

Student Support at Angier Elementary School

Feb. 6th, 2023





MTSS: A Framework for Student Support

TIER 1 (Universal)	TIER 2 (Targeted)	TIER 3 (Intensive)
<ul style="list-style-type: none">• Joyful & safe learning environment• Professional Learning Communities (PLC's)• Universal Design for Learning (UDL)• High-quality, differentiated instruction in all areas• Angier Activists• Anti-racist Curriculum & Instruction• SEL school-wide practices• SEL interventionists & coach• CARES• Collaborative problem solving• Positive behavioral expectation• Restorative approach to discipline• All School Assemblies• Universal Screening - academic & SEL• Family Partnership• Equity-minded environment	<ul style="list-style-type: none">• Check In, Check Out (CICO)• Small group reading, math & SEL intervention• Affinity spaces• Progress monitoring (PM) -academics & SEL• Counseling Groups• Behavior Plans & Consultation• PLC's & SIT	<ul style="list-style-type: none">• Daily Individual intervention (reading, math & SEL/ behavior), <u>in addition to Tier 1</u>• SIT Team support• Frequent progress monitoring -academics & SEL

← ELL Support & Special Education →

How does this work at Angier?

Grade-level PLCs & Flexible Support

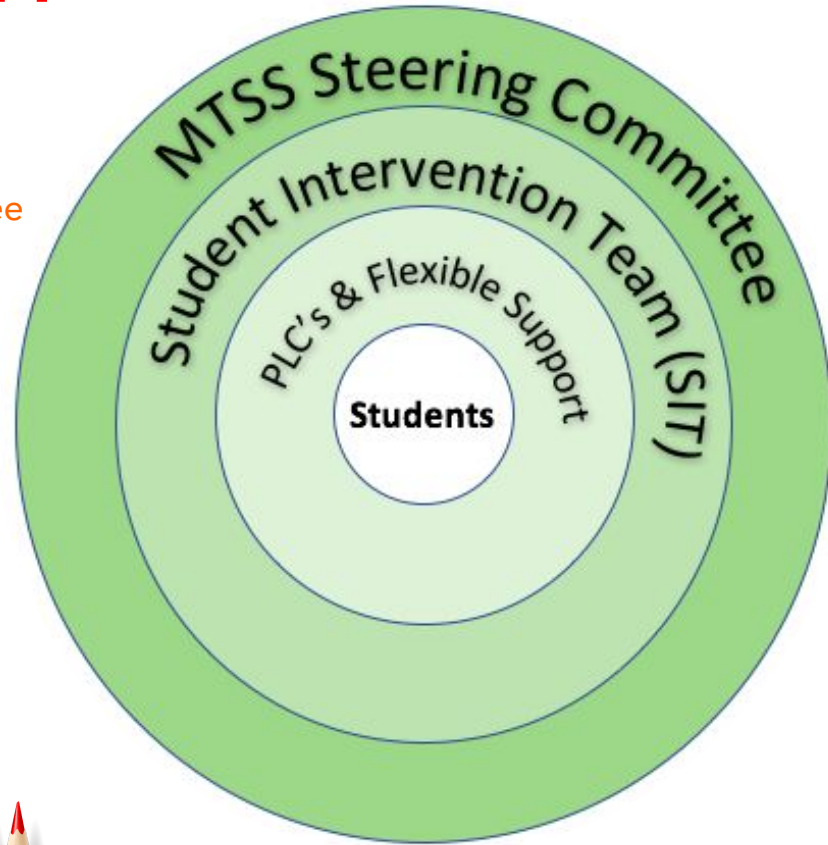
- Collaborative problem-solving (Tier 1 & 2)
- Membership: Grade level team, **MTSS Steering Committee Representative**, direct service providers

Student Intervention Team (SIT)

- Intensive problem solving (Tier 3)
- Membership: Principal, K-2 rep, 3-5 rep, related services, **presenting teacher**

MTSS Steering Committee

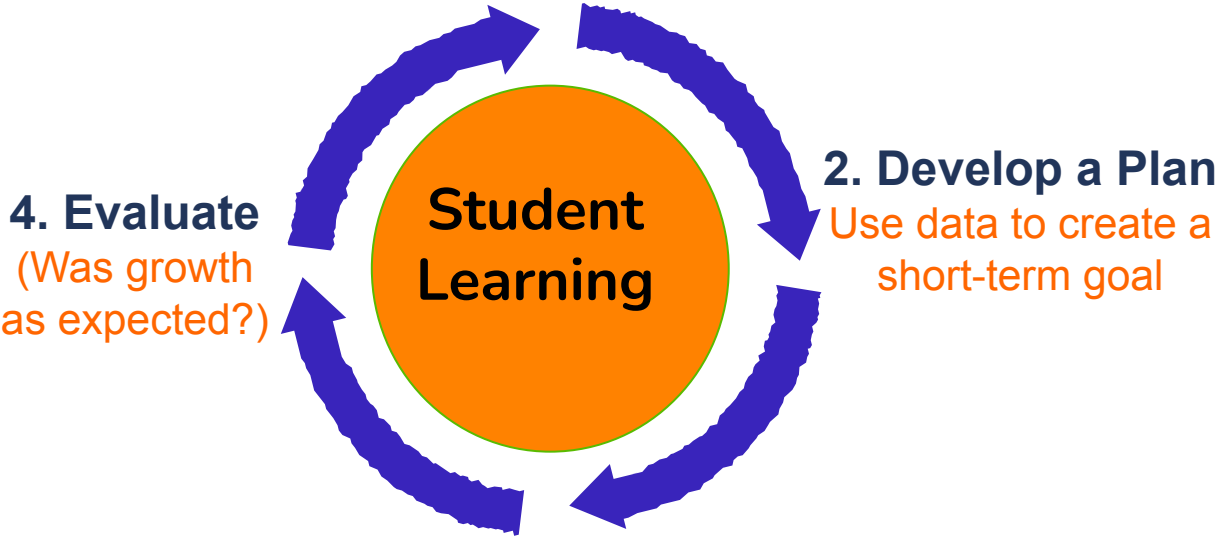
- Big picture focus on MTSS implementation & school data
- Meets weekly
- Membership: Principal, literacy, math, student support, special ed, **Grade Level Representatives (rotating)**



The Problem Solving Process

1. Define the Concern

What does our data show? What do we expect our students to learn?



Questions We Consider

- ★ What do we want ALL students to know & be able to do?
- ★ How will we know ALL students are feeling affirmed & engaged?
- ★ How can we design assessments so students have multiple ways to show their learning?
- ★ If students do not learn, what potential barriers can we eliminate through thoughtful universal design?
- ★ How will we provide options to challenge students who are already proficient?





Hello from the Angier Literacy, Math & SEL Teams



What We Do & How We Do It

Provide Interventions

- Most intensive interventions with K-2 students at risk for developing disability.
- Match interventions to best support students' needs.
- Frequently measure student progress & adjust interventions.
- Support families with questions about interventions

Collaborate with Teachers

- ❑ Help with BOY, MOY & EOY assessments.
- ❑ Review assessments & analyze student data
- ❑ Preview curriculum
- ❑ Collaborate on student intervention & extension for enrichment
- ❑ Implement best practices

Essential Components

- ★ Grade-level intervention block
- ★ Time to collaborate/ PLC
- ★ Interventionist support
- ★ Universal & progress monitoring data



How do we meet the needs of our highest need students?

Tier 3 Student- SEL

Profile: Student exhibiting significant emotional dysregulation that is detached from learning most of the day

- ★ **Positive Behavior Support Plan**, co-created with student
- ★ **1:1 adult support** from SEL interventionist across portions of the day to provide **explicit coaching & teaching** on student goals
- ★ **Push-in support with student** to generalize coaching from SEL interventionist
- ★ **Co-teaching lessons** to target SEL skills classwide
- ★ **Bi-weekly meetings** to review data, discuss progress, and make adjustments to plan

Tier 3 Student- ELA

Profile: Student is significantly below grade level in early literacy skills.

- ★ **1:1 or small group** support 5 days a week.
- ★ **Structured literacy routine** to systematically and explicitly target lagging skills.
- ★ **Weekly progress monitoring** to assess progress.
- ★ **Collaboration** with classroom teacher to target lagging skills in class.



Literacy Data from SY 2021-22

Kindergarten

- ★ 16 students received intervention based on Early Bird screener
- ★ 0 students referred for testing

First Grade

- ★ 13 students received intervention
- ★ 11/13 (85%) met EOY benchmarks
- ★ 1 student tested & went on IEP

Second Grade

- ★ 15 students received intervention
- ★ 13/15 (87%) met EOY benchmarks
- ★ 2 students tested & went on IEPs

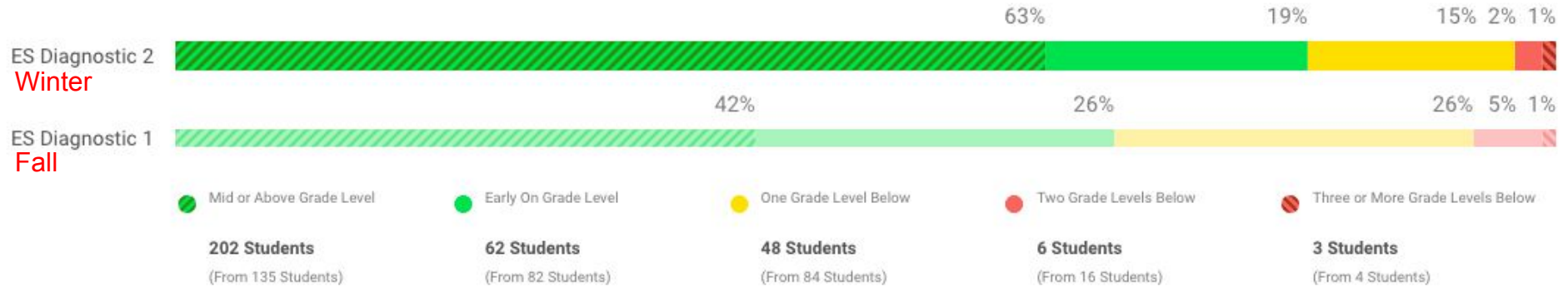
In the words of a student...



Grades 3, 4 & 5

- ★ 21 students received short term interventions around fluency, spelling, decoding, comprehension and/or written expression
- ★ 6-8 week cycles based on district or in class assessments
- ★ 2 students tested & went on IEP

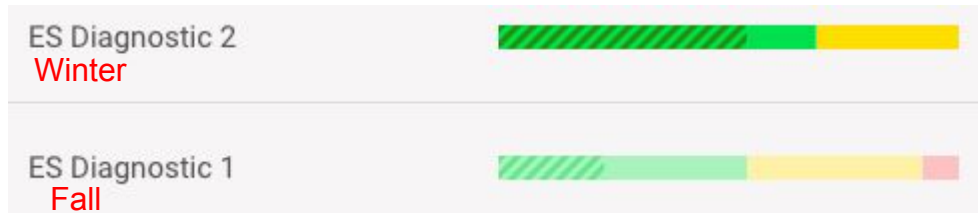
Literacy Data from SY 2022-23 (I-Ready)



Subgroup: Special Education (n=65)



Subgroup: Race - Black or African American (n=14)



Math Data from SY 2022-23

(Universal Screenings)

School	Grade	Race	ELL	IEP	Unit 1		Unit 3				Unit 4			
					Number and Operations - Base Ten		Operations and Algebraic Thinking				Number and Operations- Base Ten		Geometry	
					Find factors of numbers up to 100 and recognize multiples of 1-digit numbers.		Multiply a 2-digit number by 1-digit and small 2-digit numbers(e.g., 12,15, 20), using strategies that involve breaking the numbers apart		Solve division problems(2-digit and small 3-digit numbers dividedby 1-digit numbers), including some that result in a remainder.		Multiply a number by a multiple of 10		Draw and identify lines and angles, including parallel and perpendicular lines, and classify polygons by properties of their sides and angles	
Code for Data Dashboard		Mult1	Mult2	Mult3	Div1	Div2	Mult4	Geo1						
		1.2.4 A6	3.1.5 A14	*3.3.7 A20 Q.1	3.2.6 A17 Q.2	*3.3.7 A21 Q.3	*3.3.7 A20 Q.2							
Angier Elementar	4	Asian			M	M	M	M	M	M	M			
Angier Elementar	4	White			PM	M	M	M	M	M	PM			
Angier Elementar	4	White			M	M	M	M	PM	M	M			
Angier Elementar	4	White	Y		PM	PM	M	M	M	M	PM			
Angier Elementar	4	White			M	M	M	M	M	M	M			
Angier Elementar	4	Asian			M	M	M	M	M	M	M			
Angier Elementar	4	White			M	M	M	NM	NM	M	M			
Angier Elementar	4	White			PM	NM	M	M	PM	M	M			
Angier Elementar	4	White			M	M	M	M	M	M	M			
Angier Elementar	4	White			PM	PM	M	M	M	M	M			
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Angier Elementar	4	White			M	M	M	M	M	M	M			
Angier Elementar	4	White	Y		M	M	M	NM	NM	M	M			
Angier Elementar	4	White			M	M	M	M	M	M	M			
Angier Elementar	4	White	Y		M	M	M	M	M	M	M			

	G	H	I	J	K	L	M	N
					Summative (Column M)	Summative (Column O)	Summative (Column P)	Pre-Assessment
					*3.3.7 A21 Q.1	*3.3.7 A21 Q.3	*3.3.7 A20 Q.2	
Gender	Race	ELL	IEP					Beginning of Modu
F	White				M	NM	M	
N	White		Y		M	NM	M	
F	Hispanic/Latino				PM	NM	M	
M	White		Y		M	NM		
M	Black/African An		Y		NM	NM	PM	
M	White		Y		M	NM	NM	
F	White				PM	NM	PM	
F	Black/African An		Y		M	NM	M	
F	White		Y		M	NM	NM	



Impact on Special Education

- ★ In 2021-22, our Student Intervention Team referred 10 students for special education evaluation. All 10 students were found eligible.

 **Targeted interventions minimize referrals to special ed & result in more appropriate referrals**



How do we support students who at or above benchmark?

Second Grade Math Example

- Extension group for students with above grade level computation skills & problem solving skills
- Meet once a week, for 30 minutes, with math interventionist
- Tasks are open-ended to extend students' mathematical approaches and strategies, math reasoning, and problem solving skills
- Mathematicians have fun, are challenged & share learning with others!



A collection of colorful pencils arranged in a circle around the text. The pencils are in various colors including red, purple, blue, teal, green, yellow, and orange. They are all sharpened and pointing towards the center. The background is white.

Questions?