



**AGENDA**

Wisconsin Rapids Board of Education  
**Educational Services Committee**

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Mary Rayome, Chairperson  
John Benbow, Jr.  
Katie Bielski-Medina  
Troy Bier  
Larry Davis  
Sandra Hett  
John Krings, President

February 3, 2020

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
Conference Room A/B

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
  - A. Board Policy 361.1 Rule – Procedures for Selection and Reconsideration of Library Materials for First Reading
  - B. Strategic Plan: 2020-21
  - C. Response to Intervention (RtI) Handbook
- IV. Updates
  - A. Library and Technology Update
  - B. AGR Mid-Year Report
- V. Consent Agenda Items
- VI. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda.



**BACKGROUND**

Mary Rayome, Chairperson  
John Benbow, Jr.  
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- I. Call to Order
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  - A. Board Policy 361.1 Rule – Procedures for Selection and Reconsideration of Library Materials for First Reading

Board Policy 361.1 Rule-Procedures for Selection and Reconsideration of Library Materials establishes the procedures for selecting, weeding, donating, sharing and reconsidering library materials. It also sets out the procedures for handling overdue and lost or damaged library materials. Attachment A sets out proposed changes to the policy.

The administration recommends approval of Board Policy 361.1 Rule – Procedures for Selection and Reconsideration of Library Materials for first reading.

- B. Strategic Plan: 2020-21

Craig Broeren, Superintendent and members of the Strategic Plan Committee, will be present to update the Educational Services Committee on the Wisconsin Rapids Public Schools' (WRPS) Strategic Plan. Progress toward goals, as well as next steps will be shared. Attachment B sets out proposed changes to the plan for the 2020-21 school year.

The administration recommends approval of the 2020-21 Wisconsin Rapids Public Schools' (WRPS) Strategic Plan.

- C. Response to Intervention (RtI) Handbook

In April of 2014 the Board of Education approved the Wisconsin Rapids Public Schools (WRPS) Response to Intervention (RtI) Guide. This plan set out how the

District would implement three tiers of instruction to insure academic success for all students. This plan was collaboratively developed by WRPS teachers, administrators, interventionists and psychologists.

Since the plan's implementation, several changes have been made to improve programming and better meet student needs. The proposed modifications to the plan are set out in Attachment C. Roxanne Filtz, Director of Curriculum and Instruction, and Jen Wilhorn, Assistant Director of Curriculum and Instruction will be present to review the modifications.

The administration recommends approval of the proposed modifications to the WRPS Response to Intervention Guide.

#### IV. Updates

##### A. Library and Technology Update

Phil Bickelhaupt, Director of Technology, Tracy Hauke, Lincoln High School (LHS) Librarian, Kirsten Johnson, Wisconsin Rapids Area Middle School (WRAMs) Librarian, and Jamie Jestadt, Elementary Librarian will be present to update the Committee on the library and technology plan in WRPS.

##### B. AGR Mid-Year Report

Per Wis. State sec. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present mid-year and end-of-year information to the school board. The report must contain information on the schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. Ms. Filtz will share this information with the Committee.

#### V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

#### VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Physical Education Curriculum Update (March)
- LHS Summer School Course Additions (March)
- Early College Credit Program/Start College Now (April)
- Athletic Code Updates (April)
- 2020-21 Professional Development Plan (May)
- Agenda Planners (May)

## 361.1 RULE PROCEDURES FOR SELECTION AND RECONSIDERATION OF LIBRARY MATERIALS

### Library Materials Selection

Wisconsin Rapids Public Schools complies with the Department of Public Instruction administrative rule for Wisconsin State Statute 121.02(h) which, in part, states: “All students shall be provided access to a current balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.” (1) Except as provided in s. 118.40(2r)(d), each school board shall: (h) Provide adequate instructional materials, texts, and library services which reflect the cultural diversity and pluralistic nature of American society.”

During the selection process, library media specialists will evaluate the existing collection and assess curricular and recreational needs. Reputable professional selection tools and other appropriate sources will be consulted. In an attempt to build a balanced collection that achieves cultural diversity, library media specialists will use a variety of means to select and evaluate materials including previews, bibliographies, reviews, and checklists. Recommendations for purchase will also be solicited from school personnel and students.

Library materials are all materials self-selected by students or teachers and circulated or accessed from the library media center, including but not limited to print media, non-print materials such as videocassettes, laserdisc, DVDs, audiocassettes, transparencies, CDs, computer software and electronic resources. The process for including new material formats (e.g. online databases, eBooks, streaming media, games, apps) should be ongoing. Factors to consider in this decision include current demand, trends or growth in demand, and strengths and weaknesses of the format. Accessibility to patrons with special needs should also be considered when purchasing materials. Evaluating new material formats based on these criteria prepares the library to meet patron demands.

### Criteria for Selection of Materials

Print, non-print, and electronic digital resources will be evaluated by the following criteria as they apply as supported by the American Library Association (ALA) for school libraries. Materials shall:

- ~~1. support and be consistent with the general educational goals of the district,~~
- ~~2. support and be consistent with the objectives of the curricula,~~
- ~~3. present various points of view on controversial subjects with the goal of providing a balanced collection,~~
- ~~4. provide for a balanced collection relevant to a global society,~~
- ~~5. be appropriate for the subject area and for the age, emotional development, ability level, and social development for whom the materials are selected,~~
- ~~6. provide a fair representation of many religious, ethnic, and cultural groups and their contributions to our civilization.~~
- ~~7. avoid sex role, ethnic bias, and stereotyping,~~
- ~~8. be created by competent and qualified authors and producers,~~
- ~~9. be available in a variety of formats for recreational reading,~~
- ~~10. have a physical format, durability, and appearance suitable for their intended use,~~
- ~~11. be of acceptable technical quality with adequate documentation,~~
- ~~12. be selected for their strengths rather than rejected for their weaknesses,~~
- ~~13. After the weeding process is over, all withdrawn materials will be considered essentially valueless.~~

1. Support and enrich the curriculum and/or students' personal interests and learning.
2. Meet high standards in literary, artistic, and aesthetic quality; technical aspects; and physical format.
3. Be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social, emotional, and intellectual development of the students for whom the materials are selected.
4. Incorporate accurate and authentic factual content from authoritative sources.
5. Earn favorable reviews in standard reviewing sources and/or favorable recommendations based on preview and examination of materials by professional personnel.

6. Exhibit a high degree of potential user appeal and interest.
7. Represent differing viewpoints on controversial issues.
8. Provide a global perspective and promote diversity by including materials by authors and illustrators of all cultures.
9. Include a variety of resources in physical and virtual formats including print and non-print such as electronic and multimedia (including subscription databases and other online products, e-Books, educational games, and other forms of emerging technologies).
10. Demonstrate physical format, appearance, and durability suitable to their intended use.
11. Balance cost with need.

- A. Although the Board of Education recognizes that any item may offend some patrons, selection of materials on controversial topics will not be made on the basis of any anticipated approval or disapproval but rather on the merits of the material and its value to the collection and to patrons.
- B. Materials selected on controversial subjects such as religion, political ideologies, and sex and profanity, shall be factually unbiased and broadly representative. Inclusion of profanity, frank treatment of sex, or violence, shall not automatically rule out books or other materials. It will, however, necessitate a thorough examination of the merits of the materials in question.

### **Weeding of Library Materials**

Weeding is discarding materials from a library media center collection in a systematic and deliberate way. It is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and relevant. The library media specialist will make the final decision on the materials to be weeded. Weeded materials will be disposed of in accordance with Board policy.

### **Donations**

Donations may be accepted by all library media centers. Donated materials must meet the same selection criteria as defined in the WRPS Library Materials Selection Policy. The library media specialist reserves the right to accept, reject, or discard donated materials.

### **Resource Sharing**

District library media centers shall participate in the mutual sharing of resources to better meet the needs of patrons.

1. No single library media center can provide for the information needs of all its patrons.
2. Sharing materials within the district does not relieve a library media center of the responsibility for developing its own collection.
3. Requests for materials from other district library media centers will be through the building library media specialists.
4. Teachers may request materials from the public library.

### **Overdue Library Materials**

Patrons are responsible for returning library materials on time and in good condition. When a student has materials overdue, he/she may lose the privilege of checking out more items until the overdue items have been returned. The building library media specialist may grant exceptions to this policy. ~~Students in elementary grades will not be required to pay fines on overdue materials. A fine policy will be in effect for students in the grades 7-12.~~

~~All overdues and fines accumulated during a quarter must be resolved by the end of the quarter.~~ Throughout the year, overdue and/or fine notices will be sent to students and parents/guardians.

1. Students will be notified ***by email message and/or print notices*** of overdue materials and/or fines.
- ~~2. Fines will accumulate only for days when school is in session.~~
- ~~3. No fine will be charged for days when a student has an excused absence.~~
- ~~4. A fine on an item shall not exceed \$5.00~~
- ~~5. The fine on materials with "overnight" circulation is at the discretion of the building library media specialist.~~
- ~~6.~~2. When a student has materials overdue and/or owes a fine, he/she may lose the privilege of checking out more items until those items are returned ***or the fine has been paid.***
3. ***Parents/guardians will be notified of their student's overdue materials and/or fines at the end of each trimester in grades K-12. Notices will be sent electronically by email and/or Skywert messages in Skyward.***

## **Lost and Damaged Materials**

1. Replacement cost will be charged for any materials lost or destroyed. The cost will be determined from the price entered in the catalog record, ~~current catalogues, or Books in Print.~~ ***or the price to replace material if purchased from one of the District's approved vendors.***
2. If the item is no longer in print, the charge will be the current average cost of that type of media, e.g. hardcover book, paperback, magazine, video, etc.
3. If lost items are returned within one year from the date of checkout ***and in good condition.*** the payment will be refunded.
4. ***For students in grades K-8, fines for lost and damaged materials will be entered into Skyward Fee Management at the end of the 5<sup>th</sup> grade year as students exit elementary school, and the end of the 8<sup>th</sup> grade year as they exit middle school.***
5. ***For students in grades 9-12, fines for lost and damaged materials will be entered into Skyward Fee Management by the end of each school year.***

## **Intellectual Freedom**

Intellectual freedom is a basic requirement of a democracy and necessary for an informed citizenry. Students are encouraged to explore ideas from many points of view and this belief is reflected in the library materials selection policy. Reading is among our greatest freedoms. Parents/guardians have the right and responsibility to monitor the reading and information accessed by minor children. The Wisconsin Rapids Public Schools will not censor or restrict access to materials within a library media center's collection.

## **Reconsideration of Library Materials**

Any parent, legal guardian, or citizen may request reconsideration of library materials. Parents have the right to guide the education of their child, but the school district also has the right to protect other children's rights to participate in educational experiences over the objection of an individual or group of citizens in the community. Therefore, challenged material shall not be restricted during the re-evaluation proceedings; however, requests of individual parents and/or guardians for alternative materials for their child will be honored without penalty (361.1-Exhibit 2).

The Wisconsin Rapids Public Schools has approved the following procedure to be used when a complaint opposing the use of a particular library material is received.

- A. The principal, teacher, or library media specialist initially receiving a complaint will arrange to have the library media specialist explain to the complainant the school district's selection policy. If the issue raised by the complainant is satisfactorily resolved through consultation(s), the procedure terminates at this point.
- B. If the complainant still objects to the materials, the principal or library media specialist will give a copy of the *Request for Reconsideration* form to the complainant (361.1 – Exhibit 3) to be completed and returned to the principal within ten (10) school days. The completed form will then be forwarded to the Superintendent.

- C. Upon receipt of the written complaint, the Superintendent shall call within ten (10) school days a review committee consisting of:
1. the Director of Curriculum, who will act as chair,
  2. the principal from the school in which the complaint originated,
  3. two library media specialists from the school district,
  4. the district elementary library media specialist,
  5. two teachers from the appropriate grade level or subject area, one from the school in which the complaint originated, one from elsewhere in the district,
  6. the student representative on the Wisconsin Rapids School Board,
  7. two citizens of the school district appointed annually by the Superintendent.
- D. The review committee shall:
1. meet within thirty (30) school days of its appointment to discuss the material,
  2. read and examine the material in its entirety,
  3. assess the worth of the material by reading reviews and by consulting evaluation tools,
  4. weigh values and faults against each other and form opinions based on the material as a whole, not on passages pulled out of context,
  5. reserve the right to use outside expertise if necessary to help in its decision-making process,
  6. meet with the complainant to discuss the challenged material, if the complainant so desires,
  7. vote by secret ballot on the recommendation, with the majority rule,
  8. prepare a written recommendation to be submitted to the Superintendent within one month from date of the review meeting.
- E. After examination of the written recommendation from the review committee, the Superintendent shall notify the complainant of the decision of the review committee.
- F. A complainant who is not satisfied with the decision of the review committee may appeal to the Board of Education within ten (10) school days of the receipt of the Superintendent's report. The Board of Education shall review the recommendation of the committee with the Superintendent and make a final decision. The Board's review may include comments from the complainant and the review committee.
- G. Every *Request for Reconsideration* form will be acted upon. Requests to re-evaluate materials which have previously been before the review committee may not be re-challenged for three calendar years and must receive approval of the majority of the committee members before the material will again be re-evaluated.
- H. If the decision is made to remove materials from one school, such materials shall be removed from similar grade levels in all schools in the district.
- I. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professional staff involved in the original selection or use of the material.
- J. The chair of the committee will provide information to the news media.

LEGAL REF: 121.02 Wisconsin Statutes

CROSS REF.: 690 – Disposal of School Property

APPROVED: June 1980

REVISED: August 1987  
 January 1995  
 April 9, 2001  
 April 10, 2006  
 May 12, 2008  
 March 11, 2013  
TBD





DRAFT

WISCONSIN RAPIDS PUBLIC SCHOOLS

DRAFT

## ◆ District Strategic Plan ◆

Updated and Approved by the Board of Education on ~~February 11, 2019~~ TBD



### Mission Statement

*Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.*

### Beliefs

**We Believe...***each student is the first consideration of the educational process.*

**We Believe...***all students can learn.*

**We Believe...***learning is a life-long process.*

**We Believe...***in a safe, caring, and respectful learning environment.*

**We Believe...***all students should become effective citizens of the community, state, nation, and the world.*

**We Believe...***meaningful home, school, and community involvement is vital to continuous improvement.*

## **A Message To Interested Stakeholders**

The WRPS Board of Education approved the *District Strategic Plan* on December 11, 2011. The plan was developed and designed with an understanding that the educational environment is rapidly changing. In order to continue meeting the needs of our diverse learners and prepare them to compete and reach their full potential in an evolving, global economy, the District's strategic planning document will be a "living, working document." The Strategic Plan was updated and approved by the Board on ~~February 11, 2019~~ **TBD**.

The Board of Education reviews the Strategic Plan annually in order to analyze progress made, and make changes that will help our district continue to make forward progress for student success.

Thank you for your time and interest in learning more about how we intend to continue moving WRPS forward as a progressive district that meets the needs of our students, preparing them for their future!

<b>OBJECTIVE 1:</b> Bring content, technology, and pedagogy together to build 21 <sup>st</sup> -Century <i>global</i> learners	Timeline			Person Responsible/Persons Involved	Evidence of Success
Tasks/Action Steps:	Start Date	End Date	Completed		
Develop new technology replacement/IT infrastructure plan which sets out timelines and financial funding options	2019	2019-20		Phillip Bickelhaupt, ITC, Administration	<i>Formal document finalized and shared</i>
Finalize and implement a district K-12 technology integration scope and sequence (curriculum mapping)	2013	2021-22		Phillip Bickelhaupt, ITC, Administration	<i>Formal document finalized and shared</i>
Implement 1:1 at LHS and WRAMS including Learning Management Systems (LMS) to support the initiative	2018	2019-20	✓	Phillip Bickelhaupt, ITC, Administration	<i>Students have access to a device and Learning Management Systems</i>
<u><i>Further refine and create efficiencies in the 1:1 program at Lincoln and WRAMS including exploration of the expansion of Learning Management Systems (LMS) at WRAMS and the elementary schools; consider options for sustainability</i></u>	<u>2020-21</u>	<u>On-going</u>		<u><i>Phillip Bickelhaupt, ITC, Administration</i></u>	<u><i>Formal report to Board</i></u>

<b>OBJECTIVE 2:</b> Develop a strand within the District’s RtI framework for student mental health and behavior which includes systemic screeners, <u>universal social and emotional learning competencies</u> , and prevention and intervention strategies	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Examine, pilot and implement <u>social and emotional learning competencies and</u> behavioral interventions	Fall, 2014	<del>January, 2020</del> <u>June, 2021</u>		Behavior & Mental Wellness Committee	<i>Behavior interventions implemented</i>
Create an awareness of and identify issues associated with social, emotional, and behavioral well-being	Fall, 2016	On-going		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	<i>Reduced behavioral referrals and/or suspensions</i>
Create a uniform and cohesive district-wide system to track student behavior	January, 2018	<del>June, 2019</del> <u>June, 2020</u>		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	<i>Data collection system</i>
Expand/establish connections with community agencies to provide mental health service options for students within schools	Fall, 2018	2020-21		Curriculum, Pupil Services, Behavior & Mental Wellness Committee	<i>Connections with providers enhanced and signed MOU's on file with a variety of community agencies</i>
<u>Enhance collaboration with Wood County Health and Human Services agencies to enhance or improve services for students</u>	<u>Fall, 2019</u>	<u>2020-21</u>		<u>Administration, Curriculum, Pupil Services</u>	<u>Connections with agencies enhanced and collaborative projects identified</u>
<u>With involvement from community mental health providers, develop a system to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention</u>	<u>Spring, 2020</u>	<u>2020-21</u>		<u>Pupil Services, Curriculum, Behavior &amp; Mental Wellness Committee</u>	<u>Report progress to Board</u>

<b>OBJECTIVE 3:</b> Continue to develop and refine implementation of Professional Learning Communities (PLCs) to analyze and investigate student achievement data specifically around the marginalized populations we serve; and to identify, implement, and engage in best instructional practices which benefit our diverse student population	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Maintain a 4K-12 Assessment Committee to study, articulate and implement a consistent District philosophy on grading and reporting practices which include guidelines on the use of formative and summative assessments and standards based grades	January, 2015	On-going June, 2020	✓	Kathi Stebbins Hintz, Phil Bickelhaupt, District Assessment Committee	Completed professional development, and document approved by CII, Educational Services, and Board of Education
Develop cohesive guidelines for the formation and function of PLCs, as well as common assessments within the PLCs	January, 2018	June, 2020	✓	Kathi Stebbins Hintz, District Assessment Committee, CII Coordinator & Chairs, K-12 Administration	Publication of guidelines
<u>Further refine PLC development in all buildings and articulate the process for creating learning outcomes and common assessments</u>	<u>2020-21</u>	<u>2021-22</u>		<u>Curriculum and Pupil Services Departments, Building Principals</u>	<u>Building &amp; District professional development plans</u>
Identify and analyze achievement gaps in order to establish effective Professional Learning Communities and implement strategies to address issues of bias, equity, <u>disproportionality</u> , and achievement gaps	2016	On-going		Curriculum and Pupil Services Departments	Building & District professional development plans for 2019-20 and beyond
Identify, implement, and engage in best instructional practices which directly benefit a diverse school population including the 4 C's, student engagement, trauma sensitive strategies, <u>Depth of Knowledge (DOK)</u> , effective technology integration, and the workshop model	2018	On-going		Curriculum and Pupil Services Departments	Building & District professional development plans for 2019-20 and beyond
Utilize the Wisconsin Digital Learning Plan to assess integration of technology into instruction	2018	On-going		Curriculum Dept., Technology Dept.	Comparative analysis utilizing the <u>Wisc. Digital Learning Plan versus District practice Development of WRPS Library &amp; Technology Plan</u>
Refine a system to implement the School-wide Implementation Review (SIR) to evaluate the implementation of RtI and best instructional practices	2018	On-going	✓	Curriculum Dept., Technology Dept.	Implementation of SIR Survey
<u>Develop methods to evaluate RtI/PLC integration</u>	<u>Spring, 2020</u>	<u>2020-21</u>	✓	<u>Curriculum Dept., Pupil Services, Technology</u>	<u>Evaluation methods identified</u>

<b>OBJECTIVE 4:</b> <i>Enhance Academic and Career Planning (ACP) for All Students</i>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Tasks/Action Steps:					
Continue to gather feedback informally from stakeholders during initial implementation of ACP and develop a formal plan of assessment to administer at end of 2018-19	2018	2019		ACP Committee	<i>Implement an evaluation process; report progress to Board</i>
Develop and implement a plan for educating parents about ACP	2018	Spring, 2019		ACP Committee	<i>Completed plan; report progress to Board</i>

<b>OBJECTIVE 5 4:</b> <i>Maintain buildings and properties within WRPS to continue support for evolving student programs and activities</i>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Tasks/Action Steps:					
Analyze the condition of each facility; identify upkeep and what maintenance is necessary to maintain the buildings and grounds	November, 2011	June (annually)	On-going	Ed Allison, Building Principal, Maintenance & Custodial Personnel, Technology Dept.	<i>Completed document</i>
Maintain a maintenance replacement/upkeep/budget cycle to address the ongoing facility needs identified	November, 2011	January (annually)	On-going	Buildings & Grounds	<i>Completed document</i>
<i><u>Continue to invest in new energy savings technology, and benchmark progress</u></i>	<i><u>2020-21</u></i>	<i><u>On-going</u></i>	<i><u>Annually in October</u></i>	<i><u>Buildings &amp; Grounds</u></i>	<i><u>Report to Board</u></i>
Develop and implement a building use plan for vacant and/or underutilized facilities	2016-17	2020-21		Administration	<i>Restructuring completed; proposal to Board concerning future facility use plan</i>
Continue to plan and explore financial options for athletic facility upgrades	2015-16	2021-22		Administration	<i>Proposal to Board</i>



<b>OBJECTIVE 6 5:</b> Ensure the safety and security of all students, personnel, and members of the public on the Wisc. Rapids Public Schools' campuses/premises	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Review and revise current building and network security measures	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan & Network Infrastructure
Review and revise current safety plans	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan
Develop comprehensive plans for student reunification and District response for crisis situations <u>at events</u>	2019	<del>2019-20</del> <u>2020-21</u>		Administration, Law Enforcement, Emergency Management, Fire Personnel	Crisis Plan Includes Additional Reunification Processes/Protocols
Develop and implement Threat Assessment Teams and affiliated process for tasks of these teams (see Objective 2)	2019	2019-20	✓	Administration, Specific WRPS Personnel, Law Enforcement/SROs	Process/System in Place for Identified Threat Assessment Teams
<u>Evaluate threat assessment team protocol and processes to strive for enhancements and/or improvement</u>	<u>2020-21</u>	<u>2020-21</u>		<u>Administration, Specific WRPS Personnel, Law Enforcement/SROs</u>	<u>Process Improvements Identified and Implemented</u>
Continue to educate staff and students about safety plans and procedures, including ALICE	On-going	On-going	On-going	Administration	Completed a Review and Revision of District Crisis Plan
Investigate and implement new technologies to improve current security measures	On-going	2019-20	On-going	Ed Allison, Phillip Bickelhaupt, Building Principals, Police Liaison Officers	Installed Security Hardware & Technology

<b>OBJECTIVE 7.6:</b> <b>Create a District environment that promotes healthy lifestyles for students and staff</b>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Complete a wellness assessment of all WRPS buildings as a way to evaluate the current strengths and areas of need as it pertains to student wellness	Fall, 2017	June, 2019	✓	Student Wellness Committee, Administration	<i>Complete a wellness assessment of each building and present findings to Board.</i>
Administrators and other school leaders across the District will promote a supportive wellness culture and District environment that encourages and motivates health and wellness	2018	On-going	On-going	Administration	
Add new wellness programs and services to more effectively address whole person wellness, primarily through physical well-being and mental well-being at individual, targeted groups and District-wide levels	2017	On-going	On-going	Student Wellness Committee, Staff Wellness Committee	
<u><i>Explicitly investigate the possibility of implementing Compassion Resilience training for staff</i></u>	<u>2020</u>	<u>2020-21</u>		<u>Administration</u>	<u><i>Professional Development opportunities for staff; training accomplished</i></u>





<b><u>OBJECTIVE 7:</u></b> <b><u>Explore the possibility of asking voters to approve of exceeding state imposed revenue limits to meet identified expenses</u></b>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
<b><u>Tasks/Action Steps:</u></b>					
<b><u>Identify and prioritize needs in the areas of curriculum, technology, safety/security enhancements, and facility infrastructure that fall outside of anticipated available revenue</u></b>	<u>2020-21</u>	<u>2020-21</u>		<u>Administration/Board</u>	<u>Document developed with identified needs</u>
<b><u>Develop timelines to hold a referendum* based upon statutory requirements</u></b>	<u>2020-21</u>	<u>2020-21</u>		<u>Administration/Board</u>	<u>Timeline document developed</u>

*\*Boards may only ask voters to exceed state imposed revenue limits through no more than two referendums per calendar year on regularly scheduled Spring (April) and Fall (November) election days.*

*Board adopted resolution must be published within 10 days, and referendum can be held no earlier than 70 days after the adoption of the resolution.*

Upcoming Election Dates:

*2020 Spring General Election – Tuesday, April 7, 2020  
2020 Fall General Election – Tuesday, November 3, 2020*

*2021 Spring General Election – Tuesday, April 6, 2021*

*2022 Spring General Election – Tuesday, April 5, 2022  
2022 Fall General Election – Tuesday, November 8, 2022*



<b>OBJECTIVE 8 (NEW):</b> <u>Create a District environment that promotes educational innovation and creativity</u>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
<u>Tasks/Action Steps:</u>					
<u>Continue and expand the Innovation Grant program</u>	<u>2020-21</u>	<u>On-going</u>		<u>Administration, QEC Committee</u>	<u>Report to Board on types of grants submitted and awarded</u>
<u>Develop and implement Professional Development (PD) around facilitating creativity and innovation</u>	<u>2020-21</u>	<u>On-going</u>		<u>Administration, Curriculum</u>	<u>Innovation incorporated into PD offerings</u>
<u>Solicit and/or recruit staff who show an interest in pursuing innovative/creative teaching approaches; cultivate a climate where staff need not fear failure when attempting new approaches</u>	<u>2020-21</u>	<u>On-going</u>		<u>Administration, Curriculum</u>	<u>Staff members identified and new and innovative approaches are piloted in classrooms</u>

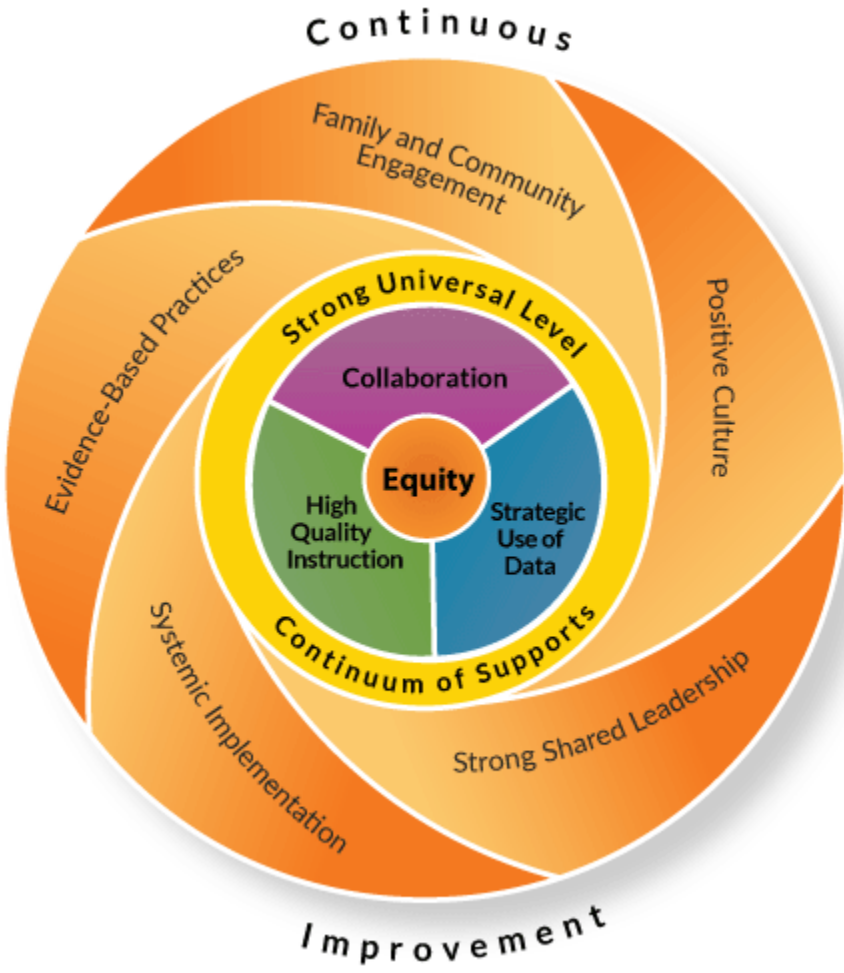


**DRAFT**

**Wisconsin Rapids Public Schools (WRPS)**

**RtI**

**Response to Intervention Guide**



February, 2020

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## INTRODUCTION

### Purpose of this Guide

The purpose of this document is to provide an overview for Response to Intervention (RtI) practices in Wisconsin Rapids Public Schools (WRPS) and explain the essential components of RtI. This RtI implementation document is designed to assist in understanding RtI, and how it ~~will be~~ *is* implemented.

### Defining RtI

In Wisconsin, Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for *all K-12* students. Rigorous implementation of RtI includes a combination of high quality instructional practice, balanced assessment, and collaboration, all of which are infused with culturally responsive practices. Further, RtI uses a multi-level system of support to identify and respond to student need. Implementation of a multi-level system of support includes meaningful family involvement, data-based decision making, and effective leadership. Comprehensive RtI implementation will contribute to increased instructional quality, will afford equitable access to effective programming, and will assist with the identification and support of learners with varied abilities and needs. The Wisconsin RtI Roadmap (Appendix A) illustrates how the essential elements function within an enacted RtI system and how the system adjusts to meet the needs of students.

### Why RtI?

RtI is built on the idea of intervening early to ensure student success and to maximize the effectiveness of grade level curriculum and instruction providing enhanced educational opportunities. It is a framework for providing high quality curriculum and instruction to all students and intervention support or challenge for some students.

### RtI and Specific Learning Disabilities (SLD) Criteria

~~The process~~ *Components* of RtI will be used prior to identifying referring students ~~with~~ for specific learning disabilities (SLD). For more information on the SLD determination process as it relates to the RtI system, see <http://dpi.wi.gov/sped/ld.html>.

Wisconsin's SLD rule specifies the following criteria:

- Inadequate classroom achievement: The student does not achieve adequately for his or her age, or meet state-approved grade level standards in one or more of eight areas when provided with age-appropriate learning experiences and instruction.
- Insufficient progress: The student has made insufficient progress as

documented by insufficient response to intensive, scientific, research-based, or evidence-based intervention.

- **Exclusionary Factors:** The findings of inadequate classroom achievement or insufficient progress cannot be primarily due to certain exclusionary factors specified in the rule. The Individual Educational Program (IEP) team considers exclusionary factors as part of the analysis of each of the other two criteria.

The eight areas of potential eligibility for a specific learning disability are listed below. Detailed definitions of these eight areas are found in Appendix B.

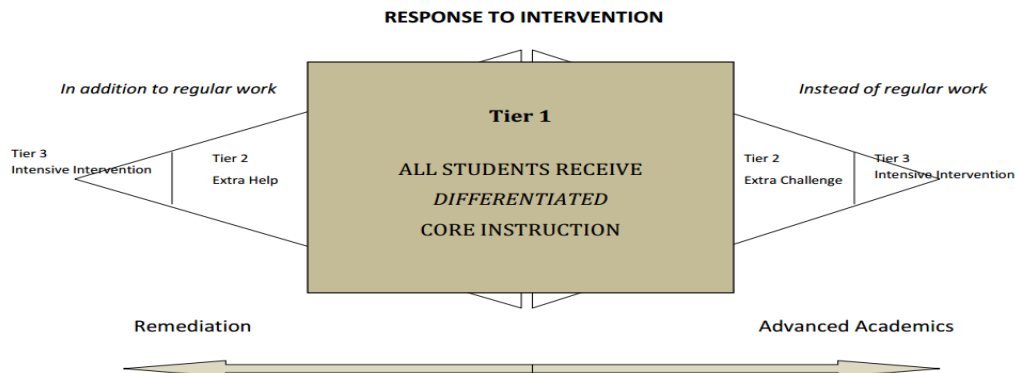
- Oral Expression
- Listening Comprehension
- Written Expression
- Basic Reading Skill
- Reading Fluency
- Reading Comprehension
- Mathematics Calculation
- Mathematics Problem Solving

If the IEP team determines a student meets the eligibility criteria for the impairment of SLD, it still must consider whether the student has a need for special education before determining the student is a "child with a disability."

### RtI and the Gifted

The RtI model provides an effective framework for meeting the needs of students who are gifted and talented. A collaborative data-based system of assessments and decision-making will be used to select and monitor tiered ~~intervention~~ *challenges enrichments* to ensure that advanced students experience continual growth in learning. See ~~Appendix C~~.

For more information, please refer to the WRPS Gifted and Talented Educational Services Plan link.



## The Four Essential Components of RtI

### **Component 1: Universal Screening**

A process in which data from multiple measures are analyzed to determine whether each student is likely to meet, not meet, or exceed academic benchmarks. ~~or behavioral expectations.~~ Students scoring below the 25<sup>th</sup> percentile on the District Screener *with other evidence demonstrating need* will be *prioritized to served through RtI* unless they receive ~~other~~ services. Students scoring in the 96<sup>th</sup> percentile or above may receive services. All students will receive rigorous, high quality instruction.

This screening process is also used to gauge the effectiveness of our universal level of instruction and support. Appendix D sets out the screener windows for the current school year.

### **Component 2: Data-Based Decision Making**

Data-based decision making is a process where people work together using multiple sources of information to address student learning needs. The frequency and intensity of collaboration ~~should~~ *increases* with the intensity of student need.

### **Component 3: Multi-Levelled Instruction/Interventions**

Multi-levelled instruction/interventions provides for the early identification of learning challenges and timely intervention for students who are at risk for long-term learning problems, or in need of additional academic ~~challenges~~ *enrichments*. This system includes levels of intensity which represent a continuum of supports. Appendices E and F ~~set out~~ *list* the interventions used in reading and math.

### **Component 4: Progress Monitoring**

Progress monitoring is a process used to measure student responsiveness to interventions. ~~or additional challenges.~~ Progress monitoring is also used to evaluate the effectiveness of our interventions to meet the needs of our students. Data is collected through the use of probes *and other assessments* on a regular basis and graphed to represent student progress. Appendices E and F ~~set out~~ *list* the probes and frequency of progress monitoring for each intervention.



Universal  
Screening



Data-Based  
Decision  
Making



Multi-Levelled  
Instruction/  
Interventions



Progress  
Monitoring

## ***Multi-Levelled Instruction/Interventions***

### ***Instruction at the Tier 1 Level***

High quality core instruction that ~~meets~~ *addresses* the needs of ~~most all~~ *(change back to most?)* students.

Instruction at the ~~least intensive~~ *first* level of the RtI framework includes the core curriculum and the instructional practices used for all students in the classroom setting. This includes:

- a research-based core curriculum;
- instructional practices that are culturally and linguistically responsive;
- universal screening to determine student's current level of performance;
- differentiated learning activities (e.g., mixed instructional grouping, use of learning centers, peer tutoring). ~~to (address individual needs?)~~. Appendix G ~~sets out~~ *lists* strategies for classroom differentiation.
- accommodations to ensure all students have access to the instructional program;
- problem solving to address behavior concerns that prevent students from demonstrating the academic skills they possess.

Core curriculum stems from and is directly shaped by standards, the District curriculum, and the effective use of formative, summative, and benchmark assessments. Students who require interventions to meet benchmarks continue to receive instruction in the core curriculum.

### ***Instruction at the Tier 2 Level***

Evidence-based intervention(s) of moderate intensity that address(es) the learning needs of students requiring additional support or academic ~~challenges~~ *enrichments*.

The Tier 2 level of the RtI framework typically involves regular small-group instruction *or additional classroom support (push in)* designed to address the needs of the learner. Progress monitoring occurs on a regular basis taking into consideration age, the specific intervention used and the intensity of the intervention. Interventions must be administered by ~~classroom~~ *certified regular education teachers or interventionists*. ~~and~~ *For students below benchmarks, interventions must supplement, not supplant, the core curriculum. For students exceeding benchmarks, interventions may supplant the core curriculum.* Appendices E and F ~~set out~~ *list* the interventions used at Tier 2.

### ***Instruction at the Tier 3 Level***

Targeted and skill-specific intervention(s) for students who do not meet, or exceed, Tier 2 benchmarks (as established within the individual Tier 2 interventions).

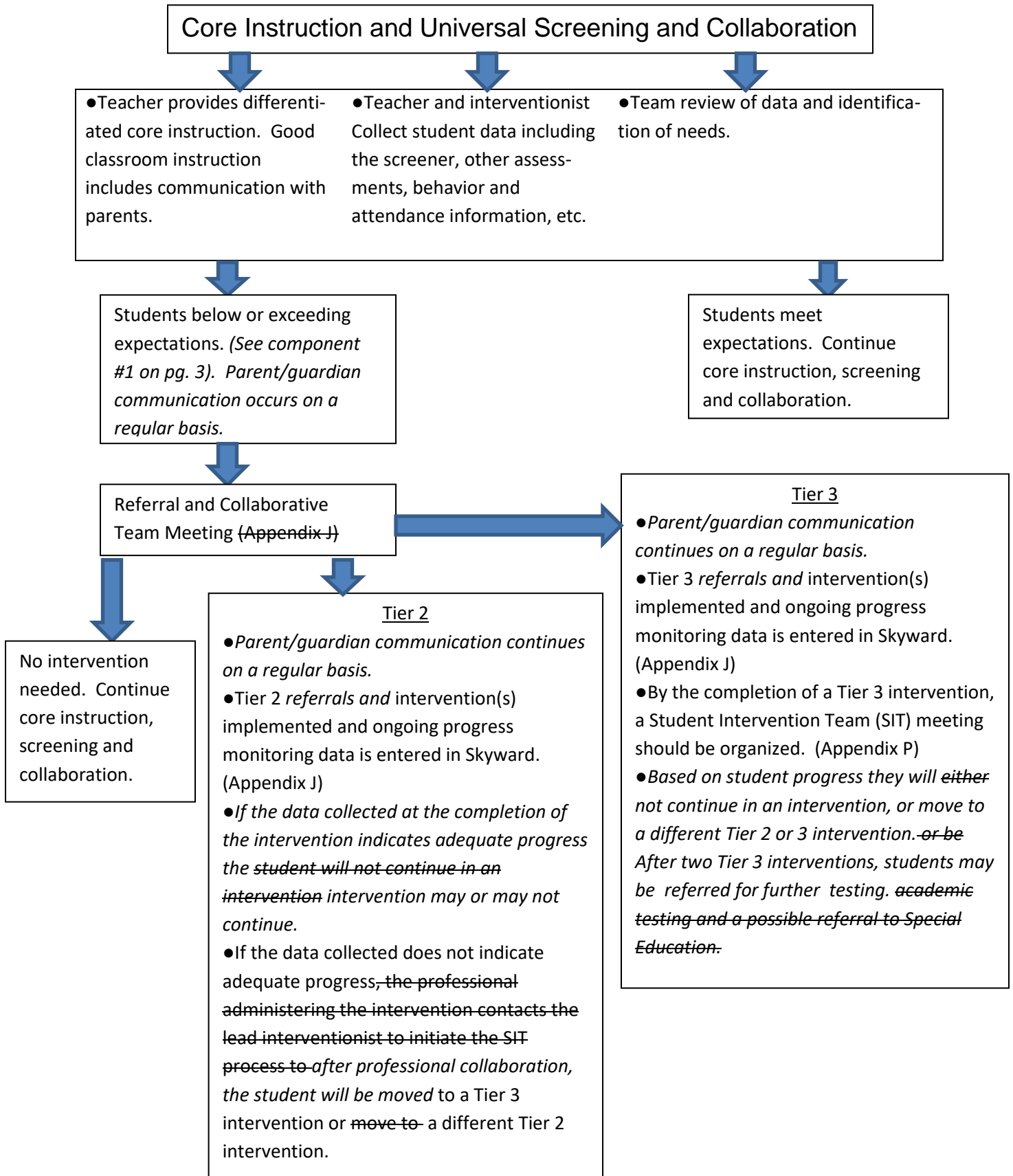
Tier 3 interventions are used with individual or small groups of students focusing on single or small numbers of discrete skills. Interventions at Tier 3 are scientific, research-based/evidence-based, and more intensive than Tier 2 interventions. Progress monitoring occurs on a weekly basis *or after five intervention sessions*. Interventions must be administered with fidelity by certified professionals. ~~and~~ *For students below benchmarks, interventions must supplement, not supplant, the core curriculum. For students exceeding benchmarks, interventions may supplant the core curriculum.* In order to meet the definition of adequate fidelity, the intervention must be implemented for a minimum of 80% of the recommended number of weeks, sessions, and minutes per session. Appendices E and F ~~set out~~ *list* the interventions used at Tier 3.

If a student demonstrates insufficient progress on two Tier 3 intensive, scientific, research-based/evidence-based interventions that address the same one of the eight academic areas of potential eligibility, ~~the SIT team should consider~~ *consideration should be given to referring the student for a Special Education evaluation for further academic testing.*



The chart below sets out the RtI process for Wisconsin Rapids.

## WRPS Response to Intervention Process



## STAFF RESPONSIBILITIES RELATED TO RtI

### **Lead Reading Interventionist and Math Interventionist**

- ~~Communicates, facilitates, compiles and analyzes screening process data, and shares data with principal and psychologist.~~
- 1. Provides ~~additional~~ diagnostic testing as necessary *to supplement screening and progress monitoring data. such as benchmark book, AVMR, aims, and probe.*
- 2. Analyzes screening process results with classroom teacher and/or collaborative team and identifies students for Tier-2 interventions. (3)
- 3. Works with *classroom teacher and/or collaborative team* to determine appropriate Tier-2 intervention and *provider. who will provide the intervention*
- 4. May provide Tier 2 or Tier 3 reading or math interventions and progress monitoring.
- 5. Completes all necessary documentation and requirements for *their intervention* students. ~~he/she is providing an intervention (attendance, parent contact, etc.) (Appendix N).~~
- 6. Analyzes progress monitoring data along with other data and ~~calls~~ *convenes* Student Intervention Team (SIT) meeting. *if necessary A SIT may occur after a Tier 3 is done or during a 2<sup>nd</sup> Tier 3. Not necessarily before a first one has started.*
- ~~Facilitates SIT meeting and works with team to identify appropriate interventions for students during first or second Tier 3 intervention.~~
- ~~May provide Tier 3 reading or math interventions and progress monitoring and completes necessary documentation (Appendix J).~~
- 7. Works with SIT members to determine if *additional academic testing or services are appropriate.* ~~a referral for special education or other interventions or services are appropriate.~~
- ~~Ensures guidelines for Renaissance Learning Products are implemented with fidelity. Appendix K 1, K 2 and K 3).~~
- 8. Completes appropriate progress report information for *their intervention* students. in Tier 2 or Tier 3 interventions. (Appendices M 1 to M 3)
- 9. *May provide other support including co-teaching.*
- 10. *Maintains knowledge of best practice in their discipline and supports teacher growth.*

### **Lead Reading Interventionist and Math Interventionist**

In addition to the duties above, the Lead Reading and Math Interventionist will:

11. *Communicate, facilitate, compile and analyze screening process data, and shares data with principal and psychologist.*
12. *Schedule Intervention Team (SIT) meeting and mail invitation letter and SIT brochure.*
13. *Facilitate SIT meeting and works with team to identify appropriate interventions for students during first or second Tier 3 intervention.*

### **Elementary and Secondary Math Reading Interventionist**

1. Analyzes screening process results with lead interventionist, classroom teacher, and collaborative team
2. Provides additional diagnostic testing as necessary
3. May provide Tier 2 or Tier 3 reading or math interventions and progress monitoring
4. Completes all necessary documentation and requirements for students he/she is providing an intervention (attendance, parent contact, etc.) (Appendix J).
5. *(Put back in) If providing Tier 3 intervention, analyzes progress monitoring and other data, and refers student to lead interventionist for SIT meeting, if necessary*
6. Participates on Student Intervention Team (SIT)
7. May provide Tier 3 reading progress monitoring and completes necessary documentation. (Appendix J).
8. Works with SIT members to determine if a referral for special education or other interventions or services are appropriate
9. Completes appropriate progress report information for students in Tier 2 or 3 interventions (Appendices M-1 to M-3).

**~~Additional Responsibilities:~~** ~~Lead Reading and Math Interventionists schedules Intervention Team (SIT) meeting and mails invitation letter and SIT brochure.~~

### **STAFF RESPONSIBILITIES RELATED TO RtI**

#### **Elementary Classroom Teachers and Secondary Math and Language Arts Teacher**

1. Provides *high quality* differentiated *tier one* instruction for all students.
2. Administers universal screener *as applicable*.
3. ~~With interventionists and others as deemed necessary, analyzes screening data and identifies students for Tier 2 and 3 interventions. Works with interventionists and collaborative team to analyze student data, determine appropriate Tier-2 intervention, and determine who will provide the intervention.~~
4. ~~Elementary teachers~~ provides initial contact to parents of students who will be receiving Tier-2 intervention.
5. May administer Tier 2 interventions. and progress monitoring
  - ~~If providing Tier 2 intervention, completes necessary documentation and requirements for students (attendance, parent communication, etc.)~~
  - ~~If providing Tier 2 intervention, analyzes progress monitoring and other data, completes necessary documentation, and refers student to interventionist for SIT meeting, if necessary (Appendix J)~~
  - ~~Secondary only: may administer Tier 3 interventions, progress monitoring and completes necessary documentation (Appendix J).~~
  - ~~Elementary only: ensures students' assessment folders are up to date.~~

6. *Collaborates with interventionist to ensure best practice.*
7. *Collaborates with interventionist to provide co-teaching and push-in opportunities as needed.*

## **GIFTED AND TALENTED EDUCATION SERVICES (GATES) COORDINATOR**

Major Role: Monitor GT Programming in the K-12 buildings and provide resources and support

Responsibilities:

1. *Review-Compiles and analyzes data to help identify students with advanced learning needs and maintains appropriate records.*
2. Collaborate with teachers, *parents* and other school personnel for students in need of Tier 2/3 gifted interventions
3. Convene SIT meeting for students in need of Tier 3 gifted interventions
4. Collaborate with counselors for students in need of ~~support/guidance~~ *social/emotional support.*
  - ~~Conduct classroom searches for students with talents in all areas of giftedness~~
  - ~~Maintain records on students with gifts and talents~~
  - ~~Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents~~
  - ~~Work with administrators to ensure the GATES plan is effectively implemented throughout the Wisconsin Rapids Public Schools~~
  - ~~Manage resources for Gifted and Talented Educational Services~~
5. Provide resources and expertise to *teachers*, support staff, students and parents.
6. Provide new teachers with background and information about the GATES program.
7. *Collaborates with school personnel to ensure the implementation of Student's differentiated plans.*
  - ~~Work with classroom teachers and administrators to provide staff development including: providing resources, planning assistance, modeling, and providing assistance with differentiation strategies to meet the needs of GT students.~~

## **STAFF RESPONSIBILITIES RELATED TO RtI**

### **Secondary Content Area Teacher**

1. ~~Provides differentiated instruction for all students~~
2. ~~Integrates disciplinary literacy into classroom instruction~~
3. ~~Participates in collaborative team meetings and data analysis when needed~~
4. ~~For gifted students, may participate in identification process and provide Tier 2 and~~

Tier 3 interventions

~~5. Refers student for RtI consideration for Tier 2 or 3 interventions as need.~~

### **School Counselor**

1. Participates in *the student identification process and/or SIT meetings to identify students for Tier 3 interventions. (optional for elementary, required for secondary)*
  - ~~Contributes to the process by Provides student information as needed.~~
  - ~~May participate in collaborative team meetings to identify students for Tier 2 interventions~~
  - ~~If a non-academic intervention is needed, follow usual procedures~~
2. Makes necessary scheduling changes to accommodate interventions in student schedules and contacts parents *as necessary* (secondary).
3. Works with SIT members to determine if a referral for special education or *additional academic testing and other interventions* or services are appropriate.

### **Psychologist**

- ~~Analyzes screening data with interventionist/data team~~
  - ~~Contributes to the process by Provides student information as needed.~~
  - ~~May participate in collaborative team meetings to identify students for Tier 2 interventions~~
1. *Participates in the student identification process and/or SIT meetings to identify students for Tier 3 interventions. (optional for elementary, required for secondary)*
  2. Participates in SIT meetings, ~~to identify students for Tier 3 interventions,~~ completes SIT Meeting documentation, ~~including both reading and math in Skyward,~~ and reviews the integrity and fidelity of the intervention and progress monitoring process.
  3. Provides additional diagnostic testing as necessary. ~~throughout the process~~
  4. Works with SIT members to determine if a referral for *additional academic testing and special education or other interventions* /or services are appropriate.

## **STAFF RESPONSIBILITIES RELATED TO RtI**

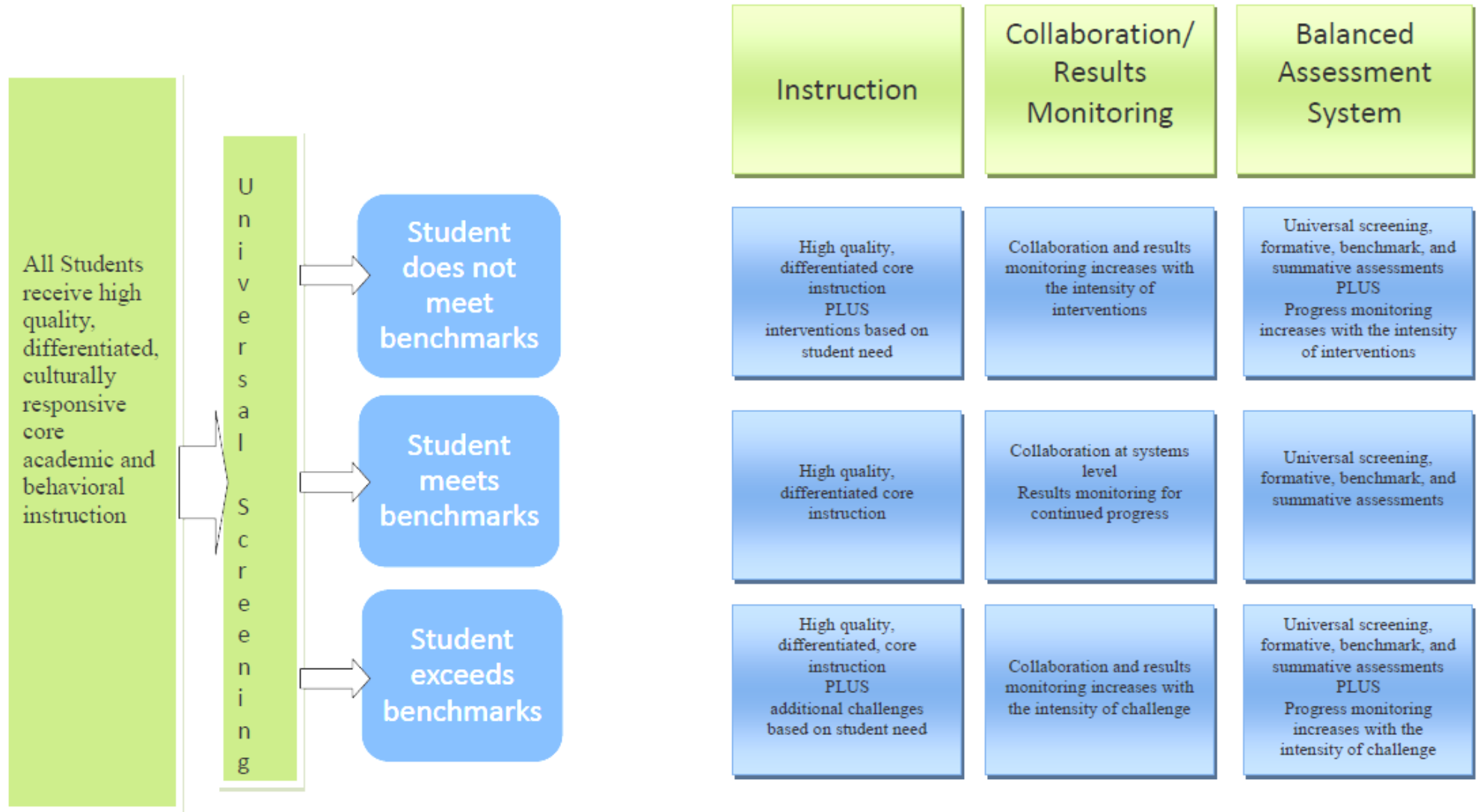
### **Building Principal**

1. Ensures ~~the RtI process~~ is effectively implemented in his/her building as prescribed by the WRPS RtI Guide
2. May participate on collaborative teams and SIT meetings.
3. Develop a building schedule that allows for *high quality, differentiated Tier 1 instruction*, student interventions, ~~prioritizes and~~ teacher collaboration. ~~and enables teachers to deliver interventions with fidelity~~
4. Meets regularly with building interventionists *and GATES coordinator*. ~~to be kept informed about the RtI process~~

### **Director and Assistant Director of Curriculum**

1. Facilitates district RtI committee *and supervises reading and math interventionists and GATES coordinator*.
2. Ensures consistent implementation of the WRPS RtI process across buildings
3. Collaborates with building principals to develop a building schedule that allows for high quality, differentiated tier 1 instruction, student interventions, ~~prioritizes and~~ teacher collaboration. ~~and enables teachers to deliver interventions with fidelity~~
4. Works with principals to hire, assign, supervise and provide professional development *and resources* for interventionists.
5. *Provides annual District RtI Data Collection tool.*
6. *Establishes and communicates windows for screener implementation.*

## Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



## **EIGHT ELIGIBILITY AREAS OF SPECIFIC LEARNING DISABILITY**

A student may have a specific learning disability because of inadequate achievement and insufficient progress in one or more of eight areas of achievement, which are listed in federal and state statute. The following is a brief description of the eight areas of achievement:

### **ORAL EXPRESSION**

The ability to convey wants, needs, thoughts, and ideas in a meaningful way using appropriate syntactic, pragmatic, semantic, and phonological language structures. It relates to a student's ability to express ideas, explain thinking, retell stories, categorize, and compare and contrast concepts or ideas, make references, and problem solve verbally.

### **LISTENING COMPREHENSION**

The understanding of the implications and explicit meanings of words and sentences of spoken language. This includes following directions, comprehending questions, and listening and comprehending in order to learn (auditory attention, auditory memory, and auditory perception). Listening comprehension also includes the ability to make connections to previous learning.

### **WRITTEN EXPRESSION**

The communication of ideas, thoughts, and feelings which involves two separate components: Composition, or the generation of ideas; and the written production of handwriting and spelling. Required skills include using oral language, thought, grammar, text fluency, sentence construction and planning, and execution of the writing process. **Spelling difficulties alone cannot** be considered to represent a specific learning disability in written expression.

### **BASIC READING SKILLS**

Includes phonemic awareness, sight word recognition, phonics, and word analysis. Essential skills include identification of individual sounds and the ability to manipulate them; identification of printed letters and sounds associated with letters; and decoding of written language.



## **READING FLUENCY SKILLS**

The ability to read words accurately, using age appropriate chunking strategies and a repertoire of "sight" words, and with appropriate phrasing and expression (prosody). Reading fluency facilitates reading comprehension.

## **READING COMPREHENSION**

The ability to understand and make meaning of written text and includes a multifaceted set of skills. Reading comprehension is influenced by oral language development including new vocabulary acquisition, listening comprehension, working memory, application of comprehension monitoring strategies, and understanding of text structure including titles, paragraphing, illustrations and other details. Reading comprehension is significantly affected by basic reading skills.

## **MATHEMATICS CALCULATION**

The knowledge and retrieval of mathematical facts and the application of procedural knowledge in computation.

## **MATHEMATICS PROBLEM SOLVING**

The ability to use decision-making skills to apply mathematical concepts and understandings to real world situations. It is the functional combination of computation knowledge and application knowledge, and involves the use of mathematical computation skills and fluency, language reasoning, reading, and visual-spatial skills in solving problems. Essentially, it is applying mathematical knowledge at the conceptual level.

Sources:

Colorado Department of Education. 10/7/08. *Guidelines for Identifying Students with Specific Learning Disabilities*. Pgs. 67-104. Minnesota Department of Education. *Determining the Eligibility of Students with Specific Learning Disabilities: A Technical Manual*. Pgs. 7-4 and 7-5.

**Screener Windows  
2019-20**

	Fall	Winter	Spring
<b>Four-Year-Old Kindergarten</b>			
Ten Essentials	October	End of Trimester 2	End of Year
<b>Kindergarten</b>			
PALS – K	9/30 – 10/11	1/6 – 1/17	5/4 – 5/15
K-1 Math (WRPS)	9/9-9/27	11/11 -11/27	2/10 – 2/28
b.e.s.t K	10/14-10/25	----	3/9-3/20
<b>Grades 1-5</b>			
PALS – 1 & 2	9/9 – 9/20	1/6 – 1/17	5/4 – 5/15
STAR Math 2-5 STAR Reading 2-5	9/9 – 9/20	1/2 – 1/24	4/27 – 5/22
b.e.s.t 1-5	10/14-10/25	---	3/9-3/20
<b>Grades 6-12</b>			
SRI 6-8	9/9 – 9/20	1/2 – 1/10	4/20 – 5/1
SRI 9-12	9/4 – 9/13	12/3 – 12/13	3/9 – 3/20
STAR Math 6-8	9/9 – 9/27	1/2 – 1/24	4/27 – 5/15
STAR Math 9-12	9/9 – 9/13	12/3 – 12/9	2/26 – 3/5
EMPT 10-12	11/18 – 11/26	2/24 – 3/5	5/26 – 6/4

Wisconsin Student Assessment System (WSAS) Dates:

**ACT** (Grade 11): March 3, 2020

**ACT Aspire** (Grades 9 & 10): April 6- May 6 2020

**Forward Exam** (Grades 3-8 &10) March 23-May 1, 2020

### ***Math Screeners at LHS (Trimester Schedule)***

The **STAR** is to be given to all students enrolled in the following courses:

**Algebra 1, Geometry, Intermediate Algebra, Financial Algebra, Explorations**

The students would complete the screener during the *first* week of the A and B parts of these courses. (Seniors in the B part would not need to take the screener.)

<b>STAR Math 9-12</b>	<b>September 9 – 13</b>	<b>Dec 3 – 9</b>	<b>February 26 – March 5</b>
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The **UW Early Math Placement Tool (EMPT)** is to be given to all students enrolled in the following courses:

**Algebra 2, Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics**

Students will complete the EMPT during the *last* weeks of Terms A and B of Algebra 2 and Precalculus. Students will complete the EMPT during the *last* weeks of Term 1 for AP Calculus AB and BC. Students will complete the EMPT during the *last* weeks of Term 2 for AP Stats. (Seniors in the B term of Algebra 2 or Precalculus would not need to take the screener.)

<b>EMPT 10-12</b>	<b>Nov 18 – 26</b>	<b>Feb 24 - Mar 5</b>	<b>May 26 - June 4</b>
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### ***Reading Screeners (RI) at LHS***

<b>RI 9-12</b>	<b><u>September 4 – 13</u></b>	<b><u>December 3 – 13</u></b>	<b><u>March 9– 20</u></b>
	ALL students enrolled in ELA classes will test during their ELA class.	All students enrolled in ELA class who were not in an ELA class Trimester 1 will test during their Tri 2 ELA class.  All students who tested during Tri 1 ELA class but who scored below the 50 <sup>th</sup> percentile will re-test during their Tri 2 or Tri 3 ELA class.	Freshman, Sophomores and Juniors in ELA class Trimester 3 who scored below the 50th percentile during Tri 1 or Tri 2 will re-test during their Tri 3 ELA class.

*Reading Interventions*

<b>Tier</b>	<b>*Intervention</b>	<b>Frequency</b>	<b>Duration</b>	<b>Group Size</b>	<b>SLD Category</b>	<b>Grade Level</b>	<b>Progress Monitoring Tool</b>	<b>Frequency</b>
Tier 2	Leveled Literacy Intervention (LLI)	30 min./day 5 days/week	TBD	Maximum of 3		K-2	Running Records	2 times/month
	Supplementary Reading Group	TBD	TBD	1 to 6		K-5	Aimsweb	2 times/month
	Assisted Writing	30 min./day 5 days/week	TBD	1 to 6		K-2	Aimsweb	2 times/month
	Guided Reading Plus	30 min./day 5 days/week	TBD	1 to 6		1-5	Aimsweb	2 times/month
	Comprehension Focus Groups	30 min./day 5 days/week	TBD	1 to 6		3-5	Aimsweb	2 times/month
	Quick Reads	15-20 min/day 3 days/week	18 weeks	1 to 6	Fluency, Comprehension	2-7	Aimsweb	2 times/month

*[Font and wording should be consistent]*

*[\*Probe – Progress Monitoring Tool?]*

*[Add progress monitoring to the end columns?]*

Tier	*Intervention	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring Tool	Frequency
Possibly Tier 2 and/or Tier 3	Self-Regulated Strategy Development (SRSD)	20-60 minutes Minimum of 3 days/week		Individual/Small Group	Written Expression	Ability to write in complete sentences – Grade 12		
	MindPlay Virtual Reading Coach	30 minutes 4 days/week	14-24 weeks	Individual/Small Group	Basic Reading Skill, Fluency, Comprehension	K-12	Aimsweb	1 time/week
	Sound Partners	30 minutes 4 days/week	K: 18 weeks Gr. 1-3: 27 weeks	Individual	Basic Reading Skill, Fluency, Comprehension	K-3	Aimsweb	1 time/week
	Reading Recovery	30 minutes 5 days/week	12-20 weeks	Individual	Basic Reading Skill, Fluency, Comprehension	Grade 1	Aimsweb	1 time/week
	Quick Reads	15-20 minutes 4 days/week	18 weeks	Individual/Small Group	Fluency, Comprehension	2-7	Aimsweb	1 time/week
	Q-Reads	15-20 minutes 4 days / week	18 weeks	Individual/Small Group	Fluency, Comprehension	6-9	Aimsweb	1 time / week
	Read 180	90 minutes (two 45-minute sessions) 5 times week	18 weeks to 2 years	Small Group	Comprehension	6- 12	Aimsweb	1 time / week
	Reading Plus	140-150 minutes / week	24 weeks or recommendation based on InSight results	Individual/ Small Group	Fluency, Comprehension	10-12	Aimsweb	1 time / week
	Literacy Lessons	30 minutes 5 days/week	12-20 weeks	Individual	Basic Reading Skill, Fluency, Comprehension	1-5	Aimsweb	1 time/week
	Comprehension Intervention	30 min/day 4 or 5 days/week	4 days/week = 15 weeks 5 days/week = 10 weeks	Maximum of 3	Comprehension	2-5	Aimsweb	1 time/week
	Reading Horizons	90-135 minutes/week	24 weeks	Maximum of 3 (for Tier 3)	Basic Reading Skill	4-12	Aimsweb	1 time/week
	Fast Forward	30 minutes 5 days/week	12-24 weeks	Maximum of 3 (for Tier 3)	Basic Reading Skill	2-12	Aimsweb	1 time/week
Fast Forward w/Reading Assistance Plus	30 minutes 5 days/week and 20 min. 3 days/week	12-24 weeks	Maximum of 3 (for Tier 3)	Basic Reading Skill, Fluency, Comprehension	2-12	Aimsweb	1 time/week	

**Math Interventions  
Grades K-5**

<b>Tier</b>	<b>*Intervention</b>	<b>Frequency</b>	<b>Duration</b>	<b>Group Size</b>	<b>SLD Category</b>	<b>Grade Level</b>	<b>Progress Monitoring Tool</b>	<b>Frequency</b>
<b>Tier 2</b>	Accelerated Math	60-90 min./week	6 weeks	1-6	Both	Grades 1-5	STAR Math	1-2 times/month
	Mathletics	60 min./ week	6 weeks	1-6	both	K-5	STAR Math	
	Dreambox	60 min./week in minimum of 20 min. sessions	8 weeks	1-6	both	K-5	STAR Math	
	Math Expressions (Small Group Work)	60-90 min./week	8 weeks	1-6	both	K-5	STAR Math	
	Do the Math	90 min./week	8-10 weeks	1-6	both	Grades 1-5	STAR Math	
	Reflex	Min 2 days/week Must hit green light to count for a day	6 weeks	1-6	Computation	Grades 2-5	STAR Math	
	Matific	90 min./ week	8 weeks	1-6	both	K-5	STAR Math	
	Happy Numbers	60 min./week	6 weeks	1-6	both	K-3	STAR math	
	AVMR	90 min./week	8 weeks	1-6	both	K-5	STAR Math	
	Moby Max	60 min./week	8-10 weeks	1-6	both	K-5	STAR Math	
<b>Tier 3</b>	Accelerated Math	120 min./week	6 weeks	1-3	both	Grades 1-5	Aimsweb	1 time /5 sessions
	Dreambox	60-90 min./week in minimum of 20 min.	10 weeks	1-3	both	Grades K-5	CBM for K Aimsweb 1-5	
	Reflex (May supplement another Tier 3 Intervention)	4 days/ week (Must hit green light to count for a day)	40 days of use	1-3	Computation	Grades 2-5	Aimsweb	
	Do the Math	Minimum of 120 minutes/week	8-10 weeks	1-3	both	Grades 1-5	Aimsweb	
	Reflex/Accelerated Math	Must hit green light to count for a day	6 weeks	1-3	Computation	Grades 2-12	Aimsweb	
	Matific	120 min./ week	6 weeks	1-3	both	K-5	Aimsweb	
	AVMR	120 min./week	6 weeks	1-3	both	K-5	Aimsweb	
	Happy Numbers	80 min./week	6-8 weeks	1-3	both	K-3	CBM for K Aimsweb 1-5	
	Moby Max	120 min./week	8-10 weeks	1-3	Both	K-5	Aimsweb	

**Math Interventions  
Grades 6-12**

Tier	*Intervention	Frequency	Duration	Group Size	SLD Category	Grade Level	Progress Monitoring	
							Tool	Frequency
Tier 2	Accelerated Math	60-90 min/week	minimum 6 weeks	1-6	both	6-12	STAR Math	1-2 times/month
	Mathletics	30 min/day; minimum 3 days/wk	minimum 6 weeks	1-6	both	6-12	STAR Math	1-2 times/month
	Dreambox	60-90 min/week in minimum of 20 minute sessions	minimum 6 weeks	1-6	both	6-12	STAR Math	1-2 times/month
	Reflex	min 2 days/week Must hit green light to count for a day	minimum 6 weeks	1-6	Computation	6-12	STAR Math	1-2 times/month
	Math Concepts	45 min/day 5 days/week	9 weeks	1-6	both	7	STAR Math	1 time/month
	ALEKS	30 min/day or 150 min/week	9-12 weeks	1	Computation	6-12	STAR Math	1 time/month
	Matific	30 min/3 times a week	8 weeks	1-6	both	6-12	STAR Math	1-2 times/month
	Moby Max	30 min/2 days a week	8-10 weeks	1-6	Both	6-8	STAR Math	
Tier 3	Accelerated Math	120 min/week	minimum 6 weeks	1-3	both	6-12	Aimsweb	1 time/week
	Dreambox	60-90 min/week in minimum of 20 minute sessions	minimum 9 weeks	1-3	both	6-12	Aimsweb	1 time/week
	Reflex and Accelerated Math	.2 days/week .120 min/week Must hit green light to count for a day	minimum 6 weeks	1-3	both	6-12	Aimsweb	1 time/week
	Moby Max	30 min.4 days a week	8-10 weeks	1-3	Both	6-8	Aimsweb	

## EXAMPLES OF TIER 1 CLASSROOM INSTRUCTIONAL STRATEGIES

### PHYSICAL ARRANGEMENT

- Seat student near teacher or by role model
- Avoid distracting stimuli
- Different grouping of desks
- Allow different positions for activities (bean bag chairs, laying, standing)
- Adjust grouping of students
- Different stations within the classroom

### ORGANIZATIONAL

- Question at end of each sentence/paragraph to help focus on important information
- Allow additional time to complete task
- Highlight main facts in the book
- Organize a notebook or provide folder for organization that is kept in classroom
- Allow student extra set of books at home
- Send daily/weekly progress reports
- ~~Develop incentive system for work completion~~
- Check in and Check out with assignment notebooks
- Conference weekly with student concerning needs, production, evaluation of progress
- Home/School communication system for assignments
- Tiered lessons
- Tiered centers
- Learning contracts
- Small group instruction
- Push-in interventions
- Co-teaching

### BEHAVIORAL

- Immediate reinforcement of correct response
- Keep graphs and charts of student progress
- Use of timers to facilitate task completion
- Structure the unstructured times
- Allow for short breaks
- Allow student time out of seat/room
- Ignore inappropriate behaviors not drastically outside of acceptable limits
- Implement self-monitoring strategies
- Provide a quiet place to retreat
- System to monitor behavior and rewards

### LESSON PRESENTATION

- Give assignments orally and visually
- Record lessons so student can listen
- Provide other student examples for students to refer to
- Include a variety of activities within the lesson
- Peer tutoring
- Peer note taking
- Provide organizational tools
- Utilize multiple intelligences
- Jigsaw content

### CURRICULUM

- Provide alternative materials
- Provide opportunities for extra drill
- Study guides
- Reduce quantity and focus on quality
- Provide a variety of leveled projects/assessments
- Provide enrichment choices in addition to or in lieu of the regular assignments
- Plan for self-selected, interest, or need-based tasks
- *Compacting (what is this?)*
- *Book Club*
- Varied texts
- Varied supplementary materials

### ASSESSMENT

- Allow students to have sample or practice test
- Give exam orally
- Use additional objective items (less essay)
- Give frequent formative assessments vs long summative assessments
- Provide additional time
- Create alternative forms of assessment (not just pencil and paper)
- Formative assessments

### ASSIGNMENTS

- Simplify complex directions
- Match reading level of students with assignments
- Allow oral responses
- Provide study skills/learning strategies
- Grade on content, not on spelling
- Varied journal prompts
- Varied homework
- Independent study
- Depth of knowledge



## Student Intervention Team (SIT)

A Student Intervention Team is a collection of staff directly involved in providing a specific intervention plan ~~to~~ *for* the student. ~~Team membership includes school psychologist, building principal, classroom teacher, interventionist, counselor, and parent(s)/guardian(s). Additional team members will be invited as needed (e.g. school social worker, ELL teacher, nurse, gifted and talented coordinator).~~ *Members may include* school psychologist, building principal, classroom teacher, interventionist, counselor, and parent(s)/guardian(s). Additional team members will be invited as needed.

### COMMUNICATION:

- ~~Interventionist mails~~ *An* invitation letter and SIT brochure (Appendices H and I) ~~to~~ *will be mailed to* parent(s)/guardian(s).

### SIT MEETING:

- Interventionist serves as meeting facilitator.
- School psychologist completes documentation during meeting in Skyward.
- Team selects appropriate learning goal and intervention.
- Date is set for follow-up SIT meeting to review student progress.
- Proper parent participation (~~Appendices I-2 or I-3~~) and documentation (~~Appendix J~~) *is completed as necessary.*

## WHAT PARENTS NEED TO KNOW

Your role of a parent is unique. No one knows your child the way you do. You are the expert when it comes to your child and you are a valued member of the Student Intervention Team (SIT).

This brochure is intended to provide an overview of the Student Intervention Team (SIT) process. Preparation ahead of the SIT meeting helps ensure that time spent during the meeting most benefits your child. Before the meeting you may want to consider the following questions:

- What are your child's interests, strengths, and abilities?
- What concerns you most about your child's school experience?
- What has and hasn't worked so far in addressing these concerns?
- Are there family or community issues that may be related to your child's difficulties at school?
- Has anyone (e.g., doctor, psychiatrist, therapist, social worker, tutor) been involved in addressing these concerns? Would their feedback be helpful in determining an intervention plan for your child?

It can be difficult for parents to discuss concerns about their child with school professionals. Be assured that the privacy of information shared by parents during a SIT meeting is respected by all members of the team.

Wisconsin Rapids Public Schools  
510 Peach Street  
Wisconsin Rapids, WI 54494  
(715) 424-6700



# Student Intervention Team



Wisconsin Rapids Public Schools



# Student Intervention Team

The goal of education is to maximize learning for students, recognizing that each student possesses unique

- social/emotional experiences,
- academic experiences,
- learning styles, and
- cultural backgrounds.

For this reason, Wisconsin Rapids Public Schools offers a Student Intervention Team.

The Student Intervention Team (SIT) is a team that works collaboratively with parents and teachers to address educational concerns. This is a solution-focused problem-solving process. The role of the SIT is to provide assistance to students and their teachers when a student's needs are not being met. Primary areas addressed through a SIT meeting include academic, behavioral, attendance, and gifted/talented needs.

## THE PROCESS

Prior to convening a SIT meeting, the classroom teacher has:

1. identified a need
2. collected data about the need
3. differentiated classroom instruction
4. contacted parent(s)/guardian(s)

During a SIT meeting, the team will:

1. complete documentation of the student's need(s) and review data
2. establish a learning goal in the area of need
3. select appropriate intervention(s) and method(s) of monitoring progress toward the learning goal
4. assign an individual who will be responsible for administering the intervention and progress monitoring
5. set a date for review of progress

## THE STUDENT INTERVENTION TEAM

Team Members:

- ◆ School Psychologist
- ◆ Building Principal
- ◆ Classroom Teacher
- ◆ Interventionist/Reading Specialist
- ◆ Parents

Additional Team Members (as needed):

- ◇ School Social Worker
- ◇ ELL Teacher
- ◇ Nurse
- ◇ Gifted and Talented Coordinator
- ◇ School Counselor



Dear Parent/Guardian of \_\_\_\_\_ :

Wisconsin Rapids Public Schools believes it takes a strong partnership between families and schools to create the best possible learning opportunities for our children. This letter is inviting you to participate as a member of the Student Intervention Team for your child.

*What:*

*When:*

*Where:*

A brochure explaining the Student Intervention Team process is enclosed. As a parent/guardian you have many insights into your child's development and are a valuable member of the team.

Please check in at the office upon arrival. If you are unable to attend, please let us know as soon as possible. Thank you.

Sincerely,

Interventionist

Enclosure



Dear Parent/Guardian of \_\_\_\_\_ :

We are sorry you missed the Student Intervention Team meeting for your child that was scheduled on \_\_\_\_\_ .

The team met and developed an intervention plan that we think will address the concerns about your child's academic performance. The intervention(s) the team assigned for your child are described below. We will continue to remain in contact with you regarding your child's academic performance and hope you are able to attend future team meetings. Our next meeting is scheduled for \_\_\_\_\_ at \_\_\_\_\_ . Please contact me as soon as possible if this day and time do not work for your schedule.

Interventions selected:

If you have any questions or concerns regarding the selected interventions, please contact your child's teacher or the building principal.

Thank you for your continued support of your child's educational success!

Sincerely,

Interventionist

## Referrals and Interventions - Skyward procedures and checklist

**Student Referral** - may be done by an interventionist, classroom teacher, administrator, or counselor.

- [ENTER](#) a student referral in skyward and leave status as OPEN.
- Investigate referral of student and determine suitable action plan.
- [EDIT](#) a current student referral in skyward.
  - If an intervention is to begin, it may be first entered from this screen.
  - If an attachment from the referral investigation is pertinent, it may be attached from this screen.
- [CLOSE](#) a student referral in skyward once an investigation is complete.

### *Referral Status Descriptions*

“OPEN” or “NEW” : a referral for a student has been placed and all initial information has been entered.

“WIP” : a referral was in the processes of being entered, however, initial information is not complete.

“PENDING” : a referral is in the processes of being investigated, however, something is delaying the investigation.

“CLOSED” : a referral has been investigated and a suitable action plan has been determined and entered in the notes of the referral. *Close referrals after going to an intervention or not going to an intervention. Referrals can be left open to remind about kids on watch. If a student is re-examined, add this to team notes.*

Checklist ... Did you:

- Enter a referral and list it as OPEN? WIP?
- Investigate and collect all needed information?
- Change a referral to PENDING if a delay occurred?
- CLOSE a referral once an action plan was determined?

**SIT Team Meeting Documentation** - If a formal meeting is held, there is a custom form in skyward in the referral or intervention for SIT team notes to be recorded.

[ENTER](#) and edit meeting notes through a referral, even if a referral has been closed.

[ENTER](#) and edit meeting notes through an intervention.

**Intervention** - Tier 2 or Tier 3 intervention needs to be entered into skyward by the administering interventionist. *If an intervention is being started, then the referral should be closed. Click for a list of interventions (and timing requirements?) for [MATH](#) and [LANGUAGE ARTS](#) (will be added soon).*

**Progress Monitoring** - Tier 2 or Tier 3 intervention needs *to be* monitored on a regular basis and entered into skyward by the administering interventionist. *If an intervention is being started, then progress monitoring information should be entered that is consistent with the intervention program.*

- **ENTER** a student intervention in skyward and leave status as OPEN. The intervention results should be set as IN PROGRESS. Fill in progress monitoring information and leave *status as ACTIVE*.
- **EDIT** student intervention information if there is a change in basic information. If an intervention program is changed, choose to CHANGE STATUS from intervention screen and it will allow you to close the current intervention and open a new intervention and alter progress monitoring for the a new intervention.
- **ADD** progress monitoring data points during intervention process. *Skyward needs at least 3 data points before it will make a graph.*
- **CLOSE** interventions at the end of an intervention period or at semester.
  - Upload and attach any pertinent documents to the intervention. *(On Aims web now)*
  - Close progress monitoring and record final data point.

#### *Intervention Status Descriptions*

“OPEN” : an intervention for a student has begun and all initial information has been entered.

“CLOSED” : an intervention (or intervention time period) has been completed. Progress monitoring of the intervention is complete.

#### *Intervention Results Descriptions*

“DID NOT MEET” : an intervention goal was not met and the intervention is now closed.

“INCOMPLETE” : an intervention (or intervention time period) has run out before the entire program could be attempted.

“IN PROGRESS” : as intervention is being administered.

“MET” : an intervention is complete, closed, and the goal was met.

*(List best practice for administration of each of required screeners here—see page 29, 39-47—add PALS, SRI).*

#### *Progress Monitoring Status Descriptions*

“ACTIVE” : a student has begun an intervention and progress monitoring of the student has begun.

“COMPLETE” : an intervention (or intervention time period) has been completed. Progress monitoring of the intervention is complete and *goals were met*.

“FAILED” : an intervention (or intervention time period) has been completed. Progress monitoring of the intervention is complete and *goals were not met* OR an intervention (or intervention time period) *were not complete* and therefore, the progress monitoring goal was not met. ~~(A request has been made to skyward to have an INCOMPLETE option~~

added. Until then, please add in notes in the progress monitoring that the FAILED is due to inadequate time.) (Will this happen yet?)

Checklist ... Did you:

- Enter an intervention and list the status as OPEN?
- Enter the results of the intervention as IN PROGRESS?
- Enter progress monitoring information and record initial data value?
- Add progress monitoring data points on a regular basis?
- CLOSE intervention at end of intervention time period?
- Change status of intervention and results of intervention?
- Change status on progress monitoring to either COMPLETE or FAILED after intervention is done?

## PARENT CONTACT SKYWARD RECORDS

Keeping track of parent contacts is crucial in the intervention process. Here are a few ways to log parent contacts in skyward.

### Teacher Log - Skyward Screens

*(Secondary Teachers)*

### Team Notes - Skyward Screens

*(Any intervention teacher with a student referral)*



**SCREENING GUIDELINES: Elementary Literacy****STAR Reading (Grades 2-5)**

*(Can be shared by interventionists to teachers via email at the beginning of the year).*

STAR Reading testing will be conducted with fidelity 3 times a year within the given window to screen elementary students in grades 3-5.

- Teachers will guide students through the pre-test instructions. This can be done the day prior to the test.
- Students will progress through the test at their own pace. For scheduling purposes, it is recommended to allow 45 minutes to complete the test.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password. The current password can be obtained from the lead reading interventionist.
- Suggested best practice is to have two adults in the testing area to ensure fidelity.
- In summary: Plan, Prepare, Monitor, Analyze, Motivate

*STAR Reading may be used with students in Kindergarten-grade 1 to meet individual student learning needs. In this instance, a referral should be entered into the RtI module of Skyward. K-2 teachers contact the lead reading interventionist if assistance is needed to complete the referral.*

**STAR Math Screener (Grades 2-5)**

STAR Math testing will be conducted with fidelity 3 times a year to screen elementary students in grades 1-5.

- Suggested best practice is to have the classroom teacher and interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically the current password can be accessed from the [Preferences](#) tab or by checking with your Math Interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- The Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate

**STAR Reports**

- Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.

## **SREENING GUIDELINES: Secondary Math**

### **STAR Math Screener (Grades 6-High School)**

STAR Math testing will be conducted with fidelity 3 times a year within the scheduled windows to screen secondary students in grades 6-12 in their math classes, excepting students in upper level courses (screened with UW Early Math Placement Tool), seniors not taking math, and all seniors completing their courses.

- Suggested best practice is to have the classroom teacher and the interventionist actively proctoring the screener to ensure fidelity.
- The audio feature will be enabled for all students. Please notify students that audio is available. Individual students may choose to mute the sound.
- Teachers will guide students through the pre-test instructions. This should be done the day prior to the test so that audio arrangements can be made. [Pre-Test Instructions](#) linked here.
- The monitor password will change periodically. The current password can be accessed from the **Preference Tab** in your teacher account or by checking with your math interventionist.
- Students will progress through the test at their own pace, typically taking 15-30 minutes. Allow 45 minutes to complete the test.
- The Extended Time feature is available for students who demonstrate need. Otherwise, this feature is off. Interventionists or software support (Jean) can enable for individual students.
- In the event of an emergency and the test needs to be aborted, press ctrl-A and enter the current password.
- In the event a student needs to be re-screened, contact your math interventionist to discuss the possibility.
- In summary: Plan, Prepare, Monitor, Motivate.

### **STAR Reports**

- ~~Review **STAR Math Screening, Student Growth Percentile, and Instructional Planning Reports** as each gives a broad range of individualized data.~~

***Assessment Folders (Grades 3-5)***  
***Blue Behavioral Folders (Grades 4K-2 & New Students)***

The following items must be placed in each student's folder at the end of the school year.

**4K:**

Ten Essentials Summary Report

**Kindergarten and First:**

WRPS Math Universal Screener Records  
Benchmark Books Card and most recent assessment  
Writing post-piece and rubric

**Second, Third, Fourth, and Fifth Grade:**

Benchmark Books Card and most recent assessment  
Writing post-piece and rubric

## Grading Protocol for *Reading and Math Essentials* at the Secondary Level for Non-EEN Students

*Reading and Math Essentials* will be a Pass/Fail course for Grades 6-12 in the WRPS system.

*Reading and Math Essentials* will be an elective credit course.

Grade 9-12 students will earn .5 credits each semester if a passing grade is maintained.

A “**Passing**” grade will be determined using the following criteria:

1. The student first and foremost must meet the fidelity of the course.
  - a. **Fidelity** is defined as
    - i. consistent effort and progress
    - ii. demonstrating individual growth (even if that growth does not move student to grade level)
    - iii. daily engagement in the learning tasks as prescribed by the intervention protocol
    - ~~iv. daily attendance (How much? Truancy point needs to be stated.)~~
  - b. Classroom teachers may evaluate students daily or weekly on the above mentioned categories for the purpose of developing an ongoing grading report for each student enrolled in a Reading *and/or* Math Essentials class.
  
2. If the classroom teacher feels that there is not consistent effort on the student’s part, that teacher **must document** such reasoning, and discuss it with the student and parent immediately, in order for the student to resume progress toward the goal.
  
3. Classroom teachers will input, at minimum, a 10-day grade update on Skyward. The preferred grade update is every week.

Pass/Fail **Progress Monitor** grades will be shared at 6 weeks, ~~12 weeks~~ and a final Pass/Fail grade will be indicated at ~~semester~~ trimester. ~~(?) end.~~

## RtI RESOURCES

- National Center on Intensive Intervention at American Institutes for Research [[www.intensiveintervention.org](http://www.intensiveintervention.org)]

The National Center on Intensive Interventions (NCII) is housed at the American Institutes for Research, and works in conjunction with many of our nation's most distinguished data-based individualization (DBI) experts.

The mission of the NCII is to build district and school capacity to support implementation of data-based individualization in reading, mathematics, and behavior for students who require intensive interventions.

- Wisconsin RtI Center [[www.wisconsinrticenter.org](http://www.wisconsinrticenter.org)]

~~Collaborative project between DPI and the 12 CESAs to provide high quality RtI professional development and technical assistance regionally throughout Wisconsin. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) [[www.wisconsinpbisnetwork.com](http://www.wisconsinpbisnetwork.com)] Network operates within the RtI Center.~~

*The Wisconsin Response to Intervention (RtI) Center was created to assist Wisconsin's educational systems to build capacity, adopt and implement high-quality practices, make informed decisions, ensure sustainability of efforts, and increase success for all students. The Wisconsin Positive Behavioral Interventions and Supports (PBIS) Network operates within the Wisconsin RtI Center with a specific focus on behavior.*

~~Our~~ *The organization's mission is to build the capacity of Wisconsin schools to develop and sustain an equitable, multi-level system of supports to ensure the success for all students.*

- ~~Culturally Responsive Education for All: Training and Enhancement (CREATE) [[www.createwisconsin.net](http://www.createwisconsin.net)]~~

~~DPI funded statewide project to provide supports to districts with the goal of transforming schools and unlocking the potential of all students.~~

- What Works Clearinghouse [<http://ies.ed.gov/ncee/wwc/>]

*Reviews the existing research on different programs, products, practices, and policies in education. Our* ~~We~~ *The organization's goal is to provide educators with the information they need to make evidence-based decision. They focus on the results from high-quality research to answer the question "What works in education?"*

*Practice guides on reading and mathematics interventions are available under "Publications and Products" and reviews of the evidence base for published interventions.*

- ~~Common Core State Standards for English Language Arts and Mathematics~~  
[<http://dpi.wi.gov/>]

~~Newly adopted (June 2010) Wisconsin English and mathematics standards.~~

- RtI Action Network [[www.rtinetwork.org/essential/assessment](http://www.rtinetwork.org/essential/assessment)]

Articles on progress monitoring and data-based decision making are available.

- ~~PLCs~~ Solution Tree [[www. Solutiontree.com](http://www.Solutiontree.com)]

Solution Tree works to transform education worldwide by empowering educators to raise student achievement.

**Benchmarks**

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards.

**Common Assessments**

Assessments that are aligned to the Essential Learning Outcomes that have been identified for a specific unit of study. These assessments will be given to all students that are in the same curriculum and are expected to acquire the same knowledge, skills and dispositions. Results of these assessments will be shared and discussed by the teacher administering the assessments.

**Concepts/Content**

Concepts and content is the knowledge students need to know and are unpacked from standards. Concepts and content are identified in the curriculum maps. (also referred to as learning targets, and benchmarks)

**Core Instruction**

Core instruction refers to the curriculum, instruction, and assessment that all students receive.

**Criterion-Referenced Assessment**

Criterion-referenced assessments measure what a student understands, knows, or can accomplish in relation to a specific performance objective. It is typically used to identify a student's specific strengths and weaknesses in relation to an age or grade level standard. It does not compare students to other students.

**Culturally Responsive Practices**

Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture within Wisconsin schools and prepare all students for a multicultural world. Within Wisconsin's vision for RtI, culturally responsive practices are evident in and infused throughout all levels of each of the three essential elements.

**Curriculum Maps**

Documents created by CII Sub-committees with input from all teachers that set out the unit maps of study in a grade level and/or course. In each unit map the following is included: Essential questions, standards, concepts/content, skills, common assessments, common materials, and common activities. Each standard is unpacked to identify what each student needs to know (concept/content) and/or be able to do (skill).



## **Differentiated Instruction**

Differentiated instruction is culturally and linguistically appropriate and reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

## ***Essential Question***

Essential questions refer to core ideas within a discipline and help students effectively inquire and make sense of ideas. They engage and hold the attention of students, stimulating thought and provoke inquiry. They are important questions that recur throughout our lives. Essential questions should be few in number – two to five per unit.

## ***Equity***

Providing instruction based on student need.

## **Essential Learning Outcomes (ELOs)**

ELOs are the five to seven outcomes identified within each course that all students should know and be able to do before leaving that course. While teachers attempt to teach all of the concepts/content and skills within each curriculum map, we know that for every student to learn and understand each one is not possible. ELOs are the concepts/content and skills that rise to the top of each curriculum map, and are taught and re-taught guaranteeing that each student understands and is able to do them. They are assessed using common assessments by members of a PLC. Results are analyzed and best practice is discussed to help each student accomplish each ELO. ELOs should be outcomes that reflect endurance, leverage, readiness, and are prioritized for high stakes assessments.

## **Evidence-Based Practice**

Educational practices/instructional strategies supported by relevant scientific research studies.

## **Fidelity of Implementation**

Fidelity refers to the accurate and consistent provision or delivery of instruction in the manner in which it was designed or prescribed according to research findings and/or developers' specifications. Five common aspects of fidelity include: Adherence, exposure, program differentiation, student responsiveness, and quality of delivery.

## **Formative Assessment**

Formative assessment is a form of evaluation used to plan instruction in a recursive way. With formative assessment, student progress is systematically assessed to provide continuous feedback to both the student and the teacher concerning learning successes and failures. With formative assessments, the teacher can diagnose skill, ability and knowledge gaps, measure progress, and evaluate instruction. Formative assessments are not necessarily used for grading purposes. Examples include (but are not limited to): CBM, CBA, pre/post tests, portfolios, quizzes, teacher observations, and teacher/student conferencing.

## **Gifted and Talented**

There are multiple definitions of Gifted and Talented. Wisconsin Rapids Public Schools will use the definition provided in Wisconsin School Law, Chapter 118.35: "Gifted and talented pupils" means pupils enrolled in public schools, who give evidence of high performance capability in intellectual, creative, artistic, leadership or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

## **Intervention**

Academic or behavioral interventions are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

## **Learning Targets**

Learning targets are the same as the concepts/content and skills that are identified in the curriculum maps.

## **Norm-Referenced Assessment**

Norm-referenced assessments compare a student's performance to that of an appropriate peer group.

## **Professional Learning Community (PLCs):**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. The three ideas that drive the PLC process include a focus on learning, a collaborative culture and collective responsibility, and a results orientation. PLCs are committed to identifying Essential Learning Outcomes

(ELOs), administering common assessments to measure student progress toward those ELOs, and collaborating and modifying instruction to improve outcomes on common assessments.

## **Progress Monitoring**

Progress monitoring is a process used to assess student academic and behavioral performance, to measure student improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

## **Reporting Standard**

These are the standards reported on elementary report cards for each grade level and course. Reporting standards and essential learning outcomes are generally the same.

## **Research-Based Instruction/Intervention**

A research-based instructional practice or intervention is one found to be reliable, trustworthy, and valid based on evidence to suggest that when the program is used with a particular group of students, the students can be expected to make adequate gains in achievement. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/intervention must be considered "best practice" based on available research and professional literature.

## **Scientific, Research-Based Instruction**

Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

## **Scientifically-Based Research**

Education related research that meets the following criteria:

- Analyzes and presents the impact of effective teaching on achievement of students.
- Includes study and control groups.
- Applies a rigorous peer review process.
- Includes replication studies to validate results.

## **Screeners**

An assessment that is administered to all students two or three times per year which serves as a quick check of current levels of performance in a content or skill area. Screeners are a key assessment used in determining a student's need for intervention.

## **Skills**

Skills are what students need to be able to do and are unpacked from standards. Skills are identified in the curriculum maps. (also referring to as learning targets, benchmarks)

### **Specific Learning Disability (SLD)**

Sec. 300.8(c)(10) Specific learning disability. (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perpetual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

For information on using an RtI model for identifying students with a specific learning disability (SLD), see <http://dpi.wi.gov/sped/ld.html>.

### **Student Intervention Team (SIT)**

A Student Intervention Team is a collection of staff directly involved in providing a specific intervention plan to the student. Team membership includes school psychologist, building principal, classroom teacher, interventionist, counselor, and parent(s)/guardian(s). Additional team members will be invited as needed (e.g. school social worker, ELL teacher, nurse, gifted and talented coordinator).

This collaborative team will:

- determine the format, the specific nature, and the intensity of the instructional intervention selected by the SIT for use by the Intervention Team;
- establish the frequency of progress monitoring;
- be responsible for the documentation of all scores received during the intervention;
- create the communications within the intervention management system that shares the growth or lack of growth through the intervention with the rest of the SIT.

### **Summative Assessments**

These forms of evaluation are used to describe the effectiveness of an instructional program or intervention, that is, whether the intervention had the desired effect. With summative assessments, student learning is typically assessed at the end of a course of study or annually (at the end of a grade).

### **Tiered Instruction**

Tiered Instruction describes levels of instructional intensity within a multi-tiered system of support.

**Tier 1** Tier 1 is high quality, culturally responsive core academic and

behavioral instruction that is differentiated for student need and aligned with the Common Core State Standards (CCSS) for mathematics and English language arts and other state and local standards. Core instruction refers to the curriculum, instruction, and assessment that all students receive.

**Tier 2** Tier 2 interventions supplement Tier 1 interventions in that students receive additional research-based intervention or additional challenges. Tier 2 interventions are often implemented in small group settings.

**Tier 3** Instruction at the Tier 3 level is more intensive than Tier 2, and is individualized to target each student's area(s) of need. Targeted and skill-specific interventions accompanied by weekly progress monitoring at Tier 3.

### **Universal Screening**

A quick check of all students' current levels of performance in a content or skill area. This is administered three times per year.

Sources used when creating this document: National Center on Response to Intervention, Wisconsin RtI Center, Solution Tree

## Student Intervention Team (SIT)

*Members may include* school psychologist, building principal,



classroom teacher, interventionist, counselor, and parent(s)/guardian(s). Additional team members will be invited as needed.

● ~~Interventionist mails~~ An invitation letter and SIT brochure (Appendices H and I) ~~to~~ will be mailed to parent(s)/guardian(s).

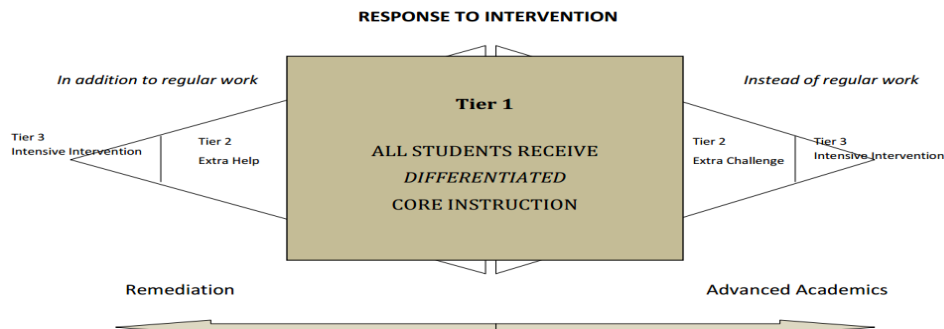
SIT meeting:

- Interventionist serves as meeting facilitator.
- School psychologist completes documentation during meeting in Skyward.
- Team selects appropriate learning goal and intervention.
- Date is set for follow-up SIT meeting to review student progress.
- Proper parent participation (Appendices I-2 or I-3) and documentation (Appendix J) is completed.

## MEETING THE NEEDS OF ALL LEARNERS

Response to Intervention — a process for achieving higher levels of success for all students.

Essential Component	Students Not Meeting Benchmarks	GT Students
Tiered System of Interventions	The more intense the needs, and the farther from typical the student, the more intense and individualized the instructional interventions.	The more intense the needs, and the farther from typical the student, the more intense and individualized the instructional interventions.
Universal Screening	Students who do not meet established benchmarks receive intervention in addition to differentiated instruction.	Students who score above grade level expectations receive intervention challenge in place of material they have already mastered.
Progress Monitoring	Documented student progress has a goal of moving a student from a more intensive to a less intensive tier of intervention as that student raises achievement levels.	Documented student progress has a goal of moving a student from a less intensive to a more intensive tier of intervention as that student raises achievement levels.
Collaborative Data-Based Decision Making	Collaboration time between regular education teachers, interventionists, and special education teachers provides the opportunity to analyze data, identify students in need, select intervention challenges, and monitor progress.  Collaboration with special education and gifted/talented teachers is needed to provide appropriate services for twice exceptional learners.	Collaboration time between regular education teachers, interventionists, and gifted and talented teachers provides the opportunity to analyze data, identify advanced learners, select intervention challenges, and monitor progress.  Collaboration with special education and gifted/talented teachers is needed to provide appropriate services for twice exceptional learners.





Dear Parent/Guardian of \_\_\_\_\_ :

Thank you for attending the \_\_\_\_\_ intervention \_\_\_\_\_ meeting for your child that was scheduled on \_\_\_\_\_ .

We appreciate your input and participation in \_\_\_\_\_ your child's academic performance. As a reminder, the intervention \_\_\_\_\_ team \_\_\_\_\_ for your child are described below. We will continue to remain \_\_\_\_\_ you regarding your child's academic performance and hope \_\_\_\_\_ attend future team meetings. Our next meeting is scheduled for \_\_\_\_\_ please contact me as soon as possible if this day and time do not \_\_\_\_\_ schedule.

Interventions selected:

If you have any questions or concerns \_\_\_\_\_ the selected interventions, please contact your child's teacher or the \_\_\_\_\_ .

Thank you for your continued support \_\_\_\_\_ educational success!

Sincerely,

Interventionist



## 2014 WRPS Elementary Literacy Guidelines for Renaissance Learning Products

### **PURPOSE**

Renaissance Learning literacy products complement our curriculum, enabling students to apply reading skills and strategies, drawing students into a world in which people learn from and enjoy books. To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Reading (STAR) Enterprise** is software that includes the test that WRPS uses as a Reading screener. It also assists in instructional planning and gives a broader range of data with which to drive daily instruction.

**Accelerated Reader (AR)** provides reading practice to support and enhance a comprehensive reading program. Feedback is generated for students and teachers when a quiz is completed. Whole group/individual instruction is immediately available to teachers to guide instruction.

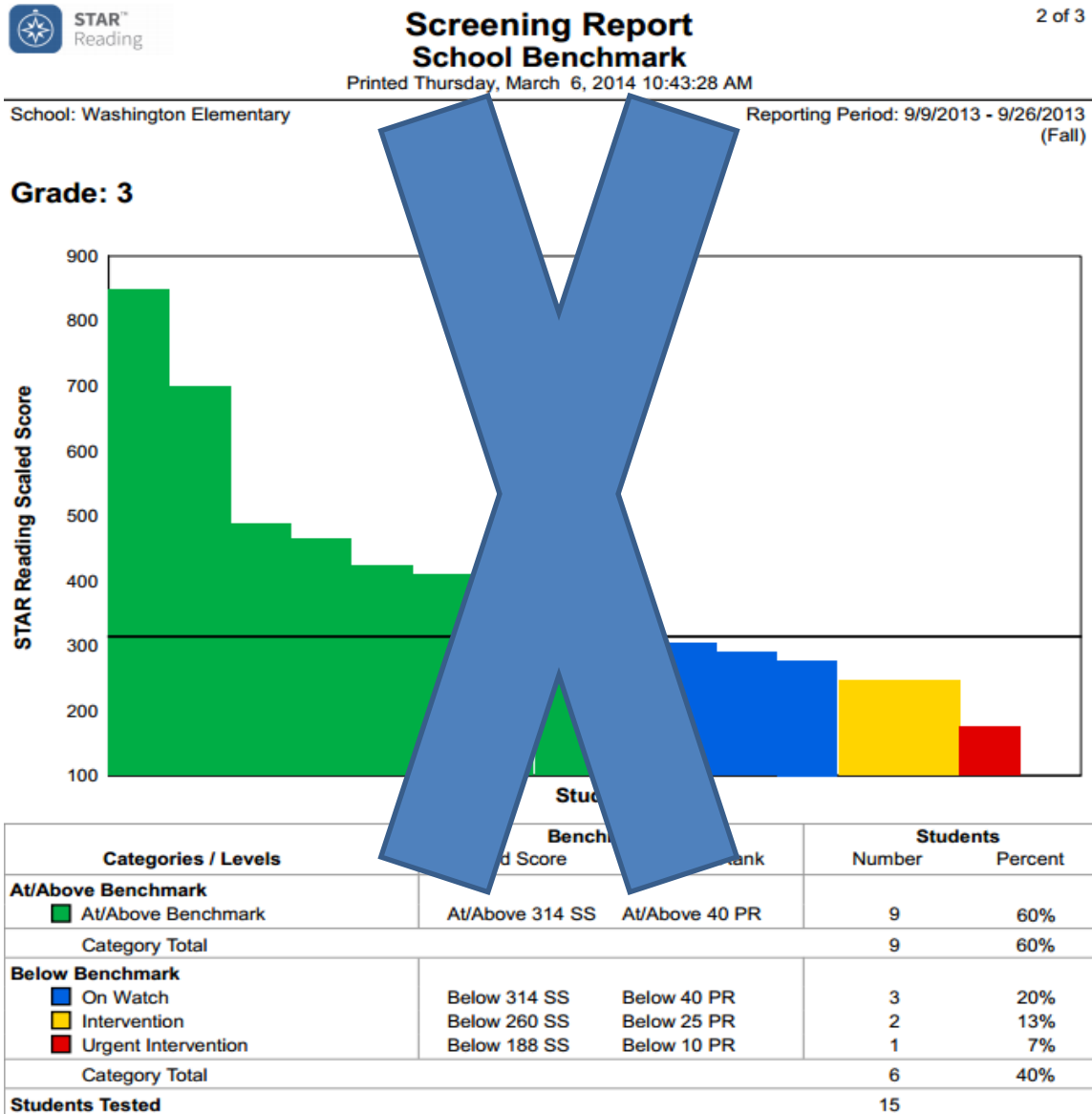
- Reading Practice Quizzes-check for comprehension
- Vocabulary Practice Quizzes-identify key vocabulary words in books students choose for independent reading
- Literacy Skills Quizzes-refers to proficiency on higher level reading and critical thinking skills
- Trophies/Books for all I-5 check comprehension of Trophies instructional materials

Research studies and additional information regarding Accelerated Reader and STAR Reading Enterprise can be found in the resource under the link on our hosted Renaissance Place website.

## USING STAR READING REPORTS

STAR offers a variety of reports to help guide instruction. Here are three starting points.

**Screening Report:** Graphs students' placement above/below benchmarks based on STAR scores.



**Instructional Planning Report:** Provides list of recommended skills for individualized instruction based on most recent assessment.

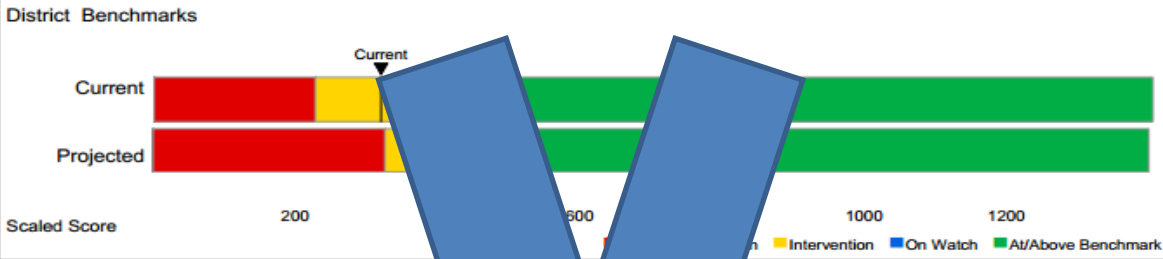
School: Oakwood  
Class: Mrs. Fox's Class

Teacher: Mrs. S. Fox  
Grade: 4

**STAR Reading Test Results**

Current SS (Scaled Score): 318	Test Date: 9/10/2013
IRL: 2.6	ZPD: 2.4-3.4
Projected SS for 06/16/14: 424	Based on research, 50% of students at this student's level will achieve this much growth.

**Juan's Current Performance**



**Suggested Skills**

Juan's recent STAR Reading scaled score(s) suggest that the current Progress<sup>™</sup> learning progressions would be challenging, but not too difficult for him. Combine your own knowledge of the student and use your professional judgment when designing an instructional plan. Use the Progress learning progressions to see how these skills fit within the larger context of the program.

**Reading: Foundational Skills**

GR	Fluency
	This score suggests Juan should work on the following skills to improve the fluency and comprehension of texts at Juan's reading level.
4	» Identify purpose for reading (e.g., for enjoyment and comprehend on-level texts demonstrated an answer to the question, discussing/writing
4	» Read on-level texts aloud at the estimated (RF) to meet grade-level benchmarks
4	» Read on-level prose and poetry aloud with regard to pauses, pitch, and stress) the meaning of the text to dictate the expression
4	» Confirm or correct understanding of text word and syntax (i.e., part of speech, position of the word within the sentence) and by using strategies (e.g., slowing reading pace, rereading, and reading on)
	<b>Phonics and Word Recognition</b> This score suggests Juan should continue to work on the following skills when reading text at Juan's reading level. There are no suggested skills in this category.

**SGP: A Student Growth Percentile** compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.

School: Oakwood Elementary School

SGP Fall window: 8/1/2012 – 9/30/2012  
SGP Winter window: 12/1/2012 – 1/31/2013

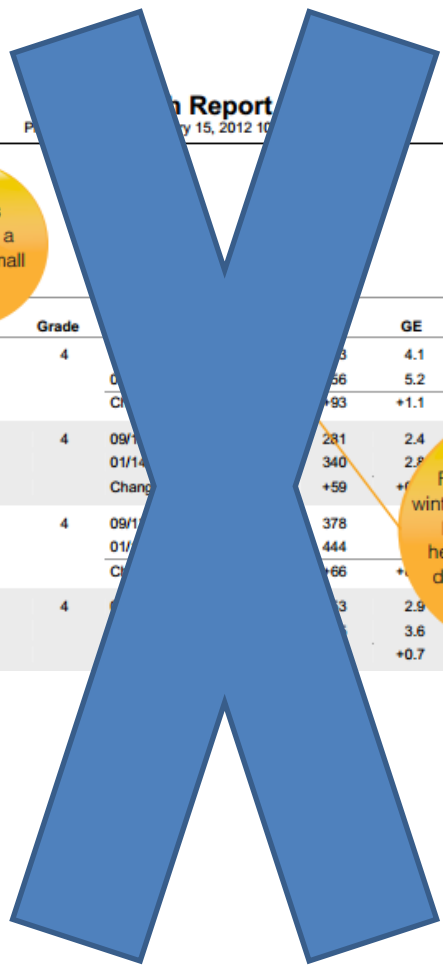
**Report Options**  
Reporting Parameter Group: All Demograph  
Group By: Class  
Sort By: Last Name

Run this report for a class or small group.

**Class: Mrs. Fox's Class**

Student	Class	Teacher	Grade	GE	PR	NCE	IRL	Est. ORF <sup>Δ</sup>	
Anderson, Marcus	Mrs. Fox's Class	Mrs. S. Fox	4	3	4.1	55	52.6	3.8	107
				56	5.2	67	59.3	4.6	128
				93	+1.1	+12	+6.7	+0.8	+21
Aschenbrenner, Chris	Mrs. Fox's Class	Mrs. S. Fox	4	09/1	281	2.4		2.2	65
				01/14	340	2.8		2.9	78
				Change	+59	+0.4		0.7	+13
Bell, Timothy	Mrs. Fox's Class	Mrs. S. Fox	4	09/1	378			3.1	88
				01/14	444			3.7	102
				Change	+66			0.6	+14
Bollig, Brandon	Mrs. Fox's Class	Mrs. S. Fox	4		3	2.9		2.9	81
					3.6			3.5	96
					+0.7	+7	+4.2	+0.6	+15

Following students' winter screening, use the Fall-Winter SGP to help make classroom decisions during the school year.



**Parents**

**STAR Parent Report** – This report may be shared with parents as determined by building procedures



**Parent Report**  
for [REDACTED]

Printed Thursday, March 6, 2014 10:49:35 AM

School: [REDACTED]  
Teacher: [REDACTED]  
Class: [REDACTED]

Test Date: January 9, 2014 11:02 AM

Dear Parent or Guardian of [REDACTED]

Dylan has taken a STAR Reading computer-adapted test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's performance. Please understand that these test scores provide only one picture of how your child is doing in school.

PR	PR Range	Below Average	Average	IRL	ZPD
12	7-17	◆		2.5	2.4-3.4

**National Norm Scores:**

**Percentile Rank (PR): 12**

The Percentile Rank score compares your child's test score to that of other students nationally in the same grade. With a PR of 12, Dylan reads at a level greater than 12% of students nationally in the same grade. This score is below-average. The PR Range indicates that Dylan has taken the STAR Reading test numerous times, most of his scores would likely have fallen between 7 and 17.

**Instructional Reading Level (IRL): 2.5**

The Instructional Reading Level (IRL) is the grade level of reading material that a student should be able to read with 80% proficiency. Dylan achieved an IRL of 2.5, which means that he is at least 80% proficient at recognizing words and comprehending reading material. Dylan achieved an IRL of 2.5, which means that he is at least 80% proficient at reading second grade words and books.

**Zone of Proximal Development (ZPD): 2.4 - 3.4**

The Zone of Proximal Development (ZPD) is the range of reading levels that a student should be selecting books for optimal growth in reading. It spans reading levels that are challenging but achievable with practice. This range is approximate. Success at any reading level depends on your child's background knowledge and prior reading experience and the book's content.

I will be using these STAR Reading test scores to help Dylan further develop his reading skills through the selection of books for reading practice at school. Dylan should be encouraged to read to books read at home. Please encourage the time spent on silent reading, and learn how to select books for independent reading practice at home.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

## Accelerated Reader Procedures

**Accelerated Reader (AR)** provides guided independent reading practice for students in \*grades 2-5 to support and enhance a comprehensive reading program. *AR is a tool to support student learning. The purpose will vary depending on student need. Use caution when generalizing expectations for a classroom. This includes book selection, use of points and goal setting.*

### **Maximize the Benefits of AR**

**Book Selection:** Students select books for many purposes. A student's background knowledge, interest level and suggested ZPD are factors to be considered when selecting a book. Research confirms the value of having students choose an individual book; it also shows that students can make gains by reading a wide range of books at varying levels of difficulty. This tells us that students can be given a fair amount of choice to follow their interests. It is okay and sometimes necessary for students to read outside their ZPD to expand their reading skills and to respect student book choice.

**Book Selection and the School Library:** The role of the school library is to provide students with open access to reading materials, to inspire a love of reading, and to build a love of reading. The library is a place where students need to explore books without restrictions placed on types of genres or levels of difficulty. Student book choice should be made for learning, personal growth, and enjoyment for life-long learning. Reading is a skill that needs to be taught and retaught for student success.

**Use of Points(Optional):** Points are a measure of the amount of reading practice a student has successfully completed using AR. Points indicate the level of comprehension a student demonstrates after reading a book. Quality of reading material and comprehension take precedence over points accumulated. Students may set personal goals, but the goal should be comprehension. Do not emphasize points over comprehension.

**Quiz Taking:** Students may take a quiz after reading a book. If a quiz is taken, the quiz will be taken shortly after reading the book. This practice will help with comprehension and memory. A TOPS report is generated at the completion of each quiz and provides immediate feedback to the student. To serve as a communication tool between school and home, the TOPS report may be accessed via Home Connect and/or printed at school.



# Reading Practice TOPS Report for Matthew Bosley

Printed Friday, December 3, 2010 1:22:19 PM

School: Oakwood Elementary School  
Class: Grade 4 (Adams)

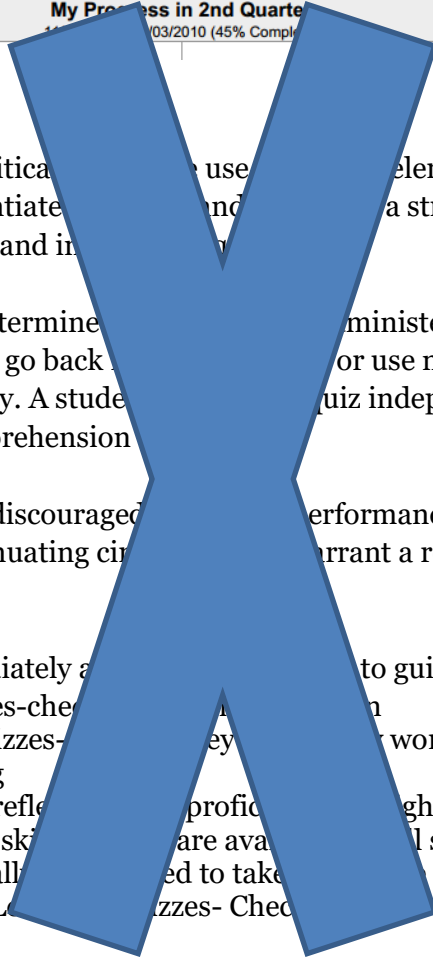
Teacher:

What I Read	How I Did
Allosaurus (Dinosaurs) by Michael P. Goecke  ATOS BL #: 2.7  Quiz Number: 55459      F/NF: Nonfiction Quiz Date: 12/3/2010 1:01 PM      Word Count: 600 Interest Level: Lower Grades (LG) TWI: Read Independently	Correct: 5 of 5      Percent Correct: 100% ●●●●● <i>Terrific, Matthew!</i>  Points Earned: 0.5 of 0.5

AR Best Practices recommend using the TOPS Report to communicate goals, identify problems, and celebrate success with students and parents.

Printed after each quiz, the TOPS Report gives Matthew immediate, personalized feedback on this quiz.

My Progress in 2nd Quarter
12/3/2010 (45% Complete)



**Teacher Role:** The teacher plays a critical role in using Accelerated Reader supports student learning by facilitating differentiated instruction and providing a stream of data for evaluating instruction, identifying student needs, and informing instruction.

Teacher judgement must be used to determine when a quiz should be administered as a formative or summative assessment. A student may go back to the text or use notes if the purpose is for the student to practice and apply a strategy. A student may retake a quiz independently (without the text and/or notes) to measure overall comprehension.

The practice of retaking an AR quiz is discouraged. If a student's performance may prompt teacher follow up with the student. When extenuating circumstances warrant a retake, please contact software support.

Whole group/individual data is immediately available to guide instruction.

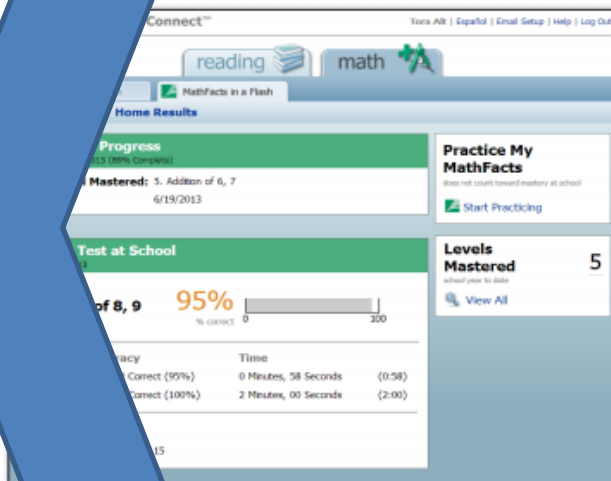
- Reading Practice Quizzes-check for understanding
- Vocabulary Practice Quizzes-check for key words in books students choose for independent reading
- Literacy Skills Quizzes-reflect on proficiency in higher level reading and critical thinking skills. Literacy skills are available to all students; however, high-level readers are especially encouraged to take advantage of them.
- Trophies/Books for all Levels-Check for completion of Trophies instructional materials

*\*Accelerated Reader (AR) may be used with students in Kindergarten-grade 1 to meet individual student learning needs. In this instance, a referral should be entered into the RtI module of Skyward. K-1 teachers contact the lead reading interventionist if assistance is needed to complete the referral.*

**Home Connect** allows students and families to view student's daily progress, review books that have been read, and find books to read. Parents have the option to receive email notification when their child has completed an AR quiz.

A parent information letter will be sent with students in the fall. To reprint the Home Connect letter, log in to Renaissance Learning Place. Click on the Home Connect tab. Click on Reports and select either a classroom or an individual report.

A video on how to reprint the Home Connect letter that includes individual student information can be found on the district shared folder/Renaissance Learning





**Additional Help**

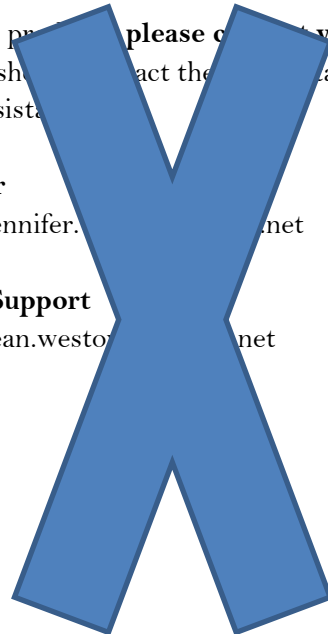
If you need help with any of these programs, please contact your **Lead Reading Interventionist** or computer cadre. Interventionists should contact the **Elementary Literacy Supervisor** or **Instructional Software Support** for technical assistance.

**Elementary Literacy Supervisor**

Jennifer Wilhorn                      jennifer.wilhorn@wrps.net                      715-424-6700 x1090

**WRPS Instructional Software Support**

Jean Westover                      jean.westover@wrps.net                      715-424-6700 x1037



## 2015-2016 WRPS Elementary Math Guidelines for Renaissance Learning Products

### PURPOSE

Renaissance Learning math products complement the WRPS math program and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Math (STAR) Enterprise** software package includes the test that WRPS uses as a Math screener. It also assists teachers in creating individual plans and gives a broader range of data with which to instruct and practice.

**Math Facts in a Flash (MFF)** software provides immediate practice on their addition, subtraction, multiplication, and division facts. The program promotes automaticity—the ability to recall math facts instantly, accurately, and effortlessly. Instruction, practice, and assessment play equally important roles in helping move students into math fact automaticity, which is an essential element of the CCSSM.

**Accelerated Math (AM)** provides students with individualized assignments in the classroom and as an intervention tool. Feedback is immediately available for students when assignments are scored. Work is correlated to specific CCSSM objectives. District-wide whole group and individual averages are immediately available to teachers.

### IMPLEMENTATION

Students in Grades 1-5 take the STAR Math Enterprise test as a math screener. The district schedules three Screener Windows throughout the year: winter, spring, and fall. AM is used as a differentiation resource in the classroom and as an intervention tool. Teachers and interventionists will use the suggested AM Library and Scale information from reports to gauge the best starting point in AM and will continue using MFF and AM throughout the year based on student progress.

Research studies and additional information regarding [AM](#), [MFF](#), and [STAR](#) Math Enterprise can be found in the **Resources** tab under each product on our hosted Renaissance Place website or through the above links.

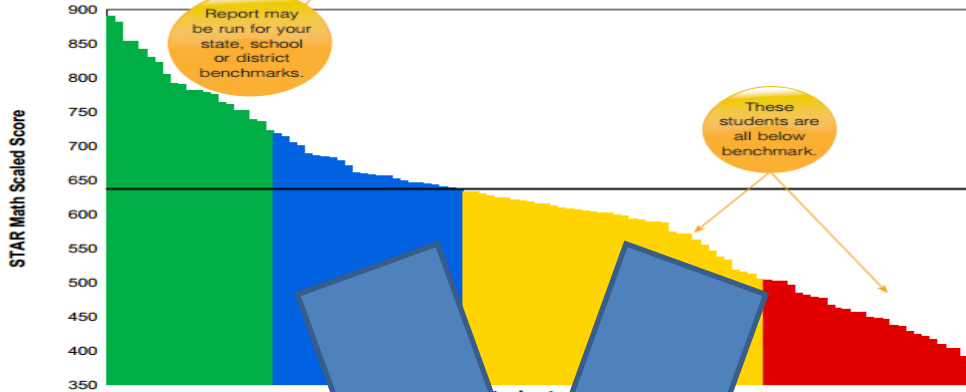
# Screening Report for <State>

Printed Friday, September 14, 2012 1:43:25 PM

School: Oakwood Elementary School

Reporting Period: 9/10/2012 - 9/14/2012 (Fall Screening)

## Grade: 4



Categories / Levels	Percentage	Benchmark At Time of State Test
<b>Proficient</b>		
Advanced	19%	At/Above 772 SS
Proficient	22%	At/Above 709 SS
<b>Category Total</b>	<b>41%</b>	
<b>Less Than Proficient</b>		
Basic	35%	Below 709 SS
Below Basic	25%	Below 596 SS
<b>Category Total</b>	<b>59%</b>	
<b>Students Tested</b>		

Printed Monday, September 17, 2012 1:43:25 PM

School: Oakwood Elementary School

SGP Fall window: 9/1/2011 - 10/15/2012  
SGP Winter window: 12/15/2012 - 2/15/2013

Report Options  
Reporting Parameter Group: All Demographics (Default)  
Group By: Teacher

### School: Oakwood Elementary School

Teacher	Class	Total Students Included	Pretest	Posttest	Change	Averages			
						SS	GE	PR	NCE
Boyd, Mark	Grade 3 (Boyd)	18	Pretest	493	2.8	34	41.3		
			Posttest	544	3.1	40	44.7		
			Change	+51	+0.5	+6	+3.4		
Ella, Anne	Grade 3 (Ella)	11	Pretest	543	3.1	56	53.2		
			Posttest	585	3.5	59	54.8		
			Change	+42	+0.4	+3	+1.6		
Fox, Susan	Mrs. Fox's Class	17	Pretest	575	3.7	37	43.0		
			Posttest	668	4.9	66	58.5		
			Change	+93	+1.2	+29	+15.5		
Latner, Karen	Grade 4 (Latner)	19	Pretest	635	4.3	49	49.5		
			Posttest	674	5.0	68	63.8		
			Change	+39	+0.7	+19	+14.3		
Marquette, Dee	Grade 5 (Marquette)	21	Pretest	601	3.7	23	34.4		
			Posttest	663	4.8	37	43.0		
			Change	+62	+1.1	+12	+7.6		
Ross, Brian	Grade 5 Ross	22	Pretest	659	4.7	44	46.8		
			Posttest	745	6.3	75	64.2		
			Change	+86	+1.6	+31	+17.4		

**STAR Math**

## Instructional Planning Report for Jasmine Major

Printed Wednesday, September 7, 2011 9:42:34 AM

School: Pine Hill Middle School  
Class: 5th Hour Math

Teacher: Mrs. T. Williams  
Grade: 7

---

**STAR Math Enterprise Test Results**

Current SS (Scaled Score): 741      Test Date: 09/02/2011  
 Algebra Readiness: Jasmine has not yet met the end of year algebra readiness grade level expectations for grade 7.  
 Projected SS for 06/10/11: 821      Based on research, 50% of students at this student's level will achieve this much.

---

**Jasmine's Current Performance**

School Benchmarks

The scaled score range is 0 to 1400. Only part of that scale is shown on the graph.

---

**Skills to Learn**

Skills listed below are suggested skills Jasmine should learn for the Math Enterprise Test. These skills should be challenging, but not too difficult for Jasmine. Use your own knowledge of the student and use your professional judgment when designing instruction. Use Core Progress™ learning progression for math to find additional information for each skill, visit [www.illustrativemathematics.org](#).

**Numbers and Operations**  
 This score suggests Jasmine has an understanding of how to convert between decimals, fractions, and percents; and solve problems involving percents and ratios. Jasmine should practice operations with integers and solving problems involving percents, ratios, and fractions.

**Skills to Learn**

- Determine a percent of a whole number using less than 10%.
- Determine a percent of a whole number using more than 10%.
- Determine the percent of a whole number is of another whole number.
- Determine a whole number given a part and a percent.
- WP:** Determine a percent of a whole number using a ratio.

Step 2:  
Run the  
Instructional  
Planning Report  
for a student.

Share this  
report with  
parents and  
students.

Graph shows  
Jasmine's current  
and projected  
Scaled Score  
against state  
benchmarks.

The scaled  
score range is 0  
to 1400. Only part  
of that scale is  
shown on the  
graph.

Find more  
information using  
Core Progress  
for math.

- The fall report should be shared at conferences. These reports may further be shared with parents as determined by busi...

School: Mayfield Elementary  
Teacher: Mr. J. Wilson  
Class: Mr. Wilson Class B

Test Date: September 12, 2012 11:15 AM

Dear Parent or Guardian of Delia Alvarez:

Delia has taken a STAR Math computer-adaptive math test. This report summarizes your child's scores on the test. As with any test, many factors can affect a student's scores. It is important to understand that these test scores provide only one picture of how your child is doing in school.

SS	PR	PR Range	Below Average	Average 50	Above Average	NCE
381	43	26-56		◆		46.3

This student was given additional time to complete their STAR Math test. The test administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. STAR Math norm-referenced scores (PR and NCE) are based on the test administration using the standard time limits; however, extended time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

**National Norm Scores**

**Percentile Rank (PR): 43**

The Percentile Rank score compares your child's test performance with that of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of students nationally in the same grade. This score is average. The PR Range indicates that, if this student had taken the STAR Math test numerous times, most of her scores would likely have fallen between 26 and 56.

I will be using these STAR Math test scores to help Delia further develop her math skills through the selection of materials for math practice at school. At home, you can help Delia develop her math skills as well. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting with sums to 18.

If you have any questions about your child's scores or these recommendations, please contact me at your convenience.

## PROCEDURES

### Math Facts in a Flash

#### Classroom Use

It is an expectation that WRPS students practice their math facts. Math Facts in a Flash (MFF) is a tool that may be used by classroom teachers throughout the year to help students practice math facts. Other math fact practice resources may also be used to promote fact fluency. MFF practice should include frequent sessions not to exceed 10 minutes in length.

The following grade-level benchmarks have been established. Starting with the 2015-2016 school year, all students in Grades 1-5 will be *assessed* three times, with the third assessment score being recorded as a screener score in Skyward.

#### **Grade Level Benchmarks**

- Grade 1-Review: Addition 0-10 in 2 minutes
- Grade 2-Addition Review 2-10 in 2 minutes
- Grade 3-Review +, - 2 minutes
- Grade 4-Review +, -, x 2 minutes
- Grade 5-Review +, -, x, / 2 minutes

The classroom teacher may, at her discretion, adjust the time restriction for individual students who struggle with timed tests.

Students who meet the 2-minute benchmark should continue to strive for a time of 60 seconds or less, as 2 minutes is the MINIMUM benchmark. These benchmarks are based on achieving automaticity ("instantly, accurately and effortlessly"), beyond knowledge and understanding of facts. For example, 3rd graders will

practice and learn strategies for multiplication and division, but they are *not* expected to achieve *automaticity* by the end of 3rd grade. Students should continue to challenge their time goals with these benchmarks PRIOR to moving on to the next grade level benchmark.

In MFF, the teacher can individualize response options (multiple choice or free response) for students. Additional supports available in the software include practice sheets and flashcards in a variety of formats.

Teachers should review the **MFF Assignment Book** to monitor levels mastered and the number of practices/tests a student is taking for each level.

**Home Connect** allows students to practice math facts at home, once they have completed one MFF activity at school. Interventionists will print and send the parent information letter home with students in the fall. Directions for reprinting the [Home Connect letter](#) that includes individual student login information can be found here.

#### Intervention Use

When MFF is used as part of an *intervention*, students will practice Math Facts for 10-15 minutes a day. This includes guided and individual practice either on the computers or mobile devices (iPads, Responders) when available.

# PROCEDURES

## Accelerated Math

### Classroom Use

Accelerated Math (AM) provides additional practice of math concepts and can address gaps in achievement. In the regular education classroom setting, AM is optional, but it can be used to differentiate instruction and provide independent practice. Teachers can create individualized groups within their AM class record book to meet the diverse needs in a classroom. Directions and videos can be found on the [Renaissance.com website](http://Renaissance.com).

Students will be placed in Common Core (CC) Libraries based upon STAR Math results and teacher discretion. This information can be accessed via the screening report. Students may be placed in libraries above or below grade level. Use of [Extended Use Libraries](#) is encouraged for higher level math tasks.

### **AM Assignment Types**

**Exercises** are useful for introducing new material, following instruction and/or when the student struggles with topics. For exercise assignments, the percent correct should be at least 80%.

**Practices** include problems from previous material and new material from the appropriate CC Library. Students demonstrate mastery by correctly answering 5 out of 6 questions per objective.

**Diagnostic Tests** can be used as a pre-test to inform instruction, or as a formative assessment.

**Tests** are summative and must be completed on a regular basis. Tests should be administered on a regular basis and in a timely manner using the assignment book when 1 to 5 objectives are listed in the column "Ready to Test". The goal is to have a minimum pass rate (average percentage correct) of 85% or higher.

Students should be required to review assignments with teachers. All incorrect problems should be corrected and reteaching should take place prior to a new assignment being generated.

### Intervention Use

After a screening window closes, identified students will be placed in intervention groups. Accelerated Math for Intervention (AMI) is a tool used for intervention. The interventionists will manage intervention classes for each building.

Accelerated Math for Intervention Learning Cycle:

**Diagnostic Test**→Direct, Guided Instruction/Reteach→**Practice** Assignment→**Test**→Review

### Process for Students Placed in Intervention

1. Generate **Diagnostic Test** for each group with 1 to 3 objectives (use the skills identified as critical objectives marked "O" )
2. A student who gets 4 out of 5 correct per skill (RLI calls this "mastered") will move forward to the next critical objective.

3. A student who gets less than 4 correct out of 5 demonstrates a weakness which calls for direct, guided instruction.

4. Teachers can use the sample problems within the Accelerated Math Assignment Book for reteaching if necessary.

5. Once instruction has occurred, a **Practice** Assignment should be generated for individual student practice.

6. If student demonstrates mastery on the **Practice** Assignment, then a **Test** would be generated to verify the skill has been learned.

Teachers should review AM Diagnostic Reports weekly for at-risk students and intervene when necessary.

### **Additional Help**

If you need help with any of these procedures, contact your **Math Interventionist** or computer cadre. Interventionists should contact the Math Interventionist or Instructional Software Support for technical assistance.

### **Math Interventionists**

Brenda Krings (MD)	brenda.krings@wrps.net	715-424-6777 x2357
Jen Rehberg (HW)	jennifer.rehberg@wrps.net	715-424-6772 x2248
Lisa Sullivan (WD-WA)	lisa.sullivan@wrps.net	715-424-6793 x2818 (WD ) 715-424-6788 x2759 (WA)
Jacquie Weinhold (GV-GT)	jacquie.weinhold@wrps.net	715-424-6769 x2112 (GV) 715-424-6766 x2027 (GT)
Melissa Miller (TA-VCA)	<a href="mailto:melissa.miller@wrps.net">melissa.miller@wrps.net</a>	715-424-6784 x2512 (TA) 715-424-6786 x 2621 (VCA)
Traci Pronga (MD-EJH)	<a href="mailto:traci.pronga@wrps.net">traci.pronga@wrps.net</a>	715-424-6777 x 2358 (MD) 715-424-6730 x3319 (EJH)
Kim Akey (WRAMS)	kimberly.akey@wrps.net	715-424-6740 x 3466 (morning)
Anne Barber (LHS)	<a href="mailto:anne.barber@wrps.net">anne.barber@wrps.net</a>	715-424-6750 x 4213 (morning) x4120 (afternoon)

### **Math Coordinator**

Kim Akey	kimberly.akey@wrps.net	715-424-6721 x1059 (afternoon)
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### **WRPS Instructional Software Support**

Jean Westover	jean.westover@wrps.net	715-424-6700 x1037
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## 2015-2016 WRPS Secondary Math Guidelines for Renaissance Learning Products

### PURPOSE

Renaissance Learning math products complement our current math series and support essential grade level mastery of Common Core State Standards for Mathematics (CCSSM). To build consistency of quality and quantity of usage throughout the district, the following guidelines have been established.

**STAR Math Enterprise (SME)** is a software program that includes the test that WRPS uses as a Math screener. It also assists intervention teachers in intervention planning and gives a broader range of data with which to drive daily instruction and practice.

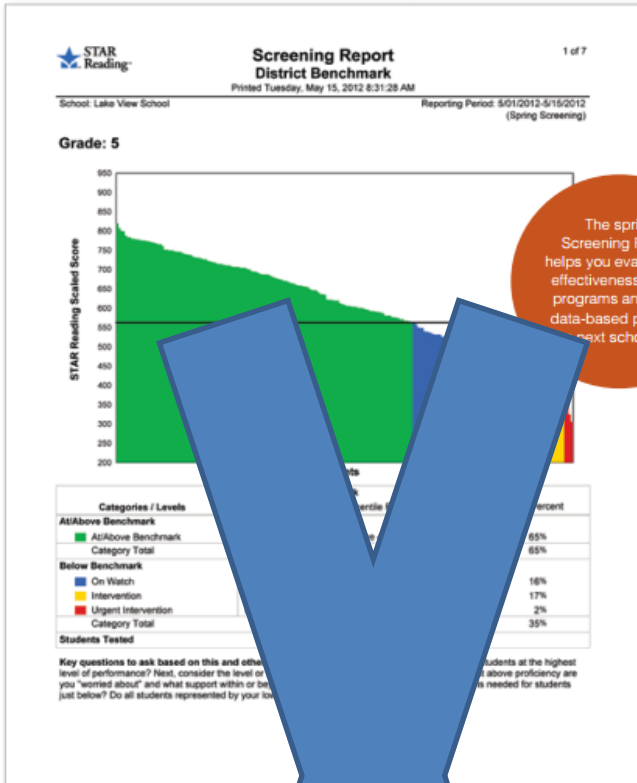
**Accelerated Math (AM)** provides differentiated assignments and is used as an intervention tool. AM may also be used as a class set in appropriate settings. Feedback is immediately generated for students when assignments are completed and work is correlated to specific CCSSM objectives. Data on both whole group and individual assignments is immediately available to intervention teachers.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the resources tab under each product on our hosted Renaissance Place website.

### COORDINATION

Students in Grades 6-12 take the Renaissance Learning math test as a district math screener. The district schedules three Screener Windows throughout the year: fall, winter, and spring. AM is used as a differentiation tool in the intervention classroom 6th - 12th graders. Interventionists will use suggested AM Library and Scaled Score information from STAR reports to gauge the best starting point in AM as an intervention tool and will continue using AM throughout the year based on student progress.

Research studies and additional information regarding AM and STAR Math Enterprise can be found in the **Resources** tab under each product on our hosted [Renaissance Place](#) website.



The spring Screening Report helps you evaluate the effectiveness of your programs and make data-based plans for next school year.

**STAR Math** 1 of 1  
 School: Oakwood Elementary School  
 Reporting Parameter Group: All Demographics [Default]  
 Group By: Teacher

**School: Oakwood Elementary School**

Teacher	Class	Total Students	In	Test date	Averages			
					SS	GE	PR	NCE
Boyd, Mark	Grade 3 (Boyd)			Pretest	493	2.6	34	41.3
				Posttest	444	3.1	40	44.7
				Change		+0.5	+6	+3.4
Ellis, Anne	Grade 3 (Ellis)			Pretest		3.1	56	53.2
				Posttest	385	3.5	59	54.8
				Change	+42	+0.4	+3	+1.6
Fox, Susan	Mrs. Fox's Class	15	4	Pretest	575	3.7	37	43.0
				Posttest	608	4.9	00	50.5
				Change	73	+1.2	+20	+15.5
Lainner, Karen	Grade 4 (Lainner)	19	4	Pretest	635	4.3	49	49.5
				Posttest	674	5.0	08	63.8
				Change	46	+0.7	+19	+14.3
Marquette, Dee	Grade 5 (Marquette)	21	5	Pretest	601	3.7	23	34.4
				Posttest	663	4.8	37	43.0
				Change	51	+62	+1.1	+12
Ross, Brian	Grade 5 Rcos	22	5	Pretest	659	4.7	44	46.0
				Posttest	745	6.3	75	64.2
				Change	71	+86	+1.6	+31

Printed Wednesday, August 21, 2013 11:58:02 AM

School: West Middle School  
Class: Learning Center

Teacher: M. Barkley  
Grade: 6

**Report Options**  
Use Trend Score: Use trend score to determine student's suggested skills

**STAR Math Entrance Results**

Current SS (Scaled Score): 550 (08/20/2013)  
Algebra Readiness: Julia is below grade level expectations for readiness.  
Projected SS for 07/31/14: 600 (Based on research, 50% of students at this level will achieve this much growth.)

**Julia's Current Performance**



**Suggested Skills**

Julia's STAR Math scaled score(s) suggest that progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your knowledge of the student and use your professional judgment when designing an instructional plan. Use the progress learning progressions to see how these skills fit within the larger context of the progression.

K-8	
GR	<b>Operations and Algebraic Thinking</b> This score suggests Julia understands whole numbers to 100. Based on this score, Julia should practice translating and evaluating expressions. 5 Use grouping symbols in a numerical expression. 5 » Evaluate an expression containing grouping symbols. 5 Translate a verbal expression into a numerical expression. 5 Interpret a numerical expression as a calculation. 5 Generate two numerical patterns that follow a given rule. 5 Identify relationships between terms in a sequence. <b>Number and Operations</b> This score suggests Julia understands the value of digits in a number up to 1,000,000. Based on this score, Julia should practice multiplying multi-digit whole numbers using strategies, Julia should continue to practice multiplication strategies based on place value and properties of operations. 4 » Multiply two 2-digit numbers using strategies based on place value and properties of operations.

- The screener results should be shared with students and with parents when they request.



# Parent Report for Delia Alvarez

Printed on: September 17, 2012 9:00 AM

School: Mayfield Elementary  
Teacher: Mr. J. Wilson  
Class: Mr. Wilson Class B

September 12, 2012 11:15 AM

Dear Parent or Guardian of Delia,

Delia has taken a STAR Math computer-adapted test. This report shows Delia's scores on the test. As with any test, many factors can affect a student's score. It is important to understand that test scores provide only one picture of how your child is doing in school.

SS	PR	PR Range	Above Average	NCE
381	43	28-56		43.3

This student was given additional time to complete the test. The administrator gave Delia six minutes to answer each question, twice as long as the normal time limit. The referenced scores (PR and NCE) are based on the test administration using the standard time limits. These time limits are not expected to adversely affect the reliability or validity of STAR Math test scores.

### National Norm Scores

#### Percentile Rank (PR): 43

The Percentile Rank score compares your child's score to the scores of other students nationally in the same grade. With a PR of 43, Delia's math skills are greater than 43% of other students nationally in the same grade. This score is below the national average. The PR Range indicates that, if this student had taken the test numerous times, most of her scores would likely have fallen between 28 and 56.

I will be using these STAR Math test scores to help Delia improve her math skills through the selection of materials for math practice at school. At home, you can help Delia improve her math skills by practicing with numbers in the ones and tens and practice adding and subtracting. At this stage, she needs to work with numbers in the ones and tens and practice adding and subtracting.

If you have any questions about your child's scores, please contact me at your convenience.

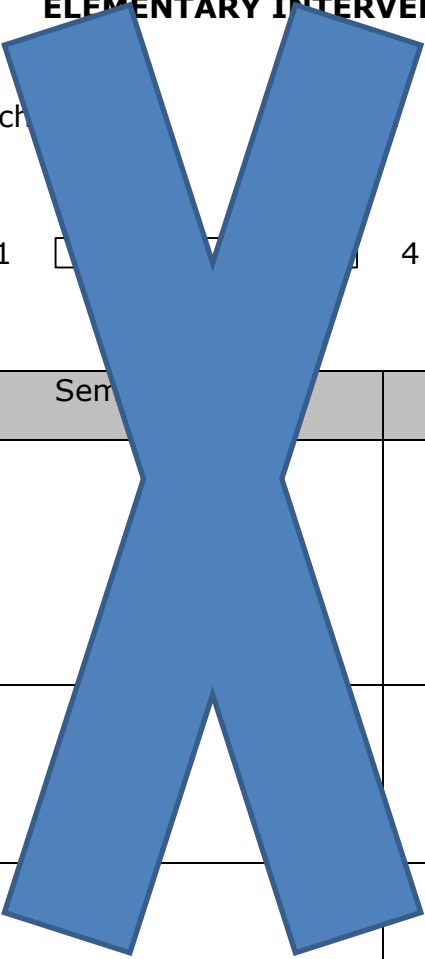


**WICONSIN RAPIDS PUBLIC SCHOOLS  
DEVELOPMENTAL REPORT  
ELEMENTARY INTERVENTION**

Student Name: \_\_\_\_\_ Sch \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade  K  1  2  3  4  5



	Semester 1	Semester 2
Dates of Service:		
Reading Strategies		
Writing Process		



WISCONSIN RAPIDS PUBLIC SCHOOLS  
DEVELOPMENTAL REPORT  
ELEMENTARY MATH INTERVENTION

Student Name: \_\_\_\_\_ School: \_\_\_\_\_ Year: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Math Interventionist: \_\_\_\_\_

Grade  K  1  2  3  4

	Semester 2	
	Dates of Service: _____	of Service: _____
	<input type="checkbox"/> Tier 1	<input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3
Current Intervention	Program Name/s: _____	Program Name/s: _____
	<input type="checkbox"/> in progress	<input type="checkbox"/> in progress <input type="checkbox"/> completed
Progress Monitoring	STAR Math Initial Score _____ Goal: _____ Current Score _____	STAR Math Initial Score _____ Date _____ Goal: _____ Current Score _____ Date _____
Notes		

THOMAS A. LENK EDUCATIONAL SERVICES CENTER

510 PEACH STREET • WISCONSIN RAPIDS, WISCONSIN 54494-4698 • 715-424-6700