



# *Blending & Braiding Funds & Resources*

Title I Directors Meeting  
USBE  
November 1, 2017

Provo City School District  
Michelle Wall Eldredge

# Provo - Elementary

<b>School</b>	<b>Total Population</b>	<b>SES %</b>	<b>ELL %</b>
Spring Creek	431	84%	36%
Franklin	416	83%	35%
Timpanogos	669	79%	36%
Provo Peaks	572	67%	22%
Amelia Earhart	519	65%	23%
Sunset View	584	61%	26%
Provost	453	59%	21%
Westridge	795	44%	12%
Lakeview	835	36%	13%
Rock Canyon	609	35%	6%
Edgemont	671	31%	11%
Wasatch	924	25%	7%
Canyon Crest	539	18%	4%

# Title I & Non-Title I



# The Need to Support All





## District Aim Statement

*Every student will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

# School Board Goals

## *Goal 1: Continuous Academic Improvement*

- *School Improvement plans; posted/aligned to needs assessments/involve stakeholders*
- *Graduation rate increase; 3 year plan; By Sept 30, 2022 at least 95% graduation rate*
- *Commitment to instruction, innovation, professional development*

## *Goal 2: Support for Teachers and Teaching Aligned with Research, Best Practices, and Teacher-Identified Needs*

- *Annually seek feedback and plan for professional development*
- *Professional development efforts should be aligned with teacher needs*

## *Goal 3: Certainty and Stability in the Direction of the District*

- *Commitment to focus on priorities*
- *Communication practices are clear and comprehensive*
- *Increase focus on hiring and retention of a quality workforce*

# The Provo Way Instructional Model



## Professionalism



- Student focus
- Educator credibility
- Meeting norms
- Professional Learning Communities (PLC)/Collaboration
- Civility policy
- Appearance and interactions
- Continual learning
- Testing ethics
- Research orientation
- Policy adherence

## Environment



- Culture
- Safety—emotional and physical
- Physical classroom space
- Relationships
- Family connections
- Procedures
- Classroom management
- Student artifacts
- Student focus

## Instruction



- Lesson design
- Teacher clarity: share LT, share SC, share PoU
- Evidence-based instructional strategies
- Based on data
- Student engagement
- DOK—Depth of Knowledge
- Differentiation
- Student ownership of learning
- Curriculum notebook
- RTI/MTSS

## Assessment



- Formative Evaluation
- Summative Evaluation
- Feedback:  $S \rightarrow S$ ,  $S \rightarrow T$ , &  $T \rightarrow S$
- Performances of Understanding
- Self-reported grades
- Student self-evaluation
- Testing ethics
- Differentiation
- Data analysis
- Response to Intervention (RTI)/ Multi-Tiered System of success (MTSS)

## Content



- State Standards
- Curriculum Map/Pacing Guide
- Units
- Objectives
- Curriculum notebooks
- Course essentials
- Current
- Planning

# Alignment

## TI - Five Areas Annually Reviewed -

- Student Needs
- Curriculum & Instruction
- Professional Development
- Family & Community Involvement
- School Context & Organization

## TIII - Four Areas Annually Reviewed -

- Student Needs
- Curriculum & Instruction
- Professional Development
- Family & Community Involvement

### The Provo Way Instructional Model



# Blending & Braiding - Three Examples

## 1. Title I Preschool

## 2. English Language Services

## 3. Reading Difficulties/MTSS Pilot Program

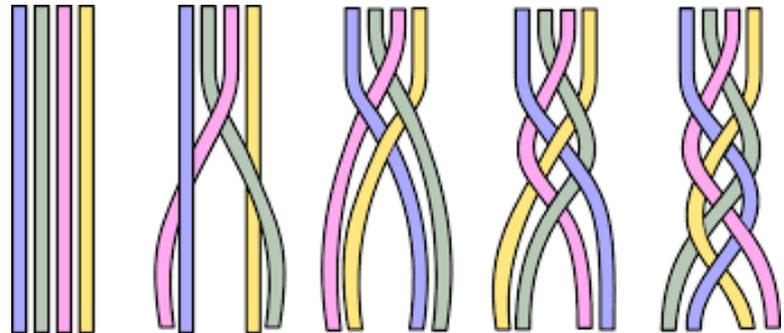
PCSD Administrative Team - Blending Resources to support all schools in the work to meet the goal:

- Superintendent
- Executive Director of Student Services/Assistant Sup.
- Executive Director of Teaching and Learning
- Executive Directors of Secondary & Elementary
- Title I/Title III Director
- Special Education Director
- Professional Development Director
- Business Administrator

# **Provo City School District Preschool**

# Preschool Collaboration

- Executive Director of Teaching and Learning
- Title I/Title III Director
- Special Education Director
- Professional Development Director
- Executive Director of Student Services/Assistant Sup.
- Business Administrator



# Preschool

<https://provo.edu/preschool/>

The mission of Provo City School District Preschool is to provide high quality and developmentally appropriate preschool experience for children in our community.

The Utah Early Childhood Core Standards for preschool are used in all curricular areas. The focus of program essentials are:

- Cognitive development – prepare preschoolers for kindergarten
- Social-emotional development – focus on self-regulation, problem solving, and age appropriate behavior
- Physical development – promote healthy play

# Preschool- purpose/alignment/identify student needs



The screenshot shows the Provo City School District website. At the top left is the logo with a mountain range and the text "Provo City SCHOOL DISTRICT". To the right is a search bar labeled "Search this website". Below the logo is a navigation menu with "NEWS", "OUR DISTRICT", "DEPARTMENTS", "SCHOOLS", and "SCHOOL". A bulleted list contains the item "Physical development – promote healthy play". Below this is a paragraph: "For questions on the specific preschool options in Provo City School District, please click on the programs below:". The main content area is divided into three columns. The first column, titled "Title I Preschool", features a photo of a young boy and text stating that students in Title I schools at risk of not meeting state standards may qualify. A link "Learn More About Title I Preschool" is provided. The second column, titled "Sunrise Preschool", features a photo of the building and text stating it serves students with disabilities and provides modeling. A link "Learn More About Sunrise Preschool" with an external icon is provided. The third column, titled "Other Preschool Programs", features a photo of a smiling boy and lists "Provo High Baby Bulldog Preschool", "Headstart", and "Upstart", each with an external icon.

Provo City  
SCHOOL DISTRICT

Search this website

NEWS OUR DISTRICT DEPARTMENTS SCHOOLS SCHOOL

- Physical development – promote healthy play

For questions on the specific preschool options in Provo City School District, please click on the programs below:

## Title I Preschool

Students who reside in the boundaries of a Title I School and who are at risk for meeting state standards may qualify for preschool services.

[Learn More About Title I Preschool](#)

## Sunrise Preschool

Sunrise preschool serves students identified with disabilities and welcomes typical students who provide modeling for students with disabilities.

[Learn More About Sunrise Preschool](#)

## Other Preschool Programs

- [Provo High Baby Bulldog Preschool](#)
- [Headstart](#)
- [Upstart](#)

# Preschool - purpose/alignment/identify student needs

## Title I Preschools

- Serve 4 year old students living in the boundary of a Title I who are most at risk of meeting state standards; serve students with disabilities/LRE
- Screening takes place in spring (and during year if needed)
- Sliding scale tuition (\$20/month)
- 4 sites; 108 students; 4 FTE (ECE endorsed); 1.5 paras per class; 8 classes (half day)
- 5 days a week; no transportation
- Common monthly ELA and MA essentials/assessments aligned to ECE core
- Evidence based materials for core instruction
- Wait list (currently 68)

## Sunrise Preschool

- Serve students identified with disabilities (self-contained)
- Open enrollment for typical developing students; tuition required (sliding scale, \$80/month)
- 2 days a week; transportation may be provided (IEP)
- Common monthly ELA and MA essentials/assessments aligned to ECE core
- Evidence based materials used in classroom for core instruction
- No wait list
- Common professional development/PLC time
- Follows Sunrise school calendar

## Baby Bulldog & Tiny T-Bird

- Open enrollment for students; opportunity for secondary students earning high school credit in child development courses
- Wait list
- Run by HS teachers; minimal collaboration with preschool teachers

\*Funded by tuition



- Common professional development/PLC time (by term with

\*Funded by IDEA & tuition; PD Title II

# **English Language Services**

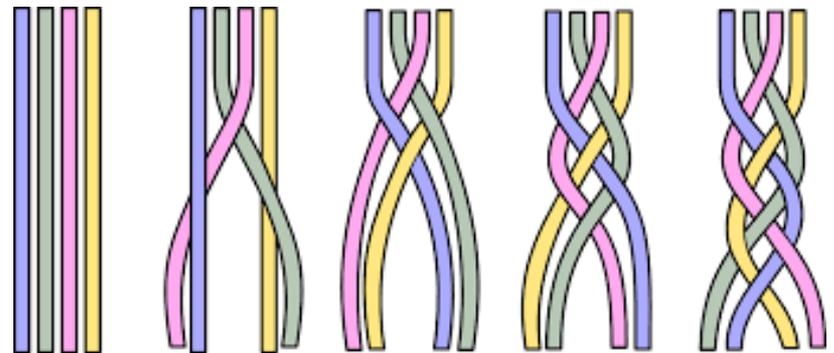
## School Needs/Plans - based on need

<b>School</b>	<b>Total Population</b>	<b>SES %</b>	<b>ELL %</b>
Spring Creek	431	84%	36%
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# Braiding and Blending for ELs

Department directors begin to regularly meet to discuss the need to collaborate on various projects and work together to support students/schools; including supports for Title I schools and reading interventions

- Executive Directors of Secondary/Elementary
- Executive Director of Student Services
- Title I/Title III Director
- Special Education Assistant Director
- Professional Development Director



# On site - ELL Supervisor

(funded by State At Risk)

## **ELL Supervisor**

### **Purpose Statement**

The job of the ELL Supervisor is done for the purpose/s of providing support to the instructional process by serving as the Site Supervisor with specific responsibility for supporting and developing ELL students' ability to effectively use the English language; supervising ELL instructional assistants; assist teachers and instructional assistants in developing lesson plans; modeling the delivery of group and individual student instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing instructional and/or classroom issues for ELL students; using data to track and monitor the progress of ELL students; and conducting, organizing and supervising teachers and assistants with district and state required ELL assessments.

# School Needs/Plans

## ELL Program Evaluation & Plans for FY17-18

<p><b>Current Reality:</b> Describe how the school <u>currently</u> (last school year) meets the English Language Development needs for students of all proficiency levels (1-6). Explain, how the ELD needs are met in each domain (speaking, listening, reading, writing). (i.e. specific courses, programs, grouping of students, professional development for teachers)</p>
<p>Over the past year we have used a paraprofessional to meet with small groups to address the student's specific needs according to their proficiency levels. She has been using a combination of supplies from various programs. The paraprofessional has used Treasures Treasure Chest and National Geographic New to the Country. The instruction includes scaffolded support in each domain.</p>
<p><b>Plans FY18:</b> Will the school be making any adjustments to the service plan listed above? Yes/No</p>
<p>Yes</p>
<p>If yes, please summarize those changes below:</p>
<p>All grade levels will be using the Wonders EL program to supplement their Tier 1 instruction. Teachers along with paraprofessionals will work with students to provide access to Tier 1 concepts using scaffolded instruction.</p> <p>A paraprofessional will work with students at a proficiency level of a 1 or 2 for kindergarten through fourth grade. The paraprofessional will meet with students who have a proficiency level from 1-3 for fifth and sixth grade. Each of these students in the Wonders EL program will have their own consumable book to use during instruction. This supplemental instruction will take place during the grade levels guided reading time.</p> <p>Additionally, Teachers will be encouraged to use the EL purple boxes found throughout the Wonders Tier 1 program. These purple boxes provide various suggestions that help provide scaffolded instruction for EL students.</p>
<p>List all curriculum support materials and specific ELD instructional strategies used school-wide to support ELs in both the regular classroom setting and for any differentiated grouping you have for ELL students. If needed, break apart by grade-level.</p>

# School Needs/Plans

<b>I. Language Acquisition Services</b> <i>(i.e. curriculum materials, supplemental materials for classroom teachers, <u>para-professionals</u> to support ELL students)</i>				
Summary of need (include data used to determine need)	Goal and plan to address Language Acquisition needs	Person(s) Responsible	Budget	Account Or Request Till Grant funds
<p>EL students need interventions and supports specific to their language deficits in all tiers of instruction.</p> <p>There is a higher concentration of students with a low proficiency level in 1-3rd grade. These students need additional instruction and practice in each domain. During their daily practice, the students need immediate feedback to promote growth. In order to serve the needs of our EL population we will need two ELL paraprofessionals and Wonders EL kits for K and 4-6.</p> <p>On the SAGE assessment, the school wide proficiency for <u>EL</u> students is 12.6% in Language Arts, 13.8% in Math and 8.2% in Science.</p>	<p>Sunset View EL students will increase their proficiency rate on SAGE and district assessments by 5%.</p> <p>Each student will make the USOE recommended proficiency growth of .4 on the 2018 Access testing.</p> <p>1. A paraprofessional will push in during part of their Tier 1 time to assist the teacher in supplementing Tier 1 instruction using EL Wonders.</p>	<p>Tiffany Evans</p>	<p>\$10,058 1 Para at 4 hours</p>	<p>7612</p>
	<p>2. A paraprofessional will meet with the students who are new to the country.</p>	<p>Tiffany Evans</p>	<p>See above for costs</p>	<p>7612</p>
	<p>3. Teachers will use the referral forms through google docs to address concerns regarding EL services and progress. Admin will then follow up with the concerns at the Academic and Behavior At Risk</p>	<p>Teachers Admin Team</p>	<p>None</p>	

# School Needs/Plans

<b>II. Professional Development</b> <i>(At minimum, 30 minutes a month – can be done whole staff, by grade/course/various groupings – all done according to need)</i>				
<b>Summary of need</b> ( include data used to determine need)	<b>Goal and plan to address Professional Development needs</b>	<b>Person(s) Responsible</b>	<b>Budget</b>	<b>Account Or Request Till Grant funds</b>
<p>EL students need interventions and supports specific to their language deficits in all tiers of instruction.</p> <p>Two paraprofessionals will need to be trained on how to use the Wonders EL program.</p> <p>On the SAGE assessment, the school wide proficiency for EL students is 12.6% in Language Arts, 13.8% in Math and 8.2% in Science.</p>	<p>Sunset View EL students will increase their proficiency rate on SAGE and district assessments by 5%.</p> <p>Plan:</p> <ol style="list-style-type: none"> <li>1. Provide professional development on how to plan Tiered Instruction with the EL population in mind.</li> <li>2. Use WIDA Access Scores to guide the instruction of EL students. Teams will look specifically at each domain.</li> <li>3. Teachers will be given the opportunity to observe their peers modeling the use of highly effective ELL teaching strategies.</li> <li>4. By September 15th, the paraprofessionals will complete the training from the online PD. During the year we will have weekly PD on Fridays to discuss the program and implementation. During this time we will also discuss students and their progress.</li> </ol>	<p>Tiffany Evans</p> <p>Teachers Admin Team</p> <p>Teachers</p> <p>Tiffany Evans</p>	<p>None</p> <p>None</p> <p>\$1300 Cost of 16 Subs</p> <p>None</p>	<p>5226</p>

# School Needs/Plans

<b>III. Community &amp; Parent Engagement (for EL)</b>				
<b>Summary of need</b> ( include data used to determine need)	<b>Goal and plan to address Community and Parent Engagement needs</b>	<b>Person(s) Responsible</b>	<b>Budget</b>	<b>Account Or Request Till Grant funds</b>
Majority of our parent engagement events have been to build our school culture. We would like to maintain our school culture and offer new opportunities for parents to receive information on a variety of topics.	<p>We will hold grade level parent engagement events during 2017-2018 school year to maintain our culture.</p> <p>We will also hold two parent engagement events with the focus being on community outreach resources.</p> <p>Plan:</p> <p>1. Each grade level will hold an activity during the year to engage parents in their child's education.</p>	Teachers	\$700 7 grades x \$100	7502
	<p>2. We will work with community resources to provide events that help educate parents.</p>	Tiffany Evans	\$200 \$300	7502 7612
	<p>3. We will continue to hold parent engagement events that sustain the culture and climate we have built with our community.</p>	Tiffany Evans	Dragon Dash \$400  STEM Night \$500	7502

# School Needs/Plans

<b>ELL Funds Requested</b>	
<b>Purpose of funds</b>	<b>Amount Requested</b> Please itemize for separate purposes/needs
Paraprofessional	\$10,058
EL Wonders Program Materials	\$560
Translation Services for PTC	\$400
Parent Engagement Activities focused on educating parents of community resources. (Budgeting/Food Prep)	\$300
<b>Total Requested</b>	<b>\$11,318</b>

# Support Programs - Elementary

(funded by State At Risk, Title III, district general)

**Provo City School District – ELL Approved Plan/Program** The ELL Support Program includes various options and decisions should be based on the needs of each ELL student. The WiDA Standards were adopted by USBE in 2010 and are a required component of all school plans. Each school should analyze student ACCESS data and determine the needs of students based off of this and other data (DIBELS, SAGE, etc). Schools may use a combination of some or all of the following, depending on needs of students and the school.

- Whole group ELD Support
- Small group ELD Support (may include pull-out with a para-professional under the direction of the classroom teacher)

## ***Program Design Elements Can Include:***

- WiDA Can Do aligned with Core (Wonders Tier 1 with EL Scaffold Supports & SIOP– purple box)
- SIOP/Content Based/Sheltered classes (ie. front loading vocabulary with para support)
- Pull-out supplemental support (ie. Wonders EL, Imagine Learning)
- Newcomer Pull-out Program (ie. National Geographic, Wonders New to the Country)
- Dual language supports (DLI specific program)

# Support Program - Secondary

## Provo District English Language Learners Secondary Plan

\*\*Before placing students, school teams should carefully analyze all student data. Placing students in courses based off of overall proficiency is not recommended without using multiple measures of assessments as well as looking at the specific proficiencies in each domain (listening, speaking, reading, writing). The chart below should be used as a guide to begin schools with course design and student placement.

	Proficiency 1	Proficiency 2	Proficiency 3	Proficiency 4	Proficiency 5 or 6
<b>ELD Course</b>	<i>Course Title:</i> ELL 1	<i>Course Title:</i> ELL 2	<i>Course Title:</i> ELL 3	<i>Course Title:</i> ELL 4	Monitor Status (4 years)  *If Reading/Writing domains are below proficiency of 3 continue in ELL Course
	<i>Curriculum:</i> WiDA Standards – Content Language focus in four domains (Listening, Speaking, Reading, Writing)	<i>Curriculum:</i> WiDA Standards – Content Language focus in four domains (Listening, Speaking, Reading, Writing)	<i>Curriculum:</i> WiDA Standards – Content Language focus in four domains (Listening, Speaking, Reading, Writing)	<i>Curriculum:</i> WiDA Standards – Content Language focus in four domains (Listening, Speaking, Reading, Writing)	
	<i>Materials:</i> National Geographic Inside/Edge; <u>Middlebury</u>				
	<i>FTE:</i> ESL Endorsement Required				
	<i>Credit:</i> Elective Credit	<i>Credit:</i> Elective Credit	<i>Credit:</i> Elective Credit	<i>Credit:</i> Elective Credit	
<b>Language Arts Course</b>	<i>Course Title:</i> Sheltered LA	Main Stream  *If Reading/Writing domains are below proficiency of 3 continue in sheltered LA Course			
	<i>Curriculum:</i> State Core Standards				
	<i>Materials:</i> <u>myPerspectives</u>	<i>Materials:</i> <u>myPerspectives</u>	<i>Materials:</i> <u>myPerspectives</u>	<i>Materials:</i> <u>myPerspectives</u>	
	<i>FTE:</i> ESL Endorsement Required	<i>FTE:</i> ESL Endorsement Preferred	<i>FTE:</i> ESL Endorsement Preferred	<i>FTE:</i> ESL Endorsement Preferred	
	<i>Credit:</i> LA Credit	<i>Credit:</i> LA Credit	<i>Credit:</i> LA Credit	<i>Credit:</i> LA Credit	
<b>Math Course</b>	<i>Course Title:</i> SM 1 In Language	<i>Course Title:</i> SM 1 In Language	<i>Course Title:</i> SM 1 In Language		Main Stream  *If Reading/Writing domains are below proficiency of 3 continue in sheltered SM Course
	<i>Curriculum:</i> State Core Standards	<i>Curriculum:</i> State Core Standards	<i>Curriculum:</i> State Core Standards		
	<i>Materials:</i> new adoption FY17	<i>Materials:</i> new adoption FY17	<i>Materials:</i> new adoption FY17		
	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training		
	<i>Credit:</i> MA Credit	<i>Credit:</i> MA Credit	<i>Credit:</i> MA Credit		
<b>Science Course</b>	<i>Course Title:</i> Earth Science or Biology In Language	<i>Course Title:</i> Biology or Chemistry In Language	<i>Course Title:</i> Sheltered Chemistry or Physics w/Tech		Main Stream  *If Reading/Writing domains are below proficiency of 3 continue in sheltered_Sci. Course
	<i>Curriculum:</i> State Core Standards	<i>Curriculum:</i> State Core Standards	<i>Curriculum:</i> State Core Standards		
	<i>Materials:</i> USBE Online Texts - Curriculum cycle 2020	<i>Materials:</i> USBE Online Texts - Curriculum cycle 2020	<i>Materials:</i> USBE Online Texts - Curriculum cycle 2020:		
	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training		
	<i>Credit:</i> SC Credit	<i>Credit:</i> SC Credit	<i>Credit:</i> SC Credit		
<b>SS Course</b>	<i>Course Title:</i> Geography in Language	<i>Course Title:</i> World History in Language	<i>Course Title:</i> Sheltered US History	<i>Course Title:</i> Sheltered Government	Main Stream  *If Reading/Writing domains are below proficiency of 3 continue in sheltered_SS Course
	<i>Curriculum:</i> State Core Standards				
	<i>Materials:</i> (FY17 <u>curr.</u> cycle review)				
	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i> ESL Endorsement Preferred/SIOP Training	<i>FTE:</i>	
	<i>Credit:</i> SS Credit	<i>Credit:</i> SS Credit	<i>Credit:</i> SS Credit	<i>Credit:</i> SS Credit	

Draft began spring FY17

Updated Fall FY2017 – Committee work continuing through 2017/final plan submitted to board in May 2018

In Language = course is primarily taught in Spanish (Proficiency 1 & 2)

Sheltered = course is taught in English with the support of SIOP/GLAD strategies (Proficiency 3 & 4)

# **Reading Interventions Pilot/MTSS Project**

# Data - Just a Glance

Grade	Student Number	IEP in Place/Sped Referral	ELA SAGE FY16	ELA SAGE FY17	ACCESS Prof. FY16	ACCESS Prof. FY17 (new calibrated scoring)	DIBELS Composite BOY	DIBELS Composite MOY	DIBELS Composite EOY	Pathway of Progress Growth	Tier 3 Program Student Received	Notes
3	A	no	n/a	1 - 285	3.5	3.7	WB - 43	WB - 102	WB - 190	Above	SPIRE	
3	B	no	1 - 182	1 - 285	n/a	n/a	WB - 30	WB - 129	WB - 221	Above	SPIRE	repeated 3rd grade so had SAGE FY16
3	D	no	n/a	2 - 300	3.9	3.7	WB - 111	WB - 172	WB - 198	Below	SPIRE	
3	I	referred; did not qualify	n/a	1 - 242	3.3	2.8	WB - 20	WB - 71	WB - 86	Typical	SPIRE	
3	J	no	n/a	1 - 266	3.7	2.8	WB - 102	WB - 114	WB - 234	Typical	SPIRE	
3	K	no	n/a	1 - 281	3.9	3.1	WB - 151	BB - 240	BB - 285	Typical	SPIRE	
3	Q	no	n/a	1 - 238	n/a	n/a	WB - 27	WB - 98	WB - 197	Well above	SPIRE	
4	C	no	no data	1 - 151	1	2.2	WB - 56	WB - 86	WB - 222	Above	Sound Sensible	
4	E	no	1 - 257	1 - 189	2.5	3	WB - 40	WB - 62	WB - 86	Below	SPIRE	
4	F	no	1 - 225	1 - 288	4.7	3.7	WB - 53	WB - 67	WB - 139	Below	SPIRE	
4	G	no	1 - 246	1 - 243	n/a	n/a	BB - 275	WB - 169	BB - 377	Below	SPIRE	attendance problems
4	L	yes	no data	no data	1.5	2.2	WB - 8	WB - 21	WB - 43	Typical	Sound Sensible	
4	M	no	1 - 220	1 - 251	4.8	3.7	WB - 51	WB - 67	WB - 142	Typical	SPIRE	
4	N	yes	1 - 226	1 - 204	n/a	n/a	WB - 85	WB - 163	WB - 210	Typical	SPIRE	
5	O	no	1 - 238	1 - 281	n/a	n/a	WB - 129	WB - 235	WB - 244	Typical	SPIRE	
5	R	no	no data	3 - 414	1	3.8	WB - 105	WB - 253	B - 430	Well above	Sound Sensible	
5	S	no	no data	no data	1	3.3	WB - 66	WB - 253	BB - 360	Well above	Sound Sensible	
5	T	no	1 - 270	no data	4	3.9	WB - 142	BB - 324	BB - 386	Well above	SPIRE	
5	U	no	1 - 233	1 - 336	4.6	3.4	WB - 183	WB - 271	BB - 368	Well above	SPIRE	
5	V	no	1 - 244	1 - 306	4.8	3.6	WB - 154	BB - 323	BB - 383	Well above	SPIRE	

# Title I School Needs - Reading Intervention Support

## Five Areas Annually Reviewed - Title I Schools (Annually required for TI Schools in Provo)

- Student Needs
- Curriculum & Instruction
- Professional Development
- Family & Community Involvement
- School Context & Organization

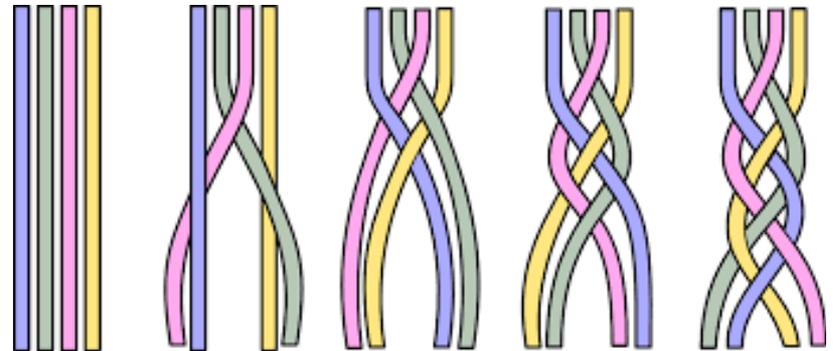
## The Provo Way Instructional Model



# Braiding and Blending for Balance

Department directors begin to regularly meet to discuss the need to collaborate on various projects and work together to support students/schools; including supports for Title I schools and reading interventions

- Executive Director of Teaching and Learning
- Executive Director of Student Services
- Title I/Title III Director
- Special Education Director
- Professional Development Director



# S.B. 117 - Intervention for Reading Pilot Program

Reading Pilot Program created a pilot program to provide professional development for educators; Also provided literacy interventions to students in kindergarten through grade five who are at risk for or experiencing reading difficulties, including dyslexia.

Tier 3 Reading Intervention Program - intensive intervention

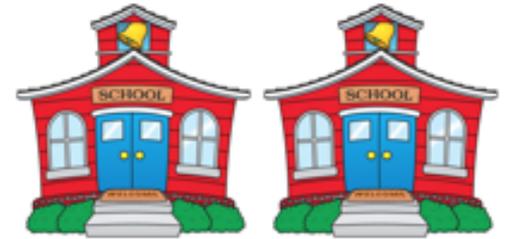
USBE Board selected five LEAs to participate in the program in June 2016 (additional funds will be determined based on pilot)

**\*\*Funded \$60,000; 2 schools (1 highly impacted and 1 non-impacted)**

**Professional development; support program/Tier 3; collaboration with stakeholders**

# State Grant Funded - \$60,000 Tier 3/PD

2 Schools (1 TI/1 Non TI)



Enact plan years 1-3

Model School



# Tier 3 Literacy Programs Purchased



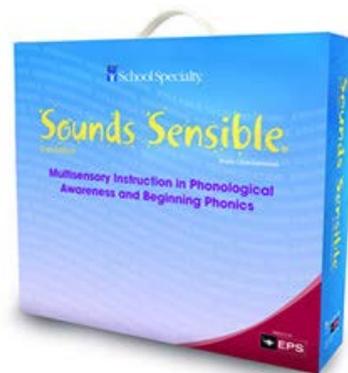
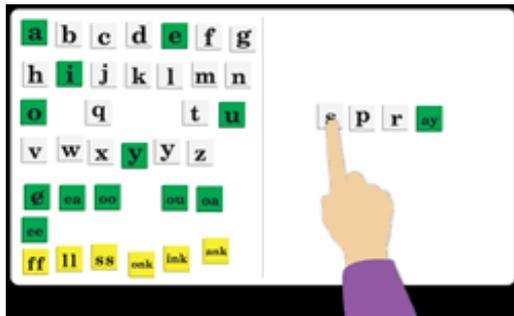
## **SPIRE Program Focus:**

Steps include- Phonogram cards, phonological awareness, word building, decoding and sentence reading, pre-reading, reading/reading comprehension, sound dictation, pre-spelling, spelling, sentence dictation

## **Sound Sensible Program Focus:**

Phonemic Awareness and Beginning Phonics

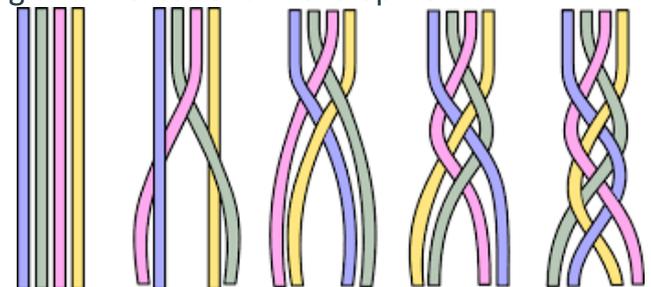
Steps include- Listening, rhyming, segmentation, phoneme-grapheme relation, dictation



# Reality & Blending Resources

**11/13 Schools wanted support - collaboration was essential for supporting all students who needed support**

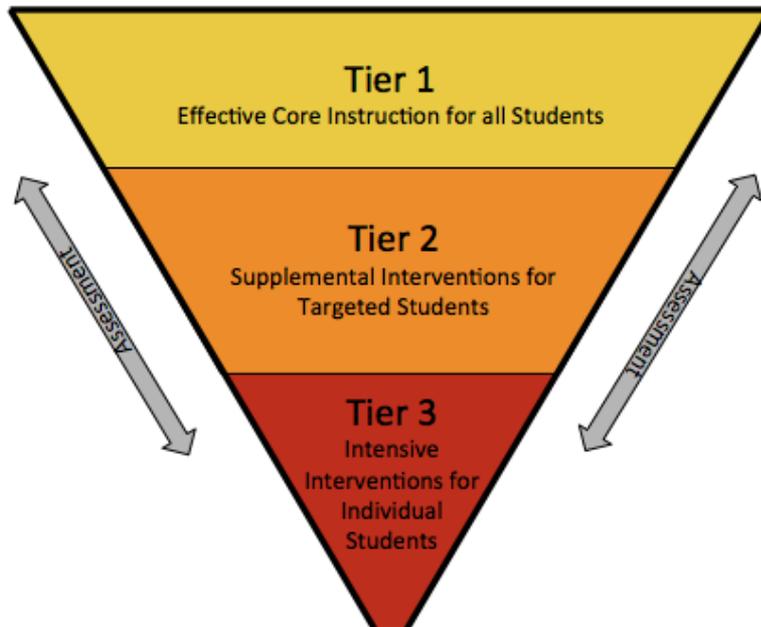
1. Need a clear model of MTSS - Collaboration with District Instructional Council
2. Need to establish individual school needs - Conduct beg and mid year GAP Analysis
3. Need Tier 2 Reading Supports - Braided/Blended funds to provide supports & PD/coaching for supports
4. Need for screen/diagnose/progress monitor process and PD- Collaboration with District Instructional Council and creation of “MTSS Flow-Chart of Reading Interventions”/DIBELS training
5. Need for Tier 1 support for newly adopted core program - Coaching and Professional Development Plan



# 1. Provo Way MTSS

-created during Instructional Council Collaboration Meetings

## The Provo Way Academic MTSS Model (Multi-Tiered System of Support)



### Tier 3

- **Instruction**
  - Individually-responsive instruction and supports delivered in addition to, and aligned with grade-level core. These supports address specific needs to students who are most at risk or have not responded to Tier 2 interventions
  - For students who are low-performing, supports represent the use of adapted strategies, increase in frequency, intensity, and/or time and do not necessarily equate to special education services
  - On limited instances, Tier 3 appropriately replaces Tier 1/Tier 2 instruction
- **Data-based decision making**
  - Progress monitoring of students receiving intensive supports at least weekly, using valid, reliable tools sensitive to incremental change
- **Team-based problem solving**
  - Teams use a problem-solving process to select, implement, and evaluate Tier 3 Supports
- **Groupings**
  - Individually-responsive supports for about 3% of students

### Tier 1

- **Instruction**
  - Rigorous grade-level core instruction using evidence-based curriculum and instructional strategies
  - Considering various modes of delivery and learning needs
- **Data-based decision making**
  - Ongoing evaluation of all students using formative assessments, screening and formative assessments for T2 and T3 placement
- **Team-based problem solving**
  - School-, grade-, subject-, and/or class-wide Professional Learning Communities (PLCs) and School Leadership Teams use a problem-solving process to plan and evaluate academic supports
- **Groupings**
  - Equitable access and practices for core instruction for all student

### Tier 2

- **Instruction**
  - Supplemental instruction and supports systematically delivered in addition to, and aligned with, the grade-level core. These supports address the needs of students who have not responded sufficiently to Tier 1 instruction
  - Supports may include adapted strategies, increased frequency, intensity, and/or time
  - Considering various modes of delivery and learning needs
- **Data-based decision making**
  - Progress monitoring of students receiving targeted supports every 2-4 weeks, using reliable tools sensitive to incremental change.
- **Team-based problem solving**
  - Teams use a problem-solving process to select, implement, and evaluate Tier 2 support
- **Groupings**
  - Supplemental small group supports for about 20% of students

## 2. School Needs: GAP Analysis - Reading MTSS

	Tier 1: Expectation	Tier 1: Current	Tier 2: Expectation	Tier 2: Current	Tier 3: Expectation	Tier 3: Current
<b>Instructional Focus</b>	Grade-level core for all students	All receive grade-level core; C students and IEP determined combined with grade-level core  Brand-new teachers; interns; bringing new/brand-new teachers up to speed + new program is concern; non-new teachers new materials so also new	Grade-level essentials not mastered	Yes – trying to get away from “re-teaching” in T2, want targeted skills instruction	Off grade-level essentials not mastered	Yes – looking at wanting to really use SPIRE and 95% group
<b>Description</b>	Rigorous <u>grade-level core</u> instruction occurs in each grade level.	Yes; with a focus on district essentials; concern with good-to-knows in conversation with teachers	<u>Supplemental</u> instruction and supports delivered in addition to and aligned with grade-level core. Supports address the needs of students who may not have responded sufficiently to T1 instruction.	Closer this year – anticipating skill focus groups with new materials	<u>Intensive, individually responsive</u> instruction and supports delivered in addition to and aligned with grade-level core. These supports address specific needs to students who are most at risk or have not responded to Tier 2 interventions.	Anticipate getting there – anxious to use SPIRE
<b>Groupings Who</b>	Whole and small group instruction All students	Yes – all kids yes	Small group About 20% of students	yes Teachers are taking 6 students to back table on average, depending on class *discussions about 80% in T1 and 20% in T2 – getting there; *higher than 20%, aware and addressing Tier 1 concerns	1:1 – 1:3 About 3% of students	yes Each grade-level high – want to be there; likely more
<b>Delivery of Instruction</b>	Instruction is planned and delivered by a certified classroom teacher	yes	Instruction is planned and delivered by a certified teacher, OR instruction is provided by a trained paraprofessional, using an evidence-based program under the supervision of a certified teacher.	Yes  No on evidence based no – but anticipating and seeking support	Instruction utilizes an evidence-based program and is delivered by a certified teacher, OR a <u>highly-trained</u> paraprofessional under the close supervision of a certified teacher.	Yes  SPIRE happening <u>asap</u> .
<b>Evidence-based curriculum materials</b>	<u>McGraw-Hill</u> : Treasures (K), Wonders 1 <sup>st</sup> -6 <sup>th</sup>	Yes  K – Treasures  Teachers concerned with Writing component not strong enough  1-6 not fully	• <u>McGraw-Hill</u> : Wonder Works • 95% Group • Quick Reads • Soar to Success • Others as approved by grant committee	Currently nothing  Looking forward to 95% and any other support  Great Leaps Phonics for Reading ERI Soar to Success <u>iReady</u> Reading Plus  Quick pull binders – skill that is the essential that grade put together of sight words or letters/sounds, assistant who has 5 minutes pull students and go through those skills	• SPIRE • Others as approved by grant committee	Spire training starting this week
<b>Assessments Used</b>	1. All students are <u>screened</u> to identify students in need of additional instruction (i.e. DIBELS BOY).  2. Students receive <u>periodic</u> benchmark tests to ensure adequate progress (i.e. DIBELS benchmarks MOY).	1. <u>yes</u> on DIBELS STAR  2. DIBELS STAR (given first week of each month)  Record grade-level weekly assessments on school data sheet (teacher generated assessments)  Interested in Wonders assessments	1. Students identified as at risk in screening receive <u>diagnostic</u> testing to identify specific learning needs (included with Tier 2 programs).  2. Students receive <u>regular</u> progress monitoring assessments to track performance and guide instruction (i.e. DIBELS progress monitoring tests, program assessments).	1. <u>no</u> ; but want that and are assuming that is part of new T2 programs  2. <u>no</u> ; (same as above)	1. Students not making adequate progress in Tier 2 receive further <u>diagnostic</u> testing to identify specific learning needs (included with Tier 3 programs).  2. Students receive <u>frequent</u> progress monitoring assessments to track performance and guide instruction (i.e. DIBELS progress monitoring tests, program assessments).	No – but will in place with implementation of SPIRE  * <u>currently</u> asking T for lowest students in grade-level
<b>Placement Process</b>	All students	All students	Assessment information (see above) guides an instructional team in placing students in appropriate skill-based groups.	Been teacher assessments; rather than diagnostic tool; “struggling here”, let’s put them here – we think it’s fluency, Been data but not “deep”  Based on programs we had	Assessment information, including Tier 2 progress monitoring, guides an instructional team in placing individual students in appropriate individualized instructional programs.	<u>no</u>

use Data Tracking: Attach or email an example of your current school-wide data tracking sheet

### 3. Tier 2 Literacy Skill Specific Supports

Title I Funds; Title III Funds; State At-Risk Funds; Trustlands (based on school needs)

#### Needs Established K-6:

Phonological Awareness

Phonics

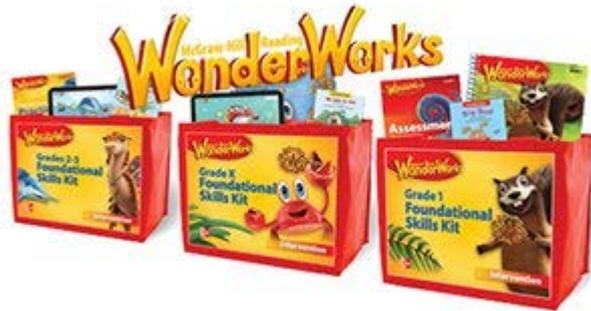
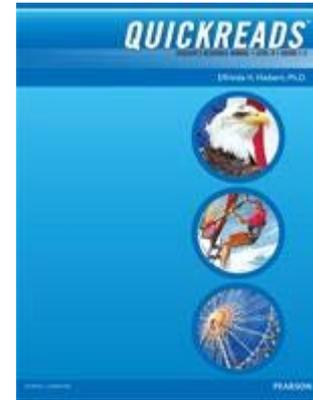
Fluency

Vocabulary

Comprehension

Writing

EL Supports



ABOUT US   PROFESSIONAL DEVELOPMENT   PRODUCTS   EVIDENCE & RESEARCH   VIDEOS   CASE STUDIES   DOWNLOADS   SHOP

#### The 95 Percent Group Product Portfolio

Our collection of teacher-friendly instructional materials, manipulatives, demonstration videos, diagnostic instruments, and other resources continues to grow.

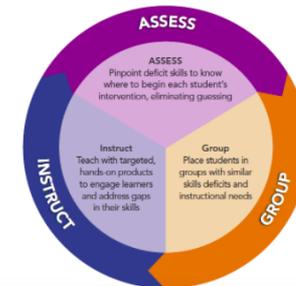
Our materials are developed by our staff, all of whom are former K-8 educators. Our product line began as we created materials to address needs identified during our consulting assignments.

Today, that product line expands as teachers and curriculum leaders make specific requests. We field test every product extensively in classrooms to fine-tune content, visuals, and associated professional development materials.

#### Our Proven Processes

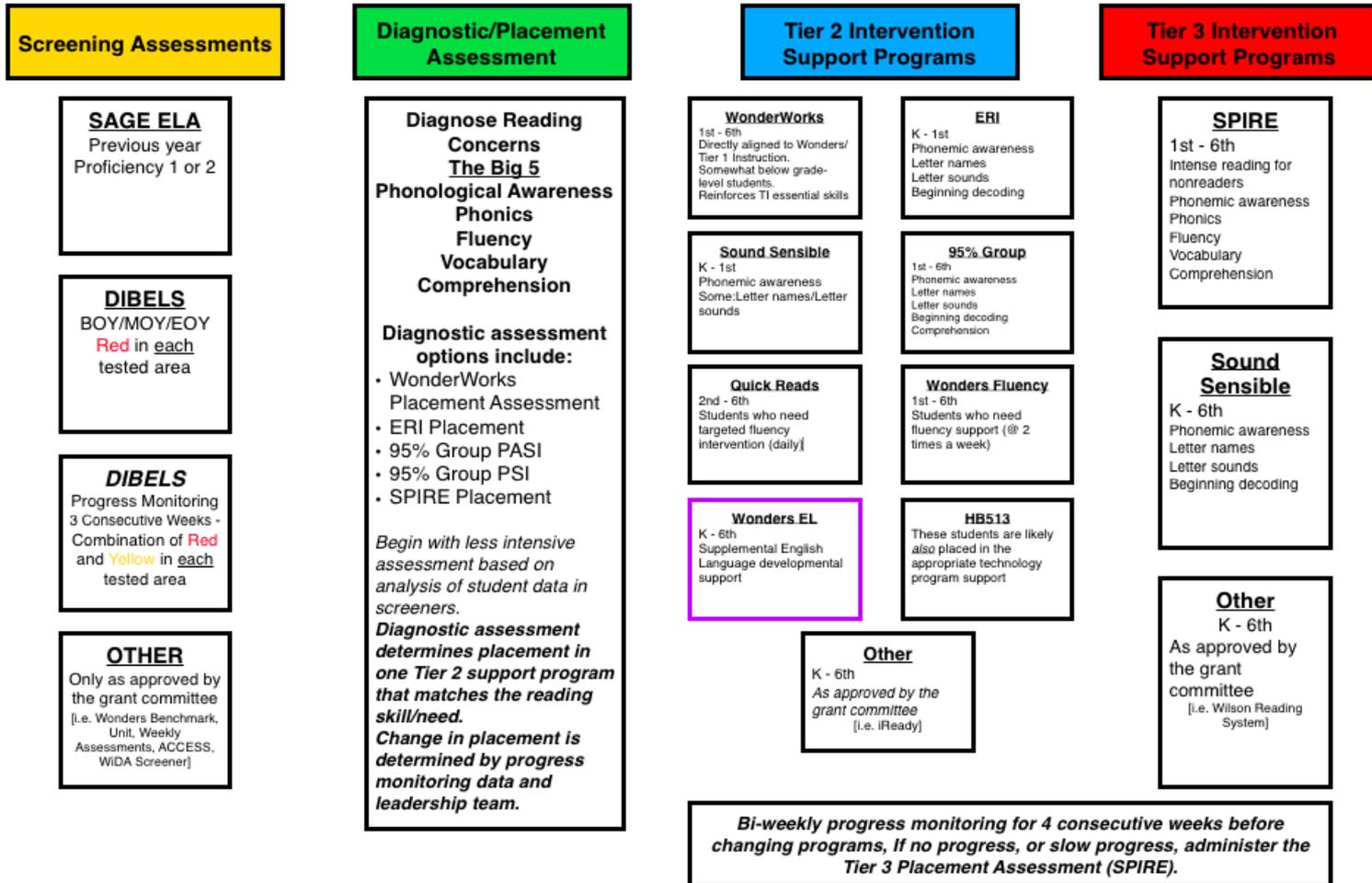
Our proprietary processes have been field tested with hundreds of clients and include the use of:

- **Skill continuums** that give educators strategic, actionable insight about the sequence of instruction and provide a framework for identifying progression of skill mastery by grade level;
- **Diagnostic assessments** that align to the skills continuum and help educators identify student deficits to make better decisions about where to begin instruction;
- **Instructional materials** that are evidence-based, practical, and provide the lessons and all components needed to deliver focused, targeted intervention by teachers who have limited time for lesson planning. Our materials were developed by our staff, all of whom are former teachers, based on clients identifying needs and teachers piloting prototypes; and
- **Professional development**, coaching, and follow-up at the district and building level so that data-informed instructional practices are effective



# 4. Placement process (screen-diagnose-intervene-progress monitor)

## MTSS Reading Tier 2/3 Intervention Flow Chart - Reading Difficulties Grant Group

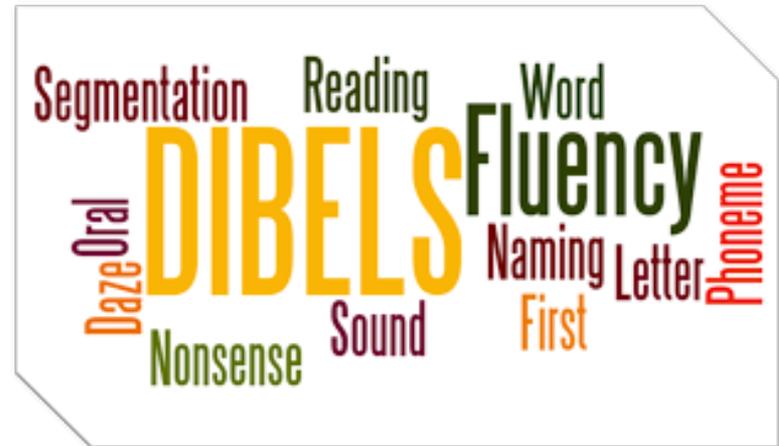


**NOTE: Weekly progress monitoring for 4 consecutive weeks before changing programs or referral for other needs.**

## 4. Placement process (screen-diagnose-intervene-progress monitor)

### District DIBELS Guidelines Established

- DIBELS Pathways of Progress Professional Development
- DIBELS Trainer of Trainers Professional Development
- Grade level expectations (K-6)
- Timeline of testing/implementation for upper grades
- Assessment components to be given
- Off-level testing/Progress monitoring



## 5. Tier 1 Needs: Coaching and PD

- **Principals determined a need for support with Tier 1 instruction (Wonders/Core Literacy Program)**

Team evaluated the needs and made a plan with principals:

- Using the Edviate platform, we offered a class for teachers to learn the newly adopted Wonders program (stipend for completion & implementation/coaching/feedback)
- Currently piloting an INTENSE 3 week implementation: started in 1st grade; 2nd grade begins next week (stipend for completion & implementation/coaching/feedback)

# Literacy Using Wonders Basic Quick-start Course March 2017

100% COMPLETED

Contact Facilitator

View Certificate

You completed this course on May 24, 2017

Refresh

-  Before Beginning This Course  
End Date: July 4, 2026 COMPLETE
-  Pre-Course Assignment #1  
End Date: July 4, 2026 COMPLETE
-  Pre-Course Assignment #2  
Download the file "Observation Tool: Beginning of Year" pdf Using the checklist, assess your own classroom to see where your current understanding of what Literacy "looks like" to you. Save the pre-assessment for comparison at the end of the course.  
End Date: July 4, 2026 COMPLETE
-  Pre-Course Assignment #2B  
Upload your pre-assessment from Pre-Course Assignment #2. Save in your file.  
End Date: July 4, 2026 COMPLETE
-  Needed Login Information  
End Date: July 4, 2026 COMPLETE
-  Video Information  
End Date: July 4, 2026 COMPLETE
-  Set Up  
• Set up your Wonders Classroom. • Set up your calendar. • Locate where your students have been imported by the district tech team. • Locate instructional resources in ConnectEd. COMPLETE
-  Video: Set Up The Classroom  
Watch the Video: Set Up the Classroom. (4:27)  
End Date: July 4, 2026 Complete

# Feedback from Teachers About Online PD:

“I seriously love this training! I am overspending time on it because I am so excited about it all. I have my plans already put together for the first 3 weeks. I am reading through everything and it is so clear now. This is the best training. I wish all trainings could be done this way. I can get at my own pace and I can plan and prep as I go. You put this together so well. It is so clear and so well done. Thank you! This is awesome!”

Alignment, Blending, Braiding to Reach  
**Our Aim:** *Every student will conclude each school year having met or exceeded the essential learning standards, fully prepared for the next grade/course.*

The Provo Way  
Instructional Model

