



Elementary Intervention Process

The Holt Public Schools Elementary Intervention Process is a multi-tiered framework of goals to support all students.

In summary, the flow is to identify student academic and behavioral needs by balancing screener test data (AIMSweb) with teacher diagnostic data (Reading Street Baseline Tests, DRA, Core Phonics, unit tests, class work, etc.) and teacher and office behavioral data (SWIS, Skyward, classroom, etc.).

Next, interventions are selected for specific students for remediation support in class and/or flooding (Tier 2) and in small groups (Tier 3).

Professional learning for teachers is ongoing to support Tier 1 and Tier 2 implementation. Specific professional learning for Tier 3 interventions is identified, obtained, and shared across staffs to improve capacity and the building's collective "toolkit".

All supporting documents and tools can be linked directly from the shared drive through the [Appendix Links](#) page at the end of this document.

This document will be revised and updated by the Curriculum Department. All comments, questions, or revision suggestions should be submitted through the Curriculum Department for review and inclusion in future versions.

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Elementary Intervention Timeline

Fall					Winter					Spring				
Week 1	Week 2	Week 3	Week 4	Week 5	Week 17	Week 18	Week 19	Week 20	Week 21	Week 30	Week 31	Week 32	Week 33	Week 34
Fall Screening Assessments					Winter Screening Assessments					Spring Screening Assessments				
Initial Classroom Assessment					Formative Classroom Assessment									
	Fall Pre-Data Meeting	Fall Data Meeting				Winter Pre-Data Meeting	Winter Data Meeting				Spring Pre-Data Meeting	Spring Data Review	Fall Preparation	
					Grade-Level Monthly Progress Monitoring Meeting (Tier 2 and 3 Students) Problem-Solving Team Meetings (Individual Students) Progress Monitoring (Survey Level Assessment) Behavioral Intervention and Analysis TBD									
Needs-Based Professional Learning (Tier 1, 2, 3)														

Fall Preparation

Below is a list of tasks to be completed for an efficient Fall screening kick-off for each new school year. These tasks should begin in the spring and followed up throughout the summer.

District Tasks

<p>Task: Print* testing probes for all tests from AIMSweb and order testing booklets from district print shop; deliver to all buildings and notify interventionist.</p> <p>*Online testing is available through AIMSweb for LNF, LSF, and R-CBM and requires planning and coordination by whomever is leading the screening process in your building. Online testing eliminates the need to print test books/labels for those tests only.</p>	
<p>Timing: May/June</p>	<p>Shared Responsibility: Instructional Coaches, Interventionists</p>
<p>Additional Information: Print quantities to be determined by enrollment numbers per classroom, grade, and building. Coordinating print quantities across the district is most efficient.</p>	
<p>Task: Send out testing dates to buildings (Ingham ISD sets testing windows: Kelly Trout).</p>	
<p>**Timing: End of June</p>	<p>Shared Responsibility: Instructional Coaches</p>
<p>Additional Information: All teachers, interventionists, etc. have current manual and up to date training. Anyone using AIMSweb will need to test their access/login BEFORE they NEED it.</p>	
<p>Task: Work with IT department to upload students before testing windows.</p>	
<p>**Timing: Early August (at least a week ahead of benchmark testing window)</p>	<p>Shared Responsibility: Instructional Coaches, Interventionists, IT Dept.</p>
<p>Additional Information: HPS Curriculum database contact is Arthur Summer</p>	

** Timing for balanced calendar schools may need to be earlier.

Building Tasks

Task: Annual staff training and planning for fidelity checks of AIMSweb screener process by team members performing screeners.	
Timing: June/August	Shared Responsibility: Interventionist, Principals
Additional Information: Tanya Stokes/Kristal Hafner/Amanda Lantz/Kim Bleicher – HPS Contacts Kelly Trout – Ingham ISD Contact	
Early Elementary Fidelity Checklists (Link to all PDFs) R-CBM Fidelity Checklist MAZE Fidelity Checklist	

Task: Prepare assessment booklets* <i>Fall:</i> Request school secretary to print labels for every grade level, apply labels, and sort booklets <i>Winter:</i> Organize booklets, add new students and take out students who dropped <i>Spring:</i> Organize booklets, add new students and take out students who dropped (If adding a new student at building level, you must enter student ID number from Skyward into AIMSweb.)	
*Online testing is available through AIMSweb for LNF, LSF, and R-CBM and requires planning and coordination by whomever is leading the screening process in your building. Online testing eliminates the need to print test books/labels for those tests only.	
Timing: 1 week before screener testing periods	Shared Responsibility: Interventionists, GLT Leaders
Additional Information:	

Task: Create testing schedule for building. Schedule a computer lab and/or library to do online testing and keep remainder of class occupied during screening time. Sample Schedule	
Timing: 2 weeks before screener testing periods	Shared Responsibility: Interventionists
Additional Information:	
<ul style="list-style-type: none"> • Early Literacy testing (Kindergarten/First Grade): SWAT team approach • CBM/RMAZE: Shared responsibility to administer and record scores with 2nd - 4th Grade staff • Students not being tested work on logging into the computer with building tech person 	

Fall Screening Assessments

Purpose:

The first student data points of a school year are obtained through the AIMSweb screening process. These are quick assessments administered consistently through protocols, usually by a team of staff who can assess a whole class during one time period. The data is then entered into AIMSweb for report generation that informs the pre-data meeting and data meeting processes.

Timing:

Fall benchmark screeners occur within the first two weeks of school. A universal screening schedule is usually provided by Ingham ISD and AIMSweb to ensure consistent administration windows for norming.

Assessments:

	Letter Naming Fluency (LNF)	Letter Sound Fluency (LSF)	Phoneme Segmentation (PS)	Nonsense Word Fluency (NWF)	Reading Curriculum Based Measure (R-CBM)	Comprehension Measure (MAZE)
Kindergarten	X					
Grade 1	X	X	X	X		
Grade 2					X	
Grade 3					X	X
Grade 4					X	X

Resources:

<https://aimsweb.pearson.com/Login.cfm>

- Password and login information can be obtained through Art Summer at Holt Public Schools.
- Fall Screening benchmark probes and administration guides are located under the “Downloads” tab.
- Copies of probes must be printed by the print shop in late spring for delivery to schools (see [Fall Preparation](#))
- Data entry to AIMSweb takes time that must be planned into your timeline. Guidance can be provided by coaches or:

Tanya Stokes/Kristal Hafner/Amanda Lantz/Kim Bleicher – HPS Contacts
Kelly Trout – Ingham ISD Contact

Shared Responsibility: Interventionist, Principal, Instructional Coach, Psychologist

- K-2 SWAT team (interventionist, resource teachers, principal, instructional coaches, speech and language pathologists, and psychologists)
- 3-4 MAZE classroom teachers complete R-CBM tests for 10 students, and the SWAT team will do the rest of R-CBM
- Observations from Fall 2011 showed that teachers who were involved in administering screening assessments were more engaged in data meeting outcomes.

Initial Classroom Assessment

Purpose:

Initial classroom assessments are diagnostic tools administered by classroom teachers to gain an understanding of student-specific instructional targets. These data are also used to validate screener data for student intervention prioritization and resource allocation. Assessment flow charts guide which classroom assessments inform instruction.

Timing:

- Initial classroom assessments are administered and collected over the first four weeks of school in concurrence with establishing classroom procedures and screener administration. These results are necessary for effective data meetings.
- Composites must be completed by end of fourth week of school and provided to building principal.

Assessments:

	Reading Street Baseline Test	DRA (Diagnostic Reading Assessment)	Core Phonics (as needed per grade- level assessment flow chart)
Kindergarten	X		
Grade 1	X		
Grade 2	X		
Grade 3		X	X
Grade 4		X	X

Resources:

- Reading Street Baseline Test (Instructional Coaches will order through print shop)
- DRA Kit (located in classroom)
- Core Phonics binder (located in bookroom)
- Assessment flow charts (distributed by Tricia Zeman)
- [K-2 RS Test Composite](#) (in ELA shared drive by grade level)
- [3-6 DRA/Core Phonics Composite](#)

Shared Responsibility: Classroom Teacher, Principal, Interventionist (as needed)

Fall Pre-Data Meeting

Purpose: The Fall Pre-Data Meeting is the first opportunity to see current screener data and begin sorting students based on expected needs. This meeting may occur in more than one session with the expected outcome of completing the initial sorting of screened students and identifying intervention/resource needs prior to staff presentation in the data meeting.

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none"> • Pre-Data Meeting Agenda • Meeting Norms • AIMSweb Norms Table (current year) • AIMSweb Screener reports: <ul style="list-style-type: none"> ○ Tier Transition Report (by Grade Level) ○ Scores & Percentiles (by Grade Level and Teacher) ○ Reports by subgroups (F/R lunch, gender, etc.) for analysis • SWIS Big 5 Reports from Prior Spring 	<ul style="list-style-type: none"> • Organization for Data Meeting format • Pre-Sorting of Tier 2/3 Students using Intervention Planning Guide • Identification of subgroups with particular gaps • Summaries of behavior data/problem areas to address at building level and grade level

Coinciding Tasks:

The Pre-Data Meeting Agenda guides the process for this meeting. Tasks below need to be completed around the same time as the Pre-Data Meeting and before the Data Meeting.

1. Create and distribute to BLT: Building DATA notebooks reports from above printed in color, tabbed for all grade levels.
2. Create and distribute to teachers: Color Transition Reports, Scores & Percentiles Reports (by teacher), updated AIMSweb Norms table
3. Save a new copy of the Intervention Planning Guide with the naming convention BUILDINGNAME_INTERVENTIONPLANNINGGUIDE_FALLYEAR.xlsx
4. Pre-populate the Intervention Planning Guide using instructions provided on the master sheet.
5. Schedule and set up [Fall Data Meeting](#).

Guiding Questions:

- Is there a core instructional issue?
- What are the building-wide intervention needs?
- What are the current intervention resources?
- What are potential Tier 1 goal recommendations?
- What are potential Tier 2 and 3 intervention focus areas?
- What student behavioral data informs intervention work?

Shared Responsibility: Building Leadership Team, Interventionist, Principal

Fall Data Meeting

Purpose: The Fall Data Meeting is when grade-level staff and the BLT compare [Initial Classroom Assessment](#) with Fall Screening Data. This meeting typically occurs in one session, with the expected outcome of eliminating improperly identified students from screener data, adding students with intervention needs from Initial Classroom Assessment data, and determining intervention goals and resources for Tiers 1, 2, and 3.

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none"> • Data Meeting Agenda • Meeting Norms • Technology (computer, projector, Elmo) • Pre-populated Intervention Planning Guides from Pre-Data Meeting • AIMSweb Norms Table • AIMSweb Screener reports: <ul style="list-style-type: none"> ○ Tier Transition Report (by Grade Level) ○ Scores & Percentiles (by Grade Level and Teacher) • SWIS Big 5 Reports from Prior Spring • Classroom Composites brought by teacher 	<ul style="list-style-type: none"> • Revised Intervention Planning Guides <ul style="list-style-type: none"> ○ used as action plans for intervention work ○ drive updates in Grade-Level Progress Monitoring Meetings • Potential PD Needs for Teams/Building • Intervention and Progress Monitoring Plans for all Tier 2/3 Students • Plan to include parents in intervention work

Considerations:

The Data Meeting Agenda and the Intervention Planning Guide guides the process for this meeting. Considerations below will improve the effectiveness of this meeting.

- Teachers must arrive to conclusions of needs/interventions on their own to be engaged in the Tier 1 work that will improve core; BLT might enhance those conclusions with recommendations from Pre-Data Meeting to help guide discussions that allow teachers to bring them out
- Classroom teachers **MUST** walk away from a data meeting with coherence of their next steps
- Any sorting, goal-establishing, or PD needs not completed at this meeting will be on agenda of next grade-level progress monitoring meeting

Guiding Questions:

Is there a core instructional issue?

Is a 90-30-30 schedule in place?

What Tier 1/2 intervention will team pursue and measure in class for core improvement?

What additional data will teacher/progress monitor gather to further identify intervention needs?

Who will service/progress monitor each intervention group?

What internal/external support do we need for our intervention work? Who communicates the overall plan with parents? Who will engage parents on support methods, specific to intervention?

Shared Responsibility: Principal, Interventionist, Building Leadership Team, Teachers

Formative Classroom Assessment

Purpose:

Formative classroom assessments are diagnostic tools administered by classroom teachers to revise understanding of student-specific instructional targets and progress.

- Informal formative classroom assessment for individualized goal setting may consist of running records and review of daily student work samples.
- Formal formative classroom assessment may consist of the assessment results outlined in the table below and documented in revised composites of student scores, used for reviewing and revising intervention needs.

Timing:

- Formative classroom assessments are administered and collected as needed to revise instructional targets and progress reading levels. These results are necessary for effective grade-level and problem-solving meetings.
- Fall Composites must be completed by end of fourth week of school and provided to building principal. Subsequent composites must be updated regularly as new data is collected and brought to monthly grade-level meetings and all data meetings.

Assessments:

	Reading Street Fresh Reads	Reading Street Unit Tests	DRA (Diagnostic Reading Assessment)	Core Phonics (as needed)
Kindergarten	X	X		
Grade 1	X	X		
Grade 2	X	X		
Grade 3			X	X
Grade 4			X	X

Resources:

- RS Fresh Reads Book and RS Unit and End of Year Benchmark Assessments Book (located in classroom, copies arranged by grade-level team)
- DRA Kit (located in classroom)
- Core Phonics binder (located in bookroom)
- Assessment flow charts (distributed by Tricia Zeman)
- [K-2 RS Test Composite](#) (in ELA shared drive by grade level)
- [3-6 DRA/Core Phonics Composite](#)

Shared Responsibility: Classroom Teacher, Principal

Progress Monitoring (Survey Level Assessment)

Purpose: Through the screening assessments, students needing additional academic or behavior support are temporarily designated Tier 2 or 3, based on the intensity of their needs. Tier 3 students are progress monitored using AIMSweb probes on a weekly basis to provide decision-making data for grade-level meetings. Tier 2 students are progress monitored twice monthly using AIMSweb probes or other methods identified by the team. Reports from these assessments will be provided to the student's teacher and should be shared with parents. Progress monitoring for these students is planned through the Survey Level Assessment (SLA) process.

AIMSweb Survey Level Assessment (SLA)

Survey Level Assessment (SLA) is a process that is used to determine a student's present level of academic performance at the onset of intervention. The information gained through SLA is used to:

- 1) clarify the extent of the academic deficit AND
- 2) identify the grade level at which a student should be progress monitored.

The process begins with assessment at the student's **actual** grade level. If SLA is conducted within two weeks of the benchmark screening assessment period, then the student's screening scores can serve as the starting point for SLA. If it has been longer than two weeks since screening, three new grade level passages will need to be administered to establish a new median score. The student's performance is compared to the AIMSweb National Norms to determine whether or not the student scores within the average range, which is defined as at or above the 25th percentile for the time of year (Fall, Winter, Spring). If the student is below the 25th percentile, the SLA process continues with three passages administered one grade level below the student's actual grade level. If the student's median score at that grade level falls within the average range for that grade level, the SLA process is complete. If the student again scores below grade level, then the SLA process continues with administration of three passages at the next lower grade level. SLA is complete when you have determined the *highest* level at which the student scores within the average range.

Additional Resources:

[HPS Progress Monitoring Policy](#)

[Progress Monitoring Poster](#)

[AIMSweb Progress Monitoring Instructions](#) (Contact Kelly Trout at Ingham ISD; ktROUT@inghamisd.org)

[Survey Level Assessment Charts](#)

Shared Responsibility: Psychologists, Interventionists, Resource Teachers, and Speech/Language Teachers

Grade-Level Monthly Progress Monitoring Meeting (Tiers 2 and 3)

Purpose: Grade-Level Monthly Progress Monitoring Meetings occur in regular intervals to review status of interventions being pursued with students (groups or individuals). This meeting has the expected outcome of reviewing progress monitoring data and documenting response to intervention, reviewing new behavior data, and adjusting intervention work if needed. A secondary outcome may be revising the completed Intervention Planning Guide based upon student response to interventions, new data, and current needs assessment for modifying instruction.

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none"> • Intervention Planning Guide • Meeting Norms • Current SWIS data (as applicable) • Updated Classroom Composites by teacher • Progress Monitoring Reports 	<ul style="list-style-type: none"> • Revised Intervention Planning Guide <ul style="list-style-type: none"> ○ used as action plans for intervention work • Potential PD Needs for Teams/Building • Potential identification of students requiring PST review

Considerations:

- Teachers need to leave the Data Meeting with an intervention plan and resources to Progress Monitor Tier 3 students using AIMSweb probes on a weekly basis. Reports from these assessments will be provided to the student's teacher and should be shared with parents. If at any point, a student changes tiers, their progress monitoring plan and responsibility should be revised accordingly.
- Teachers need to leave the Data Meeting with an intervention plan for flooding or reinforced core instruction and resources to Progress Monitor Tier 2 students using AIMSweb probes or other method identified by the team on a twice-monthly basis. If at any point, a student changes tiers, their progress monitoring plan and responsibility should be revised accordingly.
- Personnel trained in administering AIMSweb progress monitoring with fidelity are typically Psychologists, Interventionists, Resource Teachers, and Speech/Language Teachers
- Potential students requiring further problem-solving through PST referral process should be identified in this meeting.

Guiding Questions:

How are *multiple* data points informing us about student responses to intervention?

Which students need a new/modified intervention? (no progress or above/below goalline over 4-6 weeks)

Which students need continued intervention? (on goalline)

Which students are ready for Tier 1/Tier 2? Are there students who can phase out so others can phase in? How do we need to adjust interventions being delivered?

Shared Responsibility: Building Leadership Team, Interventionist, Principal, Teachers

Problem-Solving Team Meetings (Individual Students)

INSERT PROCESS and FORMS from PSYCH COMMITTEE HERE

[Appendix of Guiding Questions](#)

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Winter Screening Assessments

Purpose:

The AIMSweb screening process continues in January with a revised battery of testing. These are quick assessments administered consistently through protocols, usually by a team of staff who can assess a whole class during one time period. The data is then entered into AIMSweb for report generation that informs the pre-data meeting and data meeting processes.

Timing:

Winter benchmark screeners occur within the first two weeks of January, usually around the 17th or 18th week of a traditional school year. A universal screening schedule is usually provided by Ingham ISD and AIMSweb to ensure consistent administration windows for norming.

Assessments:

	Letter Naming Fluency (LNF)	Letter Sound Fluency (LSF)	Phoneme Segmentation (PS)	Nonsense Word Fluency (NWF)	Reading Curriculum Based Measure (R-CBM)	Comprehension Measure (MAZE)
Kindergarten	X	X	X	X		
Grade 1			X	X	X	
Grade 2					X	
Grade 3					X	X
Grade 4					X	X

Resources:

<https://aimsweb.pearson.com/Login.cfm>

- Password and login information can be obtained through Art Summer at Holt Public Schools.
- Winter Screening benchmark probes and administration guides are located under the “Downloads” tab.
- Data entry to AIMSweb takes time that must be planned into your timeline. Guidance can be provided by coaches or:

Tanya Stokes/Kristal Hafner/Amanda Lantz/Kim Bleicher– HPS Contacts
Kelly Trout – Ingham ISD Contact

Shared Responsibility: Interventionist, Principal, Instructional Coach, Psychologist

- K-2 SWAT team (interventionist, resource teacher, principal, instructional coaches, speech and language pathologists, and psychologists)
- 3-4 MAZE classroom teachers complete R-CBM tests for 10 students, and the SWAT team will do the rest of R-CBM
- Observations from Fall 2011 showed that teachers who were involved in administering screening assessments were more engaged in data meeting outcomes.

Winter Pre-Data Meeting

Purpose: The Winter Pre-Data Meeting is an opportunity to review revised screener/benchmark data and analyze student growth. This meeting may occur in more than one session with the expected outcome of a revised Intervention Planning Guide that will identify intervention/resource needs prior to staff presentation in the Winter Data Meeting.

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none"> • Pre-Data Meeting Agenda • Meeting Norms • AIMSweb Norms Table (current year) • AIMSweb Screener reports: <ul style="list-style-type: none"> ○ Tier Transition Report (by Grade Level) ○ Scores & Percentiles (by Grade Level and Teacher) • Behavioral Data (SWIS, classroom, etc.) 	<ul style="list-style-type: none"> • Organization for Data Meeting • Identification of subgroups with particular gaps • Summaries of behavior data/problem areas to address at building level and grade level • Revised sorting of Tier 2/3 Students using Intervention Planning Guides

Coinciding Tasks:

The Pre-Data Meeting Agenda guides the process for this meeting. Tasks below need to be completed around the same time as the Pre-Data Meeting and before the Data Meeting.

1. Revise and re-distribute to BLT: Building DATA notebooks reports from above printed in color, tabbed for all grade levels.
2. Create and distribute to teachers: Color Transition Reports, Scores & Percentiles Reports (by teacher)
3. Revise Intervention Planning Guide using instructions provided on the master sheet.
4. Schedule and set up [Winter Data Meeting](#) .

Guiding Questions:

How have building-wide intervention needs changed?
 What are the current intervention resources?
 What are potential Tier 1 goal revision recommendations?
 What are potential Tier 2 and 3 intervention focus areas?
 What student behavioral data informs intervention work?

Shared Responsibility: Building Leadership Team, Interventionist, Principal

Winter Data Meeting

Purpose: The Winter Data Meeting is when grade-level staff and the BLT compare [Formative Classroom Assessment](#) with Winter Screening Data. This meeting typically occurs in one session, with the expected outcome of revising the Intervention Planning Guides to include, but not limited to, eliminating improperly identified students from screener data, adding students with intervention needs from Formative Classroom Assessment data, and determining intervention goals and resources for Tiers 1, 2, and 3.

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none"> • Data Meeting Agenda • Meeting Norms • Technology (computer, projector, Elmo) • Revised Intervention Planning Guide from Pre-Data Meeting • Classroom Composites by teacher • AIMSweb Norms Table • AIMSweb Screener reports: <ul style="list-style-type: none"> ○ Tier Transition Report (by Grade Level) ○ Scores & Percentiles (by Grade Level and Teacher) 	<ul style="list-style-type: none"> • Revised Intervention Planning Guide <ul style="list-style-type: none"> ○ used as action plans for intervention work ○ drive updates in Grade-Level Progress Monitoring Meetings • Potential PD Needs for Teams/Building

Considerations:

The Data Meeting Agenda and the Intervention Planning Guide guides the process for this meeting. Considerations below will improve the effectiveness of this meeting.

- Teachers must arrive to conclusions of needs/interventions on their own to be engaged in the Tier 1 work that will improve core; BLT might enhance those conclusions with recommendations from Pre-Data Meeting and from analyzing Classroom Composites to help guide discussions
- Classroom teachers MUST walk away from a data meeting with coherence of their next steps
- Any sorting, goal-establishing, or PD needs not completed at this meeting will be on agenda of next grade-level progress monitoring meeting

Guiding Questions:

- What Tier 1/2 interventions will team pursue and measure in class for core improvement?
- What additional data will teacher/progress monitor gather to further identify intervention needs?
- Who will service each intervention group?
- What internal/external support do we need for our intervention work? Who communicates the overall plan with parents? Who will engage parents on support methods, specific to intervention?

Shared Responsibility: Principal, Interventionist, Building Leadership Team, Teachers

Spring Screening Assessments

Purpose:

The AIMSweb screening process is performed again in the Spring to confirm student progress and intervention needs for the final weeks of school. This data may also be used to make preliminary plans for Fall. These are quick assessments administered consistently through protocols, usually by a team of staff who can assess a whole class during one time period. The data is then entered into AIMSweb for report generation that informs the pre-data meeting and data meeting processes

Timing:

Spring benchmark screeners occur within the first few weeks of May, usually around the 30th or 31st week of a traditional school year. A universal screening schedule is usually provided by Ingham ISD and AIMSweb to ensure consistent administration windows for norming.

Assessments:

	Letter Naming Fluency (LNF)	Letter Sound Fluency (LSF)	Phoneme Segmentation (PS)	Nonsense Word Fluency (NWF)	Reading Curriculum Based Measure (R-CBM)	Comprehension Measure (MAZE)
Kindergarten	X	X	X	X		
Grade 1				X	X	
Grade 2					X	
Grade 3					X	X
Grade 4					X	X

Resources:

<https://aimsweb.pearson.com/Login.cfm>

- Password and login information can be obtained through Art Summer at Holt Public Schools.
- Spring Screening benchmark probes and administration guides are located under the “Downloads” tab.
- Data entry to AIMSweb takes time that must be planned into your timeline. Guidance can be provided by coaches or:

Tanya Stokes/Kristal Hafner/Amanda Lantz /Kim Bleicher– HPS Contacts
Kelly Trout – Ingham ISD Contact

Shared Responsibility: Interventionist, Principal , Instructional Coach, Psychologist

- K-2 SWAT team (interventionist, resource teacher, principal, instructional coaches, speech and language pathologists, and psychologists)
- 3-4 MAZE classroom teachers complete R-CBM tests for 10 students, and the SWAT team will do the rest of R-CBM
- Observations from Fall 2011 showed that teachers who were involved in administering screening assessments were more engaged in data meeting outcomes.

Spring Pre-Data Meeting

Purpose: The Spring Pre-Data Meeting is an opportunity to review revised screener/benchmark data and analyze student growth. This meeting may occur in more than one session with the expected outcome of a revised Intervention Planning Guide that will identify intervention/resource needs prior to staff presentation in the Spring Data Meeting. Any additional planning/forecasting for the following fall should begin at this meeting.

Participants: *Building Leadership Team, Teaching Staff*

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none">• Pre-Data Meeting Agenda• Meeting Norms• AIMSweb Norms Table (current year)• AIMSweb Screener reports:<ul style="list-style-type: none">○ Tier Transition Report (by Grade Level)○ Scores & Percentiles (by Grade Level and Teacher)• Behavioral Data (SWIS, classroom, etc.)	<ul style="list-style-type: none">• Organization for Data Meeting• Identification of subgroups with particular gaps• Summaries of behavior data/problem areas to address at building level and grade level• Revised sorting of Tier 2/3 Students using Intervention Planning Guides

Coinciding Tasks:

The Pre-Data Meeting Agenda guides the process for this meeting. Tasks below need to be completed around the same time as the Pre-Data Meeting and before the Data Meeting.

1. Revise and re-distribute to BLT: Building DATA notebooks reports from above printed in color, tabbed for all grade levels.
2. Create and distribute to teachers: Color Transition Reports, Scores & Percentiles Reports (by teacher)
3. Revise Intervention Planning Guide using instructions provided on the master sheet.
4. Schedule and set up [Spring Data Meeting](#) .

Guiding Questions:

How have building-wide intervention needs changed?
What are the current intervention resources?
What are potential Tier 1 goal revision recommendations?
What are potential Tier 2 and 3 intervention focus areas?
What student behavioral data informs intervention work?
What improvements can we celebrate?
How can this data be used to prepare us for our Fall workload?

Shared Responsibility: Building Leadership Team, Interventionist, Principal

Spring Data Meeting

Purpose: The Spring Data Meeting is when grade-level staff and the BLT compare [Formative Classroom Assessment](#) with Spring Screening Data. This meeting typically occurs in one session, with the expected outcome of revising the Intervention Planning Guide to include, but not limited to, eliminating improperly identified students from screener data, adding students with intervention needs from Formative Classroom Assessment data, and determining intervention goals and resources for Tiers 1, 2, and 3. The Spring Data Meeting is also an occasion to celebrate successes and begin initial plans for Fall.

Necessary Inputs	Expected Outcomes
<ul style="list-style-type: none"> • Data Meeting Agenda • Meeting Norms • Technology (computer, projector, Elmo) • Revised Intervention Planning Guide from Pre-Data Meeting • Classroom Composites by teacher • AIMSweb Norms Table • AIMSweb Screener reports: <ul style="list-style-type: none"> ○ Tier Transition Report (by Grade Level) ○ Scores & Percentiles (by Grade Level and Teacher) 	<ul style="list-style-type: none"> • Revised Intervention Planning Guide <ul style="list-style-type: none"> ○ used as action plans for intervention work ○ drive updates in Grade-Level Progress Monitoring Meetings • Potential PD Needs for Teams/Building

Considerations:

The Data Meeting Agenda and the Intervention Planning Guide guides the process for this meeting. Considerations below will improve the effectiveness of this meeting.

- Teachers must arrive to conclusions of needs/interventions on their own to be engaged in the Tier 1 work that will improve core; BLT might enhance those conclusions with recommendations from Pre-Data Meeting and from analyzing Classroom Composites to help guide discussions
- Classroom teachers **MUST** walk away from a data meeting with coherence of their next steps
- Any sorting, goal-establishing, or PD needs not completed at this meeting will be on agenda of next grade-level progress monitoring meeting

Guiding Questions:

- What Tier 1/2 interventions will team pursue and measure in class for core improvement?
- What additional data will teacher/progress monitor gather to further identify intervention needs?
- Who will service each intervention group?
- What internal/external support do we need for our intervention work? Who communicates the overall plan with parents? Who will engage parents on support methods, specific to intervention?

Shared Responsibility: Principal, Interventionist, Building Leadership Team, Teachers

Needs-Based Professional Learning (Tiers 1, 2, 3)

For professional development to be effective it must be authentically centered on students; it must be owned and shared by the teachers of those students; it must be based on students' needs, staff research and action, followed by reflection and improved practice. Professional learning is collaborative, embedded in our work, and focused on the learning outcomes of our students.

Guiding Questions

Authentic professional learning in Holt Public Schools will be framed by these guiding questions:

1. What are your storylines/themes/big ideas for the PD year?
These will be based on:
 - i. What students are to learn
 - ii. How they will learn it
 - iii. What will we do if they don't
2. What evidence informs this big idea? (data, quality indicators, beliefs, etc.)
3. How will the time spent with teachers model an excellent classroom with the Standards of Authentic Instruction evident?
4. How is your professional staff involved in the planning and implementation of PD (psychs, teachers, coaches, etc.)?
 - i. How are these personnel identified?
5. How are all staff (teaching and support) engaged in PD?
6. What is your evidence for determining that your PD affects student learning?
7. How are you tending to the necessary collaborative culture?

Professional Learning Outcomes

The development of any professional learning experience will include the following outcomes:

- **Theme** – What big idea(s) about student learning are we here to study and improve?
- **Student Evidence Drives Learning**: what students are to learn, how they will learn it, and what we do when they don't ; data – learning/decision – action – repeat
- Learning models good teaching by using the **Five Standards of Authentic Instruction**
- **Staff engagement/relationships**

Five Standards of Authentic Instruction

1. **Higher-order thinking** - Manipulate ideas to create meaning.
2. **Depth of knowledge** - Coverage of few topics in a connected way (drilling down rather than skimming over)
3. **Connectedness to the world beyond the classroom**
4. **Substantive conversations** – Rich discussions; collaborative development of ideas.
5. **Social support for student achievement** - Environment of mutual respect

Adapted from Newmann & Wehlage:

http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ461121&ERICExtSearch_SearchType_0=no&accno=EJ461121

Glossary

Building Leadership Team (BLT) – A building-level team responsible for data analysis, intervention planning/monitoring, and agenda-setting for building. This team is typically comprised of the Principal, Interventionist, Coach, Resource Teacher, and Schedule B Leaders.

Interventionist – Most buildings have one FTE designated as an interventionist. This role includes all personnel designated to work with small groups or individual students on targeted academic or behavior skills. Interventionists may include resource teachers, social workers, psychologists, teachers, or para-professionals.

SWAT – A team of teachers and interventionists who work together tactically to perform benchmark screener assessments with a classroom of students in a given time period.

Classroom Composites – Excel spreadsheet designed to manage initial and formative classroom assessment data on literacy progress of students. It is the classroom teacher's responsibility to bring revised composites of student progress to data meetings and monthly grade-level meetings.

Appendix Links

Composites

[Reading Street Kindergarten Test Composite](#)

[Reading Street First Grade Test Composite](#)

[Reading Street Second Grade Test Composite](#)

[Grade 3-6 DRA/Core Phonics Composite](#)

[Survey Level Assessment Charts](#)

Agendas

[Pre-Data Meeting Agenda](#)

[Data Meeting Agenda](#)

[Grade-level Meeting Agenda](#)

PST Agenda (Coming Soon)

[Meeting Norms](#)

Data Meeting Tools

[Intervention Planning Guide](#)

[K-4 Universal/Targeted Intervention Definition](#)

[K-4 Intensive Intervention Definition](#)

[Parent Intervention Contract](#)

Grade-level Meetings/PST Forms

[Guiding Questions for Students Not Progressing](#)

Absent Team Member Concerns Form (Coming Soon)

Revision Log

Revision #	Date	Updates	Made By
1	November 28, 2011	Process Rolled out to K-4 Buildings	Walt Sutterlin
2	December 13, 2011	Progress Monitoring Policy added to PM/SLA Section; linked in W: drive	Walt Sutterlin
3	January 17, 2012	Survey Level Assessment chart added to appendix documents	Walt Sutterlin
4	March 27, 2012	Spring Pre-Data Meeting purpose edited	Walt Sutterlin

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