Response to Intervention ($RtI^2$) Process

**Tier I:** High Quality, Standards-based Core Curriculum that is culturally relevant

- Which meets 80% of student needs and
- Universal Screening is used: MAP and AIMSweb

**Tier II – Intervention:** Students who do not meet benchmark receive evidence-based first dose:

- Leveled Literacy Intervention
- Reading Recovery
- Read 180
- System 44, etc.

Documentation

**Tier II – Multi-Tiered Problem Solving Assessment Process and data-based decision making**

- Reliable and Valid Progress Monitoring (AIMSweb)

Documentation

**Tier III – Different Intervention from Evidence-based menu and/or increased frequency and intensity with first intervention:** Evidence-based Second Dose:

- Leveled Literacy Interventions
- Reading Recovery
- Read 180
- System 44, etc.

Documentation

**Tier III – Multi-Tiered Problem Solving Assessment Process and data-based decision making**

- Reliable and Valid Progress Monitoring (AIMSweb)

Documentation

**Begin referral process for disability determination**
High Quality, Standards-based Core Curriculum
2011-2012 CORE Literacy Focus for Kindergarten – 6th Grade, Current Program

In response to questions about what specific instructional practices are expected and will be supported, this document provides an overview of five major components of literacy instruction that are required in all MMSD classrooms throughout the 2011-2012 academic year. All components align with the Response to Instruction and Intervention (RtI²) framework and the 5 Dimensions of Teaching & Learning, and are grounded within a culturally and linguistically relevant context.

1. CORE CURRICULUM—guided by the Common Core Standards
   
   Curricular materials used regularly in all classrooms include:
   
   - Leveled texts maintained in book rooms
   - Common Core – increasing emphasis on non-fiction text
   - Primary Literacy Notebook (K-2), Literacy Notebook (3-5), and Literacy Notebook (6-8)
   - Fountas & Pinnell Phonics and Word Work Resources (K-3)
   - Words Their Way (4-5)
   - Lucy Calkins: Writing Units of Study
   - Mackin Leveled Resources: Ancient Civilizations (Social Studies), Weather & Water (Science) (6th Grade)
   - Traits of a Reader Unit (Grade 6)
   - Mondo Curriculum (K/1 at 3 Pilot Schools: Gompers, Mendota and Thoreau)

2. INSTRUCTION – practices required in all classrooms:

   - Comprehensive Literacy Model (CLM) which frames Balanced Literacy and the workshop model using book room materials
   - MMSD Core Practices in K-6 Literacy that include:
     - Word Study
     - Reading Workshop
     - Language Workshop
     - Writing Workshop
   - Lesson design contains the basic elements below:
     - Mini-lesson (including a clear learning objective and teaching/modeling)
     - Guided Practice
     - Independent Practice
3. **ASSESSMENT** – administered and to be used with fidelity:
   
   MMSD District-wide Assessment Calendar [https://tnlweb.madison.k12.wi.us/node/786](https://tnlweb.madison.k12.wi.us/node/786)
   
   Grades K-5: Text Reading Level: Required on Report Card 2nd Quarter, 3rd Quarter and 4th Quarter
   
   Grades K-2
   
   Primary Language Arts Assessment (PLAA) or Spanish Primary Language Arts Assessment (SPLAA) [https://tnlweb.madison.k12.wi.us/node/790](https://tnlweb.madison.k12.wi.us/node/790)
   
   - **Fall**  
     - K (Scores entered in infinite campus)
   
   - **Spring**  
     - K-2 (Scores entered in infinite campus)

   Grades 3-6
   
   Measures of Academic Progress (MAP) [https://tnlweb.madison.k12.wi.us/node/806](https://tnlweb.madison.k12.wi.us/node/806) (An electronic benchmark 3 times per year)
   
   - **Fall**  
     - Reading, Language Usage, Mathematics
   
   - **Winter**  
     - Reading
   
   - **Spring**  
     - Reading, Language Usage, Mathematics

   [https://readingweb.madison.k12.wi.us/files/reading/Consistency_with_PLAA.pdf](https://readingweb.madison.k12.wi.us/files/reading/Consistency_with_PLAA.pdf)

   District Writing Assessment (Grades 3, 5) [https://tnlweb.madison.k12.wi.us/node/788](https://tnlweb.madison.k12.wi.us/node/788)
   
   Wisconsin Knowledge and Concepts Exam (WKCE) (Grades 3, 4, 5, 6) [https://tnlweb.madison.k12.wi.us/node/795](https://tnlweb.madison.k12.wi.us/node/795)

4. **INTERVENTIONS** – to be provided with fidelity:

   Grades K-5
   
   1. Grade 1 Reading Recovery (Evidence Based)
   2. Guided Reading Plus Group (Evidence Based)
   3. Leveled Literacy Instruction used in summer school and piloted (Evidence Based)
   4. Assisted Writing – Interactive Writing Group
   5. Assisted Writing – Writing Aloud Group
   6. Writing Process Group
   7. Comprehensive Focus Group Genre Units of Study
   8. Comprehensive Focus Group Content Units of Study
   9. Comprehensive Intervention Model (CIM) with seven interventions
## Grades 6-8
READ 180/System 44

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRT/LC/Coach</td>
<td>Alternate Friday afternoon professional learning sessions</td>
</tr>
<tr>
<td>Interventionist</td>
<td>Alternate Friday afternoon professional learning sessions</td>
</tr>
<tr>
<td>Kindergarten Focus</td>
<td>3rd Mondays</td>
</tr>
<tr>
<td>K/1 Mondo Pilot Schools</td>
<td>9/24, 10/17, 12/19, 2/20 with summer training</td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Phonics (K-3)</td>
<td>Summer Staff inservice and IRT training on Fridays</td>
</tr>
<tr>
<td>6th Grade Core Reading</td>
<td>1st round in 1st semester, 2nd semester schedule in progress</td>
</tr>
<tr>
<td>All staff</td>
<td>10/24, 10/25, 2/24 (half day for elementary)</td>
</tr>
</tbody>
</table>
2011-2012 CORE Literacy Focus for Secondary Level (7-12) – Current Program

In response to questions about what specific instructional practices are expected and will be supported, this document provides an overview of five major components of literacy instruction that are required in all MMSD classrooms throughout the 2011-2012 academic year. All components align with the Response to Instruction and Intervention (RtI²) framework and the 5 Dimensions of Teaching & Learning, and are grounded within a culturally and linguistically relevant context.

1. **CORE CURRICULUM – guided by the Common Core Standards**
   Curricular materials used regularly in all classrooms include:
   - Leveled texts (Grades 7-12)
   - Common Core – increasing emphasis on non-fiction
   - Literacy Notebook (6-8)
   - Literacy – in all content areas

2. **INSTRUCTION – practices required in all classrooms:**
   - MMSD Core Practices in Secondary Literacy with emphasis on all content areas
   - School-wide focus and monitoring of a selected literacy practice (9-12 via REaL Grant)
     - Lesson design contains the basic elements below:
       - Clear learning objective(s)
       - Teaching/Modeling/Demonstrating (e.g. mini-lesson)
       - Guided Practice
       - Check for Understanding using frequent Formative Assessments
         - Focus: Elevating the Essentials, M. Schmoker, ASCD (2011)

3. **ASSESSMENT – administered and to be used with fidelity:**
   - MMSD District-wide Assessment Calendar [https://tnlweb.madison.k12.wi.us/node/786](https://tnlweb.madison.k12.wi.us/node/786)
   - Measures of Academic Progress (MAP) (Grade 7) [https://tnlweb.madison.k12.wi.us/node/806](https://tnlweb.madison.k12.wi.us/node/806) (an electronic benchmark used 3 times per year)
     - Fall: Reading, Language Usage, Mathematics
     - Winter: Reading
     - Spring: Reading, Language Usage, Mathematics
Scholastic Reading Inventory (SRI) (Grades 8, 9, beyond 9 – if below proficiency)
District Writing Assessment (Grades 7, 9) [https://tnlweb.madison.k12.wi.us/node/788](https://tnlweb.madison.k12.wi.us/node/788)
Wisconsin Knowledge and Concepts Exam (WKCE) (Grades 8 and 10) [https://tnlweb.madison.k12.wi.us/node/795](https://tnlweb.madison.k12.wi.us/node/795)
EXPLORE (Grades 8, 9) [https://tnlweb.madison.k12.wi.us/node/811](https://tnlweb.madison.k12.wi.us/node/811)
PLAN (Grade 10) [https://tnlweb.madison.k12.wi.us/node/812](https://tnlweb.madison.k12.wi.us/node/812)

4. **INTERVENTIONS – to be provided with fidelity:**
   Grades 7-8
   **Comprehensive Intervention Model:** Using seven interventions of balanced literacy
   Grades 7-12
   - READ 180/System 44 (Evidence Based)

5. **PROFESSIONAL LEARNING – district-wide support for:**
   - **IRT/LC/ HS Coach**
     Alternate Friday afternoon professional learning sessions
   - **Interventionists**
     Alternate Friday afternoon professional learning sessions
   - **All staff**
     October 24-25, 2011, and February 24, 2012
Evidence-based Reading Strategies and Intervention Programs
2012-13 Evidence-based Reading Strategies and Intervention Programs

A variety of evidence-based interventions and instructional materials/strategies can be found to assist in matching learners’ needs to the big ideas of reading (Phonemic Awareness, Phonics/Decoding, Fluency, Vocabulary, and Comprehension). The list below provides a starting point for discussion around evidence-based materials and strategies. It is important to remember that programs do not teach. Success does not depend only on which program you buy, but also on how well trained your teachers are to deliver excellent instruction/intervention with fidelity. This list should not be considered an ‘approved list’ or an exhaustive list, nor is it appropriate for all student populations. Prior to selecting, purchasing, or using any instructional materials, it is critical to carefully review the research base and match it to the student population (Hall, 2011). **MMSD staff are in the process of researching and reviewing and selecting interventions. Upon completion, we will recommend pilot/s that address Phonemic Awareness, Phonics/Decoding, Fluency, Vocabulary, and Comprehension so that staff have a finite menu of options to choose from for students.**

As with all students, it is imperative to consider multiple sources of data in determining appropriate interventions. For English Language learners (ELLs), it is imperative to consider the appropriateness of the assessments for ELLs, including determining if the tool evaluates the learner’s skills or simply his/her English language proficiency. ELLs must have access to high quality core curriculum, along with targeted language instruction. Staff who has expertise in second language acquisition must be present during problem-solving meetings to determine appropriate interventions for language learners.

Prior to implementing interventions, schools must use data to determine the percentage of students who are responding well to core instruction/practices. While it is imperative that we provide intervention in order to accelerate learning and close achievement gaps, we must not rely solely on interventions. Schools must continue to increase the effectiveness of core practices in order to meet students’ needs. Effective core practices are defined as standards-based, high quality curriculum and instruction that is culturally relevant. In addition, data is used to systematically make decisions in order to ensure that all students receive the instruction that they need and deserve to be productive citizens.

As indicated below, it is also important to note that interventions may target one or more skill areas. This must be considered when choosing an intervention and progress monitoring. Additionally, evidence-based instructional and intervention strategies should be incorporated within literacy core practices.

<table>
<thead>
<tr>
<th>National Reading Panel (NRP) areas for which the intervention was designed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabets = a combined category of phonemic awareness and phonics used by What Works Clearinghouse</td>
</tr>
<tr>
<td>PA= Phonemic Awareness</td>
</tr>
<tr>
<td>P= Phonics</td>
</tr>
<tr>
<td>F= Fluency</td>
</tr>
<tr>
<td>V= Vocabulary</td>
</tr>
<tr>
<td>C= Comprehension</td>
</tr>
</tbody>
</table>

**Sources of Evidence:**
- FCRR= Florida Center for Reading Research; [www.fcrr.org](http://www.fcrr.org)
- BEE= John Hopkins Best Evidence Encyclopedia; [www.bestevidence.org](http://www.bestevidence.org)
- PPN= Promising Practices Network; [www.promisingpractices.net](http://www.promisingpractices.net)
# Evidence-based Reading Programs K-12 (Highlighted areas are in place 2012-13)

<table>
<thead>
<tr>
<th>Intervention Program</th>
<th>Big Idea/ NRP Area</th>
<th>Grade level</th>
<th>Sources of Evidence</th>
<th>Cost</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 180 (Scholastic)</td>
<td>PA, F, V, C</td>
<td>4-12</td>
<td>WWC: Potentially positive effects on general reading achievement and comprehension (For ELLs, READ 180 requires a DPI level of 3 or above. High 2s can be accepted with teacher recommendation) BEE: Moderate evidence of effectiveness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>System 44 (Scholastic)</td>
<td>PA, P</td>
<td>3-12</td>
<td>MMSD/U.W.-Madison study completed Spring 2011 (For ELLs, no DPI level required) MMSD found extremely successful in teaching phonics and automatic word recognition for ELLs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer Assisted Learning Strategies- PALS (Vanderbilt)</td>
<td>Alphabetics, F, C</td>
<td>K-5</td>
<td>WWC: Potentially positive effects on general reading achievement*, alphabetic, fluency, comprehension PPN: Promising BEE: Top-rated program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Intervention Program

<table>
<thead>
<tr>
<th>Intervention Program</th>
<th>Big Idea/ NRP Area</th>
<th>Grade level</th>
<th>Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Mastery (SRA)</td>
<td>PA, P, F.V, C</td>
<td>K-6</td>
<td>WWC: Potentially positive results for general reading achievement* BEE= Studies meet the criteria for ‘moderate evidence of effectiveness’ PPN: Promising rating (Direct Instruction)</td>
</tr>
<tr>
<td>Corrective Reading (SRA)</td>
<td>PA, P, F, V, C</td>
<td>3-12</td>
<td>WWC: Potentially positive effects on alphabets and fluency PPN: Promising Rating (Direct Instruction)</td>
</tr>
<tr>
<td>Six Minute Solution (Sopris)</td>
<td>F</td>
<td>K-12</td>
<td>FCRR: Three field tests indicate positive growth on fluency Evidence comes from Repeated Reading Strategy</td>
</tr>
</tbody>
</table>

### Evidence-based Reading Strategies (K-12)

<table>
<thead>
<tr>
<th>Intervention Strategies</th>
<th>Big Idea/ NRP Area</th>
<th>Grade level</th>
<th>Sources of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Strategies</td>
<td>Big Idea/ NRP Area</td>
<td>Grade level</td>
<td>Sources of Evidence</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>---------------------</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Source: List of Best Evidence Practices, <a href="http://www.scred.k12.mn.us">www.scred.k12.mn.us</a></td>
</tr>
</tbody>
</table>

**Phoneme Segmenting**

<table>
<thead>
<tr>
<th>PA</th>
<th>K-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: List of Best Evidence Practices, <a href="http://www.scred.k12.mn.us">www.scred.k12.mn.us</a></td>
<td></td>
</tr>
</tbody>
</table>

**Letter/Sound Correspondence**

| PA, P |

**Repeated Reading**

<table>
<thead>
<tr>
<th>F</th>
<th>K-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention Strategies</td>
<td>Big Idea/ NRP Area</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Partner Reading</td>
<td>F</td>
</tr>
</tbody>
</table>
Multi-Tiered Problem Solving Assessment Process
Multi-Tiered Problem-Solving Assessment Process

A major feature of the RtI\(^2\) framework is its use of data to drive the decision-making process at the individual student, classroom, and school levels. To support a fluid approach within an RtI\(^2\) framework, reliable and ongoing assessment data must be available to:

- Identify academic and behavioral needs of individual students,
- Inform the problem-solving process,
- Design and modify instruction to meet student needs,
- Evaluate the effectiveness of instruction at different levels of the system (e.g., classroom, grade level, school, and district).

An effective RtI\(^2\) assessment system has four main objectives:

1. Universal Screening: identify students at the beginning, middle, and end of the year who are at risk or who are experiencing academic or behavioral difficulties. These identified students may need extra instruction and/or intensive intervention (MAP and AIMSweb will be used in MMSD).
2. Progress monitoring: monitor students' progress during the year to determine whether students are making adequate progress in critical skills and to identify any students who may be falling behind or need to be challenged (AIMSweb).
3. Diagnostic: data collected informs instructional planning in order to meet the most critical needs of individual students (Running Records).
4. Outcome: evaluate whether the instruction or intervention provided is powerful enough to help all students achieve or exceed grade-level standards by the end of each year (WKCE, EPAS).

The following list is not meant to be exhaustive but to provide guidance as to assessments currently in use and those that have a strong evidence base.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Universal Screening            | Quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Administered to all students as an initial baseline. The process of benchmarking with a universal screener usually occurs three times a year in Fall, Winter, and Spring. | • Early Warning System identifies students:  
  o Attendance  
  o Tardy  
  o Office Discipline Referrals  
  o Academics  
  o Credit Attainment  
  • Core Curriculum Based Assessments (e.g., AIMSweb)  
  • Measures of Academic Progress (MAP)  
  • Scholastic Reading Inventory (SRI) |


<table>
<thead>
<tr>
<th>Purpose</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Progress Monitoring | Brief periodic instructional checks to ensure student to are making adequate progress. | • Core Curriculum Based Measurement Probes (e.g., AIMSweb)  
• Common Formative Classroom Assessments  
• Office Discipline Referrals  
• Early Warning System on DataDashboard |
| Diagnostic       | Teacher assessments that provide an in-depth, reliable assessment of targeted skills. Their major purpose is to provide information for planning more effective instruction and intervention. | • Running Records  
• CORE Phonics Survey  
• Qualitative Reading Inventory  
• Curriculum Based Measures  
• Standardized Achievement Measures  
• Fact Fluency Interviews  
• Observations |
| Outcome          | Outcome tests are frequently group-administered tests of important identified outcomes and considered summative in nature. | • End of the Unit Exams  
• WKCE-CRT  
• Advanced Placement Exams  
• EPAS  
• Measures of Academic Progress (MAP) |
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading Recovery/Big by</th>
<th>Fountas-Pinnell Guided Reading</th>
<th>Lexile Levels</th>
<th>MAP (RIT)</th>
<th>SRI</th>
<th>MAP</th>
<th>Reading</th>
<th>Language Use</th>
<th>Math</th>
<th>EPAS</th>
<th>WACE</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>5, 7</td>
<td>D, E</td>
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<td>N/A</td>
<td></td>
<td></td>
<td>Beg</td>
<td>Mid</td>
<td>End</td>
<td>Beg</td>
<td>Mid</td>
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<tr>
<td>Grade 1</td>
<td>18-29</td>
<td>J, K</td>
<td>100-400</td>
<td>25-325</td>
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<td>22-26</td>
<td>M, Q</td>
<td>300-600</td>
<td>350-525</td>
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<td>S, T, U</td>
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<td>Grade 5</td>
<td>above 30</td>
<td>V, W</td>
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<td>800-875</td>
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<td>Grade 6</td>
<td>above 30</td>
<td>X, Y</td>
<td>800-1650</td>
<td>900-950</td>
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<td>975-1025</td>
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<td>Grade 8</td>
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<td>Grade 9</td>
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<td>1000-1200</td>
<td>1100-1125</td>
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<td>Grade 10</td>
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<td>1025-1200</td>
<td>1150-1175</td>
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<td>219</td>
<td>223</td>
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<tr>
<td>Grade 11</td>
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<td>1050-1300</td>
<td>1200+</td>
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<td>223</td>
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<td>Grade 12</td>
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<td>223</td>
<td>224</td>
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</tr>
</tbody>
</table>

**MMSD 2011-2012 Student Achievement Benchmark Goals for College and Career Readiness**

The 4K Benchmarks are the standards all MMSD 4K children are expected to achieve by the end of their 4K year. These are comprehensive, encompassing 5 Developmental Domains: Social/Emotional; Approaches to Learning; Health/Physical; Language/Communication; Cognitive/General Knowledge. Specifically related to literacy, and aligned with the National Early Literacy Panel Findings and the Common Core Standards, 4K Benchmarks expect children by the end of the year to write their first name and name those letters, acquire and use new vocabulary; show an understanding of the sequence of events; respond to increasingly complex language (including comments, requests, and questions); consistently use complete sentences of four or more words and increased grammatical complexity; and use a wide variety of words to label and describe people, places, things, and actions. In addition, 4K students are being introduced to alphabetic knowledge, phonological awareness, rapid automatic naming, and phonological/auditory memory.

In all 4K programs (community & district), authentic assessments are used to measure children’s progress towards the 4K Benchmarks. The tools and approaches to gather comprehensive and quality information about the learning styles, needs, and progress of each child may vary between programs. (note: all school-based 4K teachers are implementing the GOLO assessment system, utilizing authentic, performance-based observations aligned with standardized objectives.)
Example of a School Designing an \( \text{RtI}^2 \) Process

**JMM School Improvement Plan**

May, 2012

---

**Curriculum & Instruction**

- Map and align curriculum to ACT, Common Core
- Align curriculum and articulate, grades 6-12
- Design a more flexible curriculum that is rigorous, culturally relevant, student-centered, and encourages critical thinking, creative problem-solving, and innovation
- Integrate content both within and across courses and departments, emphasizing literacy instruction and using the principles of Universal Design for Learning

**Instruction**

- Enhance integration of writing-to-learn
- Develop shared use of evidence-based, effective instructional strategies in areas including literacy, critical thinking, and 21st Century Skills
- Use strategies to check for understanding and make related adjustments to instruction
- Continue and expand collaborative classroom observations with teachers and administration
- Expand use of data to inform instruction

**Assessment**

- Provide training on and expand effective use of data from common formative and summative assessments (including EXPLORE, PLAN, and ACT) with attention to demographics
- Explore assessment of content writing tied to writing-to-learn

**Programming**

- Using the \( \text{RtI} \) framework:
  - Focus on core instructional programming to support all students with a focus on freshmen
  - Develop tiered interventions and supports to ensure student success
  - Continue to monitor the impact of curricular changes

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**Interventions & Supports**

**Response to Intervention**

- Use data regarding academic and behavioral performance to inform practice and develop needed interventions and supports
- Employ our early warning system to collect and use data on student performance
- Provide targeted interventions for struggling students early in the school year
- Develop curriculum-based formative assessments and progress monitoring tools
- Create shared responsibility for behavior management through the Memorial Way
- Recognize students for excellence

**Post-Secondary Planning**

- Connect academics with career pathways
- Implement Individualized Learning Plans
- Expand partnerships with community organizations and post-secondary institutions

**AVID Program**

- AVID (Advancement via Individual Determination) elective course cohorts for grades 9-12 during the 2012-13 school year
- Expand use of AVID strategies across the curriculum, with a focus on literacy

**Tutoring and Mentoring**

- Continue to expand After School Study Center with teacher tutoring
- Expand use of peer and adult tutoring, including Literacy Mentors
- Expand use of adult mentoring program through support from AmeriCorps staff
- Implement Link Crew for peer mentoring
- Strengthen relationships with local agencies and community partners

**Communication**

**Areas of Focus**

- Engage all staff in school improvement with frequent and varied communication
- Develop communication structures for effective collaborative work
- Improve communications with all parents
- Develop and generate positive media events

**Backyards**

- Provide supports and opportunities to enhance student leadership capacity
- Strengthen relationships across grades 9-12

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**Working together to improve curriculum and instruction for all students, with a focus on literacy.**

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**Professional Development and Support for Teachers**

- Support effective use of PCT to focus on collaborative planning, alignment, analysis of student work, and effective instructional strategies
- Support increased integration of writing-to-learn
- Further develop collaborative classroom observations
- Enhance use of assessments and data to improve instruction for all students
- Continue focus on the foundational freshmen experience
- Provide training in technology to improve and support instruction
- Improve understanding of adaptations and modifications of curriculum and instruction