



IOWA CITY COMMUNITY SCHOOL DISTRICT

Multi-Tiered System of Supports: 2015-2016

ELEMENTARY Implementation Plan

Iowa City Community School District

Introduction:

The mission of the Iowa City Community School District is to ensure all students become responsible, independent learners capable of making informed decisions in a democratic society as well as in the dynamic global community. This is accomplished by challenging each student with a rigorous and creative curriculum taught by a diverse, professional, caring staff and enriched through the resources and efforts of families and the entire community.

A Multi-Tier System of Support (MTSS) is a process by which schools use data to identify the academic and behavioral supports each and every student needs to be successful in school and leave school ready for life. The process provides students with evidence-based instruction and interventions matched to their needs and monitors student progress to improve their educational outcomes. MTSS also allows educators to evaluate the overall health of their system and target resources by providing the necessary data to determine which elements of the education system are performing adequately and which require further development. MTSS is a decision-making framework composed of evidence-based practices in assessment and instruction.

UNIVERSAL INSTRUCTION: Tier 1

100% of students
Whole & small group instruction
Content from ICC

TARGETED INSTRUCTION: Tier 2

5-15 % of students
Small group instruction
Targeted content from ICC

INTENSIVE INSTRUCTION: Tier 3

1-5% of students
Very small group or 1-1 instruction
Focused content from ICC

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What do we want all students to know?

The *majority* of students learn academic and social/emotional/behavioral content in the context of UNIVERSAL instruction. *Some* students require TARGETED instruction and a *few* students require INTENSIVE instruction. When TARGETED or INTENSIVE instruction is necessary, it is added to a student's instructional day and in addition to UNIVERSAL instruction.

During core universal instructional time, certified staff instruct all students. For students needing additional support, the first action of the teacher is to differentiate within core universal instruction time. Differentiation is applicable to both academic and social/emotional/behavioral content. Ongoing parental involvement and communication is an integral component of every part of the MTSS process.

Universal CORE Content

Core content refers to *What* is taught; for academics and social/emotional/behavioral learning, it includes facts, concepts, skills, generalizations, principles, and strategies. The Iowa Core Curriculum (ICC) is the mandated academic and social/emotional/behavioral content to be taught to all students. This mandate is from the State of Iowa; the ICC is required for every accredited local education agency (school district) in the state.

English Language Arts: From the Iowa Department of Education website: The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document. A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in

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these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Reading: The standards in Kindergarten through Grade 6 English Language Arts address reading, writing, speaking, listening and language. Within each of these domains, there are anchor standards intended to prepare students to be college and career ready. Reading standards encompass literature and informational text and require students to use key ideas and details, craft and structure, integration of knowledge and ideas across a range of complex text. Kindergarten through Grade 5 also include the foundational standards for reading, (Phonemic Awareness, Phonics, and Fluency).

Writing: These standards encompass the writing of narrative and informative text and require students to write for different purposes, produce and distribute writing through a process, conduct research and write over ranges of time.

Speaking and listening: These standards include comprehension and collaboration as well as presentation of knowledge and ideas.

Language: These standards require students to demonstrate and apply the conventions of standard English, knowledge of language, and vocabulary acquisition.

Iowa Common Core K-12 English/Language Arts Standards from the Department of Education website can be found [here](#)

Math: In math we have two types of standards, mathematical practice standards and content standards. The content standards are divided into major clusters, supporting clusters and additional clusters. Major clusters in math are equivalent to Priority Standards in reading. Approximately 80% of each grade level’s instructional time in math should be devoted to the major clusters. Content standards are grade level

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specific, whereas practice standards are the same from Kindergarten through twelfth grades with an emphasis on problem solving and understanding.

Iowa Common Core K-12 Math Standards from the Department of Education website can be found [here](#)

Social/Emotional/Behavior: All district staff are responsible for the development of social/emotional/behavioral skills. Positive Behavior Intervention Supports (PBIS) is implemented across all district elementary buildings along with the guidance program.

Standards for social/emotional/behavioral learning include: 1) Develop self-awareness and self-management skills to achieve school and life success. 2) Use social awareness and interpersonal skills to establish and maintain positive relationships. 3) Demonstrate decision making skills and responsible behaviors in personal, school, and community contexts. Specific standards and benchmarks for the ICCSD guidance curriculum can be found [here](#)

Universal CORE Instruction

Core instruction refers to *How* students are taught the content. Universal core instruction addresses the methods teachers use when instructing students.

Teachers are encouraged to differentiate and modify their instructional techniques and curriculum when students are having academic and behavioral difficulties and to seek additional ideas in consulting with other teachers during PLCs. A hierarchy of response is created to address these difficulties beginning with strategies that are least intrusive and only increasing the intensity if necessary. Both implementation data and outcome data are reviewed monthly and used for action planning.

Behavioral skills and expectations are explicitly taught in universal core instruction through K-2 social studies and K-6 guidance lessons, as well as integrated into other curricular areas. Each school establishes three to five behavioral expectations that are

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defined, taught, practiced and reinforced school wide. Each building creates a clearly defined matrix of behavioral expectations for classroom and non-classroom settings. This creates a common language that is used to reinforce the expected behaviors and also to correct behavioral errors.

Effective Instructional Practices and Frameworks

Effective Instructional Practices are research based approaches, applications, and or routines that fuel effective and efficient classroom interaction. These are the research based practices with effect sizes that link to student achievement. Good instructional practice/design is, in part, about the quality of teaching and is the key to effective delivery of content.

Universal Tier instruction can be delivered through large and small group settings. In recent years, the ICCSD's professional development has focused on the following effective instructional practices and frameworks:

- *Scaffolded Explicit Instruction* through a gradual release of responsibility (I Do, We Do, You Do)
- *Differentiated Instruction*
 - quality curriculum
 - respectful tasks
 - ongoing assessment
 - building community
 - flexible grouping
 - content, process, product and / or environment.
- *Sheltered Instruction Observation Protocol (SIOP)*
- *Arts Integration*
- *Inquiry Based Instruction*
- *Professional Learning Communities*
- *Positive Behavior Interventions and Supports*

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How will we know when they have learned it?

Universal Screeners

Schools use universal screening assessments for all students to determine if universal instruction is sufficient for the school and for whom it is sufficient. Data from a reliable, valid, and technically adequate universal screening assessment shall be gathered three times per year. Universal screening measures consist of brief assessments focused on target skills (e.g., phonological awareness) that are highly predictive of future outcomes. Based on universal screening results, struggling as well as advanced learners are identified and additional instructional time and differentiated instructional shall be provided to meet their needs.

English Language Arts: The Iowa City Community School District utilizes Formative Assessment for Students and Teachers (FAST) as the universal screener for students Kindergarten through sixth grade. FAST provides evidence-based early reading and curriculum based measures that are brief and highly predictive of future outcomes—thereby maximizing instructional time and resources. Through the administration of FAST, teachers are provided with exceptional and timely data to identify levels of proficiency, risk, and indicators of future success in the area of reading. The following assessments are used:

- Kindergarten: Concepts of Print, Onset Sounds, Letter Names, Letter Sounds, Word Segmenting, Nonsense Words, and Sight Words
- First grade: Letter Sounds, Word Segmenting, Nonsense Words, Sight Words, Sentence Reading, and Curriculum Based Measure - Reading
- Second through sixth grade: Curriculum Based Measure - Reading

Math: The Iowa City Community School District's universal screeners for math assesses number, computation and application. These screeners identify students who are having overall difficulties in mathematics rather than specific strengths and weaknesses for individual students. When students score below the 25th percentile,

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teams need to gather additional data (Topic assessments, daily work, etc.) to determine if students need additional instruction. The following assessments are used:

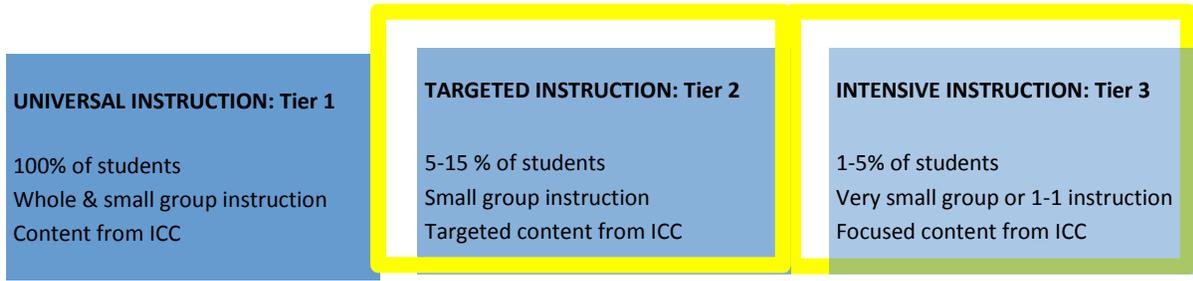
- Kindergarten and 1st grade: Missing Number Assessment
- 1st grade through 6th grade: Math Computation (Fuchs and Fuchs)
- 2nd through 6th grade: Math Application (Fuchs and Fuchs)

Behavior: The Iowa City Community School District does not currently have a universal screener for behavior. However, if core PBIS and guidance instruction is being implemented with integrity 80% or more of students will demonstrate social/emotional/behavioral competency. At this time, we use the following methods for determining if 80% of students are responding to core instruction:

- PBIS surveys and checklists
- Classroom management rating scales and checklists
- Office discipline referral data
- Guidance curriculum assessments

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What will we do if they don't learn it?



Evidence-based, instructional interventions at the Targeted and Intensive Levels

Schools provide additional, evidence-based instruction and support to those learners for whom universal instruction alone is insufficient. Instructional interventions shall include:

- All students receiving additional interventions also receive full universal core instruction
- Learners receiving targeted interventions are provided with small-group, evidence-based standard treatment to address their needs
- Learners receiving intensive interventions receive individualized, evidence-based instruction in small group or one-one-one setting that includes instructional techniques to address specific student needs identified through diagnostic assessment
- Targeted and intensive interventions maximize student engagement, use specialized methods and materials, and has a high likelihood of successful student outcomes
- Because students who are not at grade level expectations need highly qualified teachers, the District does not approve paraeducators or volunteers in delivering instruction.

See appendix E for District approved intervention materials in the areas of English Language Arts and Math

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Progress Monitoring

Progress Monitoring data shall be collected and used to guide instruction. Schools shall use district approved progress monitoring procedures for all students receiving targeted or intensive instruction. Progress monitoring shall include:

- Use of a reliable, valid, and technically adequate progress monitoring assessment
- Progress monitoring results shall be used to gauge student response to intervention instruction
- Learners who are receiving targeted instruction and supports shall be monitored at least two times per month, unless otherwise required, such as with the Early Literacy Implementation (ELI) Legislation
- Learners who are receiving intensive instruction and supports shall be monitored at least weekly
- Student progress is compared to an appropriate goal in order to determine if students are making adequate progress

Data-Based Decision Making

Schools shall make informed decisions about students' instruction and curriculum needs based on the collection and analysis of data.

- Schools rely on collaborative, professional learning communities to enable educators to make informed decisions based on accurate data
- Schools use a data-based decision making model that includes: defining the instructional need, determining course of action, implementing the action, monitoring progress, and evaluating the outcome
- Schools combine universal screening and progress monitoring data with other sources of information to reinforce a continuous process of evidenced based instruction using district approved intervention materials, ongoing assessment and making appropriate instructional changes

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- Schools collect and examine additional diagnostic information to plan and deliver instruction and support that meets the needs of learners who require targeted or intensive instruction as needed

What will we do when they already know it?

Learners performing above age/grade-level performance expectations shall also be provided with Targeted or Intensive instruction and supports matched to their needs.

Academics: Consider extensions in reading and mathematics by utilizing the Iowa Core Curriculum standards for each grade level.

Behavior: Consider Leadership Opportunities, Peer modeling, Student Ambassador