

# Keeping Tiered Instruction Vital

Russell Johnston, PhD  
West Springfield Public Schools

*None of Us is as Smart as All of Us*  
*--Japanese Proverb*

# Designing School-Wide Systems for Student Success

## Academic Systems

## Behavioral Systems

### Intensive, Individual Interventions

- Individual students
- Assessment-based
- High Intensity

### Intensive, Individual Interventions

- Individual students
- Assessment-based
- High Intensity

### Targeted Group Interventions

- Some students (at-risk)
- Rapid Response

### Targeted Group Interventions

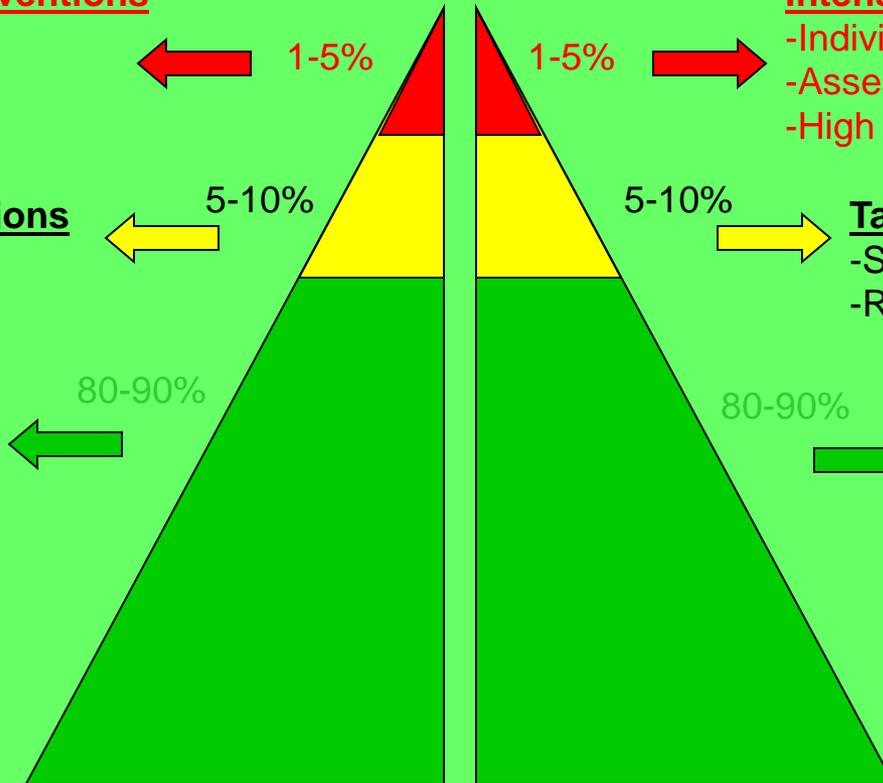
- Some students (at-risk)
- Rapid Response

### Universal Interventions

- All settings, all students
- Preventative, proactive

### Universal Interventions

- All settings, all students
- Preventative, proactive



# Fast Facts: West Springfield Public Schools

- Enrollment: 3,932 (EC-grade 12)
- First language not English: 24.5 %
- Limited English proficient: 7.4 %
- Low income: 46.4 %
- Special Education: 20.3 %
- Free lunch: 40.9%
- Reduced lunch: 5.5 %

Source: DESE 2011

# Core Beliefs About Tiered Interventions

- Core interventions must be solidly intact before adding/altering targeted or intensive interventions
- District-wide implementation; school-based customization
- Interconnected services – not a placement
- Teachers must continually analyze student data to determine effectiveness of interventions and realign efforts to maximize student outcomes

# Keeping Tiered Interventions Alive Through Creating Knowledge-Based Schools

- Teachers' Professional Learning Communities (PLC) in every school at every grade level from K-9

# Keeping Tiered Interventions Alive Through Creating Knowledge-Based Schools

- School-based data teams

# Keeping Tiered Interventions Alive Through Creating Knowledge-Based Schools

- Learning Walkthroughs involving teachers and administrators

# Keeping Tiered Interventions Alive Through Creating Knowledge-Based Schools

- Connected experiences between professional development days, curriculum meetings, faculty meetings, and PLC meetings

# Keeping Tiered Interventions Alive Through Creating Knowledge-Based Schools

- Administrators' Professional Learning Communities
  - Leadership teams by level
  - Three-way administrative walks in schools

# Keeping Tiered Interventions Alive Through Creating Knowledge-Based Schools

- Continual reallocation of resources

# English Language Arts and Literacy Tiered Interventions

## Tier I

- ELA and literacy evaluation completed by Hanson Institute for Literacy Learning
- Process for selecting vendor
- Process for completing evaluation
- Outcomes

# English Language Arts and Literacy Tiered Interventions

Desired components of new Tier I ELA curriculum

- Searching for curriculum resources to improve, enhance, and support implementation of balanced literacy
- Will not have more coaches – need curriculum materials that provide teachers with more of what they need
- Range of skill levels among teachers – need materials that enable all teachers to be effective
- Need materials to implement new MA Frameworks

# English Language Arts and Literacy Tiered Interventions

## Current Tier I Interventions

- Balanced Literacy – grades K-7 that includes guided reading groups, leveled books, K-2 Workboards, reading workshop, writing workshop, and language and word study
- Oral Language and Vocabulary – text talk, inquiry circles, whole school read
- Word Generation – middle school

# English Language Arts and Literacy Tiered Interventions

## Tier I Assessment

- Benchmark Assessment 1 and 2

# English Language Arts and Literacy Tiered Interventions

## Tier II

- All students participating in Tier II continue to participate in Tier I
- Leveled Literacy Intervention (LLI)
- Reading Recovery
- Soar to Success
- Early Reading Intervention
- Comprehension Toolkit and Primary Intervention Toolkit

# English Language Arts and Literacy Tiered Interventions

## Staff Support for Tier II

- ELL
- Interventionists
- Title 1
- Reading specialists
- Math specialists

# English Language Arts and Literacy Tiered Interventions

## Tier III

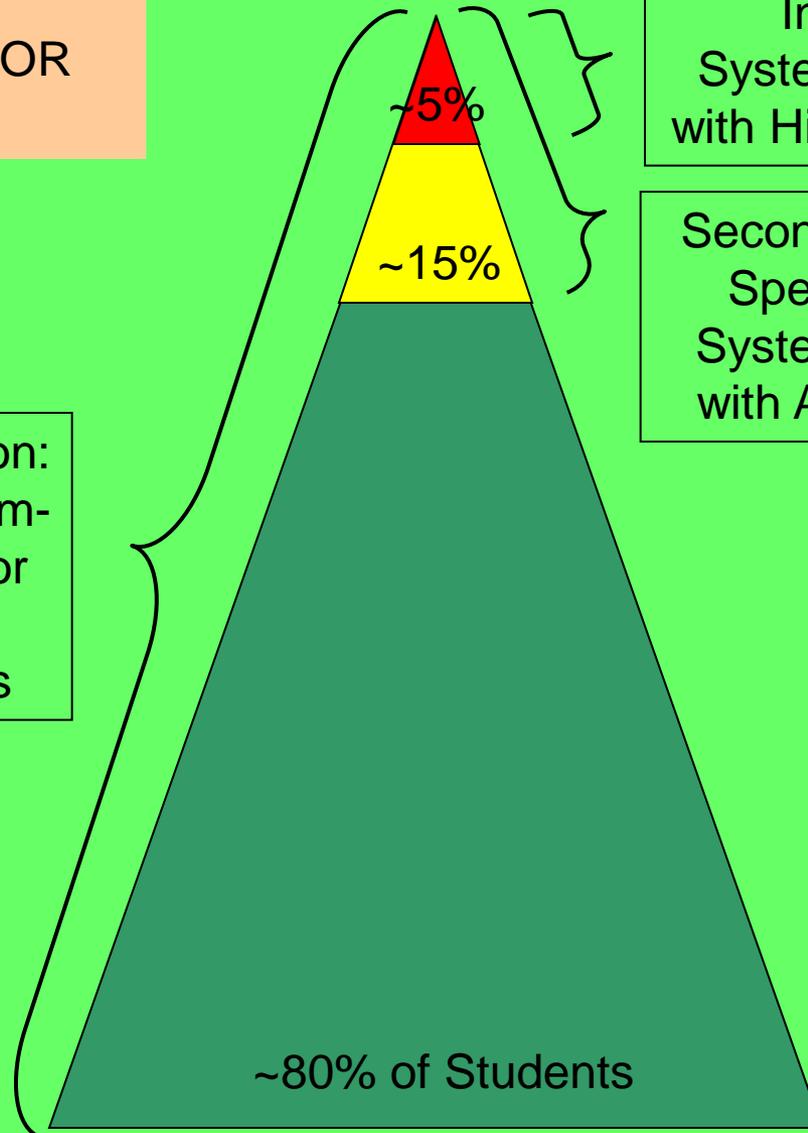
- Lindamood-Bell Learning Processes
- SuccessMaker

# What's the Problem with Problem Behavior?



SCHOOL-WIDE  
POSITIVE BEHAVIOR  
SUPPORT

Primary Prevention:  
School-/Classroom-  
Wide Systems for  
All Students,  
Staff, & Settings



Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk Behavior

Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior



# School-Wide PBIS

**PBIS**

**“We Can...”**

**Statements**



# FAUSEY ELEMENTARY SCHOOL

WE RESPECT  
LEARNING OURSELVES  
OTHERS PROPERTY

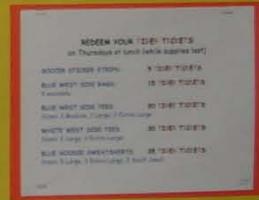
# Name School Rules

# RULES FOR TATHAM **TIGERS**

We **respect** ourselves.

We **respect** others.

We **respect** property.



School-wide Rules/ Expectations	Typical Settings/ Contexts			
	All Settings	Hallway/Stairs	Bathroom	Play
<p>Respect Others</p>	<p>Use friendly words Wait your turn One person speaks at a time</p>	<p>Use indoor voices Light feet on stairs Stay in a line Stay to the right</p>	<p>Respect Privacy Use indoor voices</p>	<p>Inclu Share Ta</p>
	<p>Recycle</p>		<p>Throw towels</p>	

# Define the Rules



**Learn the Rules**



**Provide Consistent  
Consequences**



**Give Reinforcement**



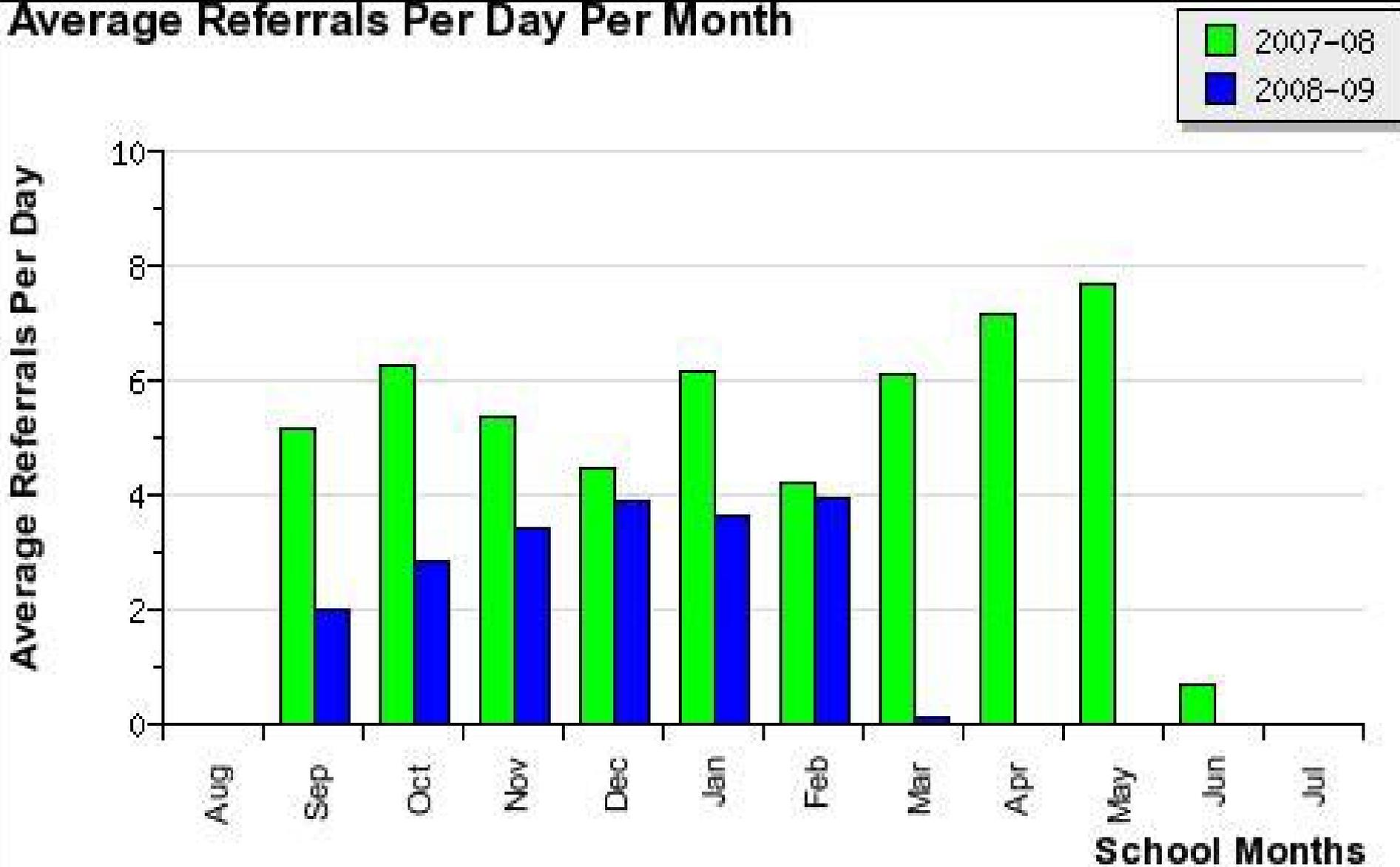
THE  
BISTRO



**Learn from Data**

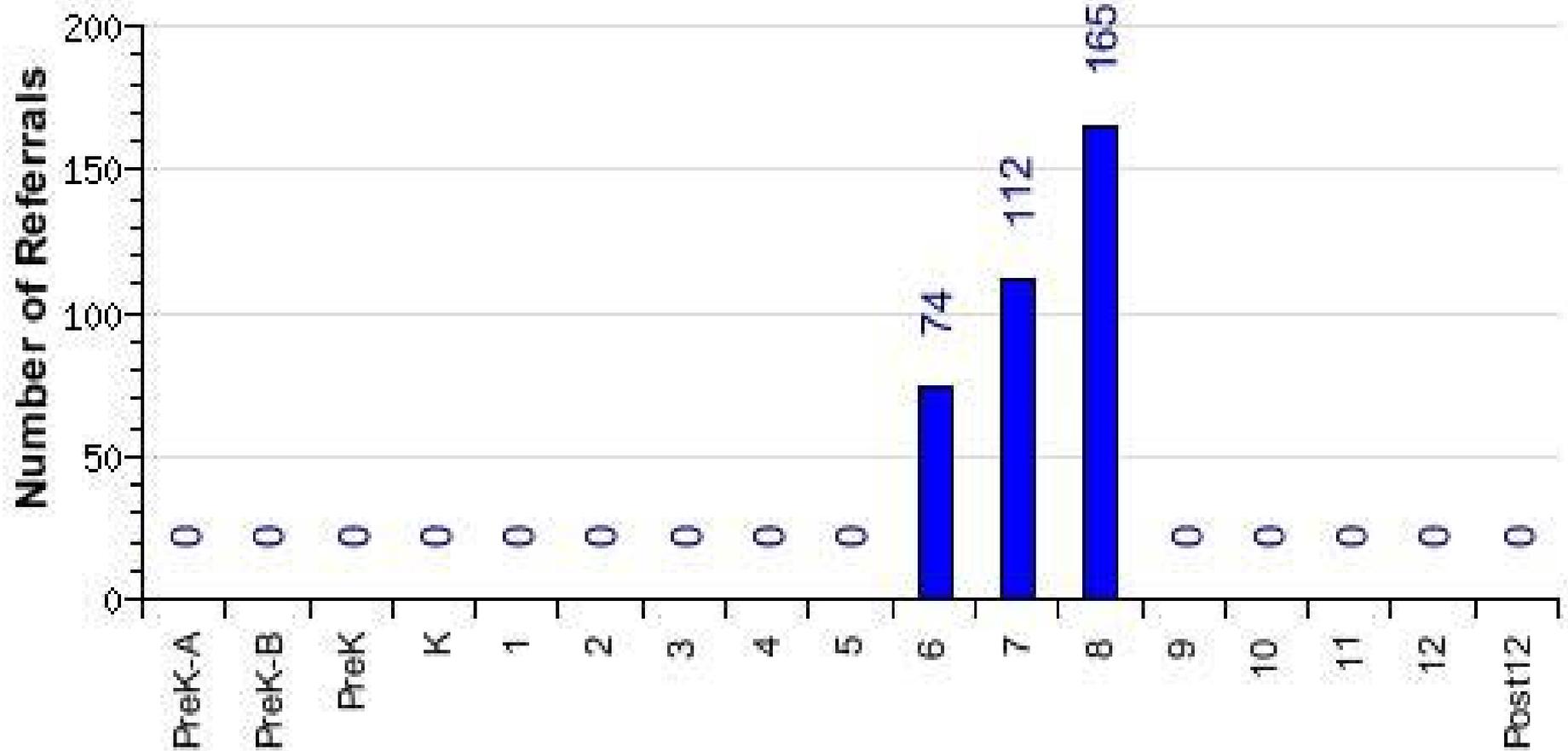
# West Springfield Middle School

## Average Referrals Per Day Per Month



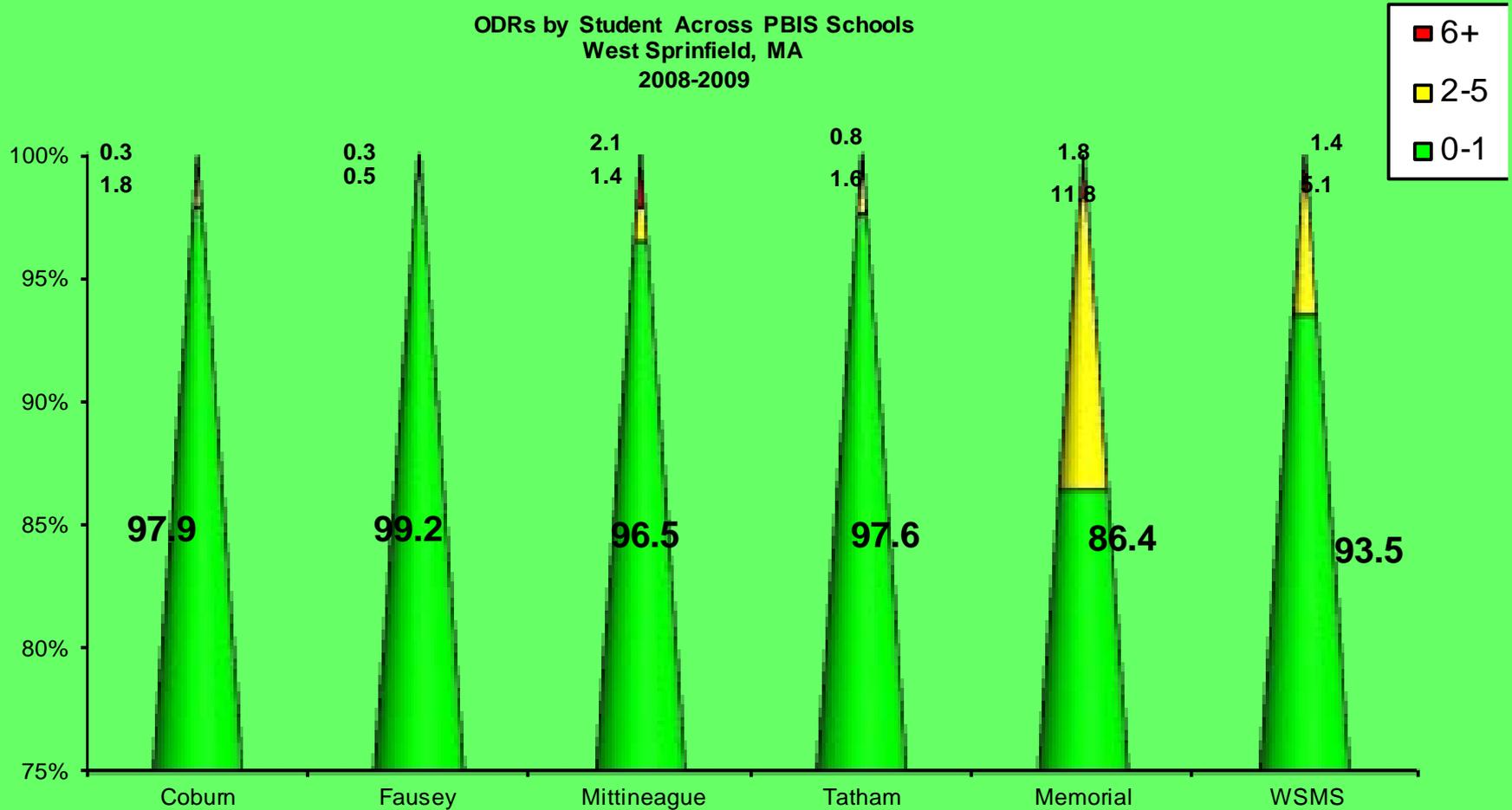
# West Springfield Middle School

Custom Graph - Referrals By Grade



# Individual Student Data Across Schools

ODRs by Student Across PBIS Schools  
West Springfield, MA  
2008-2009

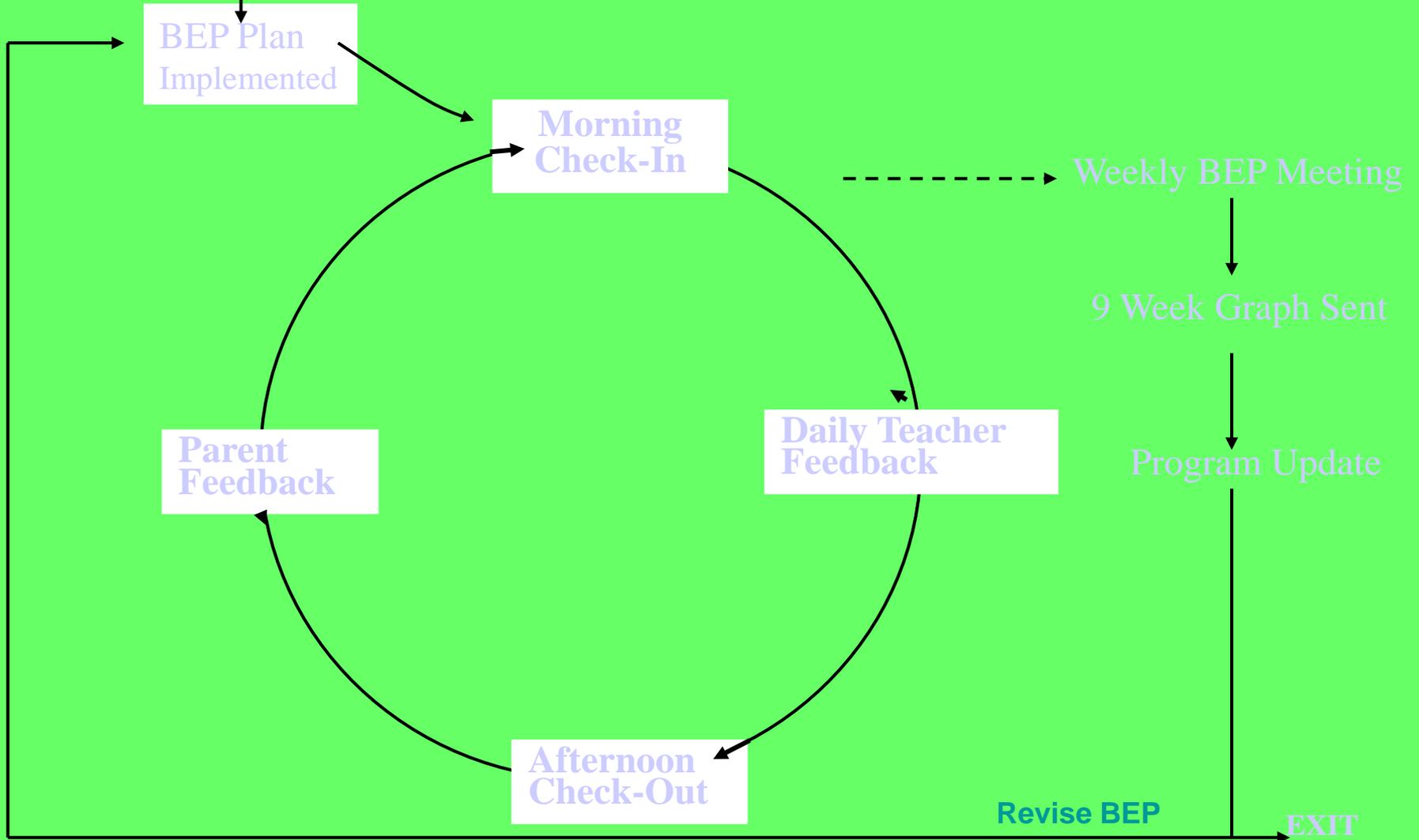


PBIS Targeted Intervention:  
Check In/Check Out  
(CICO)

Student Recommended for the BEP

Parents, Student & BEP Coordinator  
Meet to Discuss BEP Requirements

# CICO Cycle



# Overview: Positive Adult Contact

- Powerful protective factor for at-risk students
- First thing in morning, last thing before going home
- Encourage, motivate and help support students

# Tier III

- Team-based functional behavior analysis and behavior intervention plan
- Site-based mental health counseling

# Conclusion

- Cycle of improvement
- Make tiered intervention a living process of continual examination and realignment of resources