Exploratory staff 1 period
    • 3 Special Ed staff 1 period
Middle School Example- Grade Level Team

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period</th>
<th>Subject</th>
<th>Period</th>
<th>Subject</th>
<th>Period</th>
<th>Subject</th>
<th>Period</th>
<th>Subject</th>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>RADIN</td>
<td>1A</td>
<td>ELA 2010H800-01</td>
<td>2B</td>
<td>RDG 2026H800-01</td>
<td>3C</td>
<td>PLANNING</td>
<td>4D</td>
<td>LUNCH 00001900-04</td>
<td>5E</td>
<td>ELA 20100800-04</td>
</tr>
<tr>
<td>WATERS</td>
<td>1A</td>
<td>MATH 21100800-02</td>
<td>2B</td>
<td>REW PLUS 202600R0-21</td>
<td>3C</td>
<td>PLANNING</td>
<td>4D</td>
<td>LUNCH 00001600-01</td>
<td>5E</td>
<td>MATH 21100800-04</td>
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<tr>
<td>HAWKINS</td>
<td>1A</td>
<td>SCIENCE 22510800-03</td>
<td>2B</td>
<td>RDG8 (AVD) 2026H800-05</td>
<td>3C</td>
<td>PLANNING</td>
<td>4D</td>
<td>LUNCH 00001600-02</td>
<td>5E</td>
<td>SCIENCE 22510800-02</td>
</tr>
<tr>
<td>SETTS</td>
<td>1A</td>
<td>DOC ST 23020800-04</td>
<td>2B</td>
<td>CRP 1-7/8 202200B-21</td>
<td>3C</td>
<td>PLANNING</td>
<td>4D</td>
<td>LUNCH 00001600-03</td>
<td>5E</td>
<td>DOC ST 23020800-03</td>
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<td>BUCKLE</td>
<td>1A</td>
<td>ELA 20100800-05</td>
<td>2B</td>
<td>RDG 2026H800-06</td>
<td>3C</td>
<td>PLANNING</td>
<td>4D</td>
<td>LUNCH 00001600-08</td>
<td>5E</td>
<td>H ELA 2101H800-07</td>
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<tr>
<td>VIANT</td>
<td>1A</td>
<td>ALGEBRA 1 4111000W-06</td>
<td>2B</td>
<td>TMATH (7/8) 2105000B-22</td>
<td>3C</td>
<td>PLANNING</td>
<td>4D</td>
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<td>5E</td>
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<td>MARTIN</td>
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<td>2B</td>
<td>TMATH (8/7) 2105000B-21</td>
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<td>PLANNING</td>
<td>4D</td>
<td>LUNCH 00001600-06</td>
<td>5E</td>
<td>SCIENCE 22510800-05</td>
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<td>McCOY</td>
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<td>DOC STU 23020800-08</td>
<td>2B</td>
<td>CR-B2 102306B3</td>
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<td>LUNCH 00001600-07</td>
<td>5E</td>
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Middle School Example- Exploratory Schedule

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Period</th>
<th>2ND PERIOD - EXP/PLANNING</th>
<th>3Rd PERIODS - EXPLORATORY</th>
<th>4TH PERIODS - EXPLORATORY</th>
<th>LUNCHPLAN</th>
<th>7TH PERIOD - EXPLORATORY</th>
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<tbody>
<tr>
<td>Garcia</td>
<td>1st</td>
<td>PLAN</td>
<td>OPEN</td>
<td>SPANISH (YEAR LONG) 365100CW-30</td>
<td>7 SPANISH EXP (SEM) 2600700-50; 62</td>
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<tr>
<td></td>
<td>2nd</td>
<td>ART 8 (SEMESTER) 2599800-40</td>
<td>ART 7 (SEMESTER) 2599800-40</td>
<td>SPANISH (YEAR LONG) 365100CW-40</td>
<td>7 SPANISH EXP (SEM) 2600700-61; 62</td>
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<tr>
<td>Billings</td>
<td>3rd</td>
<td>REWARD OR 7/12 20263000-21</td>
<td>ART 8 (SEMESTER) 2599800-31; 62</td>
<td>ART 7 (SEMESTER) 2599800-41; 42</td>
<td>PLAN</td>
<td>ART 6 (SEMESTER) 15010000-61; 82</td>
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<tr>
<td></td>
<td>4th</td>
<td>PLAN</td>
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<td>PLAN</td>
<td>PLAN</td>
<td>ART 6 (SEMESTER) 15010000-81; 82</td>
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<tr>
<td>O’Reilly</td>
<td>5th</td>
<td>PE/HEALTH 8 (SEM) 24600800-32</td>
<td>PE/HEALTH 7 (SEM) 24600800-62</td>
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<td>PE/HEALTH 6 (SEM) 14600800-61; 82</td>
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<td>PLAN</td>
<td>PLAN</td>
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<td>PLAN</td>
<td>PE/HEALTH 6 (SEM) 14600800-81; 82</td>
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<tr>
<td>Smith</td>
<td>7th</td>
<td>REWARD OR 7/12 20263000-22</td>
<td>PE/HEALTH 8 (SEM) 24600800-34</td>
<td>REWARD OR 7/12 20263000-22</td>
<td>PLAN</td>
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<td>8th</td>
<td>PLAN</td>
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<td>PLAN</td>
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<tr>
<td>Burns</td>
<td>9th</td>
<td>CRB 6 12300620-23 (from steve v.)</td>
<td>ADV BAND 7 (YR) 15301000-30</td>
<td>ADV BAND 7 (YR) 15301000-50</td>
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<td>BAND 6 (YR) 15311000-70</td>
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<td>PLAN</td>
<td>CHORUS 6 (YR; RM-36) 15401000-50</td>
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<td>Lowes</td>
<td>11th</td>
<td>READING 7 (AVD) 20260700-26</td>
<td>HOT WORDS 7 (SEM) 25201000-30</td>
<td>HOT WORDS 7 (SEM) 25201000-50</td>
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<td>12th</td>
<td>PLAN</td>
<td>PLAN</td>
<td>PLAN</td>
<td>PLAN</td>
<td>HOT WORDS 6 (SEM) 17999800-70</td>
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<tr>
<td>Blackman</td>
<td>13th</td>
<td>DOAR 7/12 20260000-23</td>
<td>KEYBOARDING 510000CH-31; 62</td>
<td>KEYBOARDING 510000CH-31; 62</td>
<td>PLAN</td>
<td>COMP LIT 6 (SEM) 18300060-70</td>
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<td>14th</td>
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<td>COMP LIT 6 (SEM) 18300060-81; 82</td>
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<tr>
<td>Wright</td>
<td>15th</td>
<td>RDG-8 20260800-25</td>
<td>CAREERS 7 (SEM) 28300080-51; 62</td>
<td>CAREERS 7 (SEM) 28300080-61; 62</td>
<td>PLAN</td>
<td>CAREERS 6 (SEM) 18300060-70; 82</td>
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<tr>
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<td>16th</td>
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<td>PLAN</td>
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<td>CAREERS 6 (SEM) 18300060-81; 82</td>
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</table>
Middle School Example - Intervention Courses

<table>
<thead>
<tr>
<th>Teacher</th>
<th>CAT</th>
<th>Non Working Hours (.8 FTE)</th>
<th>Reading 6 1023060-A-21</th>
<th>Voyage 7 2020070-V-21</th>
<th>Tier III individual sessions</th>
<th>Reading 7 2026070-V-25</th>
<th>Voyage 7 2020070-V-71</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brown</td>
<td>RM</td>
<td>B114</td>
<td>8TH</td>
<td>7TH</td>
<td>Plan</td>
<td>6TH</td>
<td>6TH</td>
</tr>
<tr>
<td>Rowley</td>
<td>RM</td>
<td>B121</td>
<td>8TH</td>
<td>7TH</td>
<td>VOY Math</td>
<td>6TH</td>
<td>6TH</td>
</tr>
<tr>
<td>Donald</td>
<td>RM</td>
<td>B107</td>
<td>VOYAGER 8 1020060-V-11</td>
<td>VOYAGER 7 2020070-V-31</td>
<td>LUNCH Planning/Lunch</td>
<td>8TH</td>
<td>6TH</td>
</tr>
<tr>
<td>Bradford</td>
<td>RM</td>
<td>T3</td>
<td>ELA-6 (Incl) 1010060-05</td>
<td>CRB-6 102306B1-21</td>
<td>LUNCH Planning</td>
<td>6TH</td>
<td>8TH</td>
</tr>
<tr>
<td>Woods</td>
<td>RM</td>
<td>C124</td>
<td>RE SOURCE 7 2900020-50</td>
<td>29020020-50</td>
<td>RE SOURCE 8 29010020-71</td>
<td>ELA-7 (Incl) 2010070-03</td>
<td>MATH 7 (Incl) 2110070-03</td>
</tr>
<tr>
<td>Vance</td>
<td>RM</td>
<td>B106</td>
<td>RE SOURCE 8 29030020-31</td>
<td>PLANNING/LUNCH</td>
<td>ELA 8 (Incl) 20100800-08</td>
<td>MATH 8 (Incl) 21100800-08</td>
<td>Planning</td>
</tr>
</tbody>
</table>
### Additional Learning Support Options: Tier 2 & Tier 3

- **Strategic use of learning labs**
  - as electives or during lunch for:
    - Re-teaching
    - Work completion
    - Testing supports
      - Re-takes
      - Study skills
- **Mandated focused lunch**
  - Work completion
  - Tutoring
  - Adult
  - Peer
  - Behavior/social-emotional support
  - Study skills
- **Strategic use of homeroom**
  - Behavior/Social-emotional focus
  - Mentoring
  - Tutoring
  - Study Skills
- **Use of electives time for academic skill development**
  - Small homogenous groupings for specific skills
    - Based on formative assessments as well as screening/diagnostic s
  - Mandatory summer bridge programs for at-risk 8th grades
  - Mandatory summer school

### Case Study Activity

- **Select** an example from the case study packets on your table
  - Slides 1-3
  - Slides 4-5
  - Slides 6-11
  - Slides 12-13
  - Slides 14-17
  - Slide 18
- **Answer questions 1-6** on the Additional Learning Supports Case Study document (pg 9-10 in agenda packet)
- **Report out**
  - Overview
  - Necessary

### Turn and Talk

- **Discuss with table mates the Scheduling “Intervention/Enrichment Examples” Reflection Questions.**

### Wrap Up!

- **Questions?**
- **Evaluation**
Thank You!

Amber Brundage  abrundage@mail.usfedu
Beth Hardcastle  hardcast@usfedu
Jayna Jenkins  jayna@usf.edu
Kelly Justice  justice@usf.edu
Additional Reading, Resources


Additional Reading, Resources


CAST *Universal Design for Learning Resources*. Available at: http://www.cast.org


Florida Problem Solving/Response to Intervention Resources. Available at: http://floridarti.usf.edu

Florida RtI:B. *Got Data? Take the challenge*. Available at: http://www.flrtib.org/docs/Got%20Data.%20Tier%20only.pdf


Additional Reading, Resources


Additional Reading, Resources


Technology and Learning Connections. *Increasing student achievement through the systemic alignment of technology, policies, and curriculum in a multi-tiered system of supports.* Available at: http://www.tlc-mtss.com