

WALDEN GREEN MONTESSORI

TIER I ACADEMIC INTERVENTIONS (AVAILABLE TO ALL, BASED ON NEED)

CLASSROOM SUPPLEMENTARY AIDS, ACCOMMODATIONS, & MODIFICATIONS

1. Modified work plan (daily/weekly goals)
2. Individualized visual schedule (hourly, daily, weekly)
3. Reference charts/guides on desk/table
4. Use a timer as a guide to complete tasks
5. Designated workspace (assigned seat)
6. Type instead of hand write
7. Tech tools for speech to text
8. Tech tools for text to be read aloud
9. Seating student near teacher
10. Seating near a positive role model
11. Standing near student when giving directions or presenting lessons
12. Avoiding distracting stimuli (high traffic area, windows, lights, heat systems)
13. Increasing the distance between desks
14. Giving extra time to complete tasks
15. Providing visual aids and graphic organizers
16. Meeting with student in small groups (≤ 6)
17. Meeting with student (1 to 1)
18. Using nonverbal cues to stay on task
19. Giving extra rewards and privileges
20. Allowing short breaks between assignments
21. Look for opportunity for student to display leadership role in class
22. Send positive notes home
23. Make eye contact with students before giving directions and have students repeat
24. Use reading partners and skilled peer or adult mentors to provide academic support
25. Design a signal on the desk (e.g., brightly colored index card folder like a tent)
26. Noise canceling headphones for auditory distractibility
27. FAST Reading Intervention Program (K-3)
28. Khan Academy: MAP Accelerator (3rd-8th)
29. Happy Numbers Math Program K-2
30. Freckle Education: K-5

WALDEN GREEN MONTESSORI

TIER 2 ACADEMIC INTERVENTIONS (AVAILABLE TO SOME, BASED ON NEED)

Program Description

Title I and 31a provide pull-out small group math and reading support for grades K-8. Math groups and standards addressed are based on the district's Delta Math Screener. Reading groups are based on two assessments: EasyCBM and Really Great Reading. Progress is monitored regularly and drives instruction.

Schoolwide Assessments

○ **Delta Math**

- All students take the screener in the Fall to assess knowledge from the previous year.
- Results are used to identify students who need help and to determine math intervention groups.
- Students who receive Tier 2 interventions are assessed on the same standards in December to measure growth.
- All students take the screener in the winter and spring to assess knowledge from the current year.
- Results are used to identify students who need help and to determine math intervention groups (Tier 1 and Tier 2).

○ **EasyCBM**

- Young 5s are assessed on phonemes and graphemes as well as Kindergarten word recognition in the fall, winter, and spring.
- Oral reading fluency is measured for all students K-8 in the Fall and all students K-3 in the winter and spring. Students in grades 4-8 who receive reading interventions are assessed in the winter and spring.

○ **Really Great Reading (Website)**

- Kindergarten Foundational Skills Survey
- 1st Grade Foundational Skills Survey
- Phonological Awareness Survey (as needed)
- Letter Knowledge Survey (as needed)
- Basic Decoding Survey (grades 2-4)
- Advanced Decoding Survey (grades 2-8)
- Advanced Decoding Survey Plus (grades 4-8)

Curriculum

Delta Math Rtl program ([Website](#))

Times Tales (as needed in grades 5-8)

- Language-based learning for multiplication facts 6-9.
- [Information](#) about the program

Grades K-3 Reading:

- **UFLI** ([Website](#))

Grades 4-8 Reading:

- **Boost Phonics** (Really Great Reading) [Scope & Sequence](#)
- *Phonics and Spelling Through Phoneme-Grapheme Mapping* by Kathryn E.S. Grace

WALDEN GREEN MONTESSORI

TIER 3 ACADEMIC INTERVENTIONS (AVAILABLE TO SOME, BASED ON NEED)

Program Description

Tier III/Special Ed provide pull-out small group math, reading, and writing support for grades K-8 based on IEP goals.

“Orton–Gillingham” (OG) is a teaching approach that was designed to help struggling readers. It explicitly teaches the connections between letters and sounds. It introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. always is focused upon the learning needs of the individual student. Orton-Gillingham practitioners design lessons and materials to work with students at the level they present by pacing instruction and the introduction of new materials to their individual strengths and weaknesses. Students with dyslexia need to master the same basic knowledge about language and its relationship to our writing system as any who seek to become competent readers and writers. However, because of their dyslexia, they need more help than most people in sorting, recognizing, and organizing the raw materials of language for thinking and use. Language elements that non-dyslexic learners acquire easily must be taught directly and systematically.

“Reading A to Z” has an extensive collection of leveled reading resources. With more than 2,000 books at different levels of text complexity, teachers can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, assessments, and much more.

- Differentiate student reading with more than 2,000 books at different levels of text complexity.
- Hone reading skills with lesson plans, worksheets, discussion cards, and comprehension quizzes that accompany every leveled book.
- Teach important 21st century skills and address critical ELA curriculum standards with thousands of downloadable, projectable, and printable teaching materials.

EasyCMB reading “measures” are grouped by skill sets. Each skill set progresses in difficulty with Phoneme Segmenting, Letter Names, and Letter Sounds being the easiest, Word Reading Fluency, Passage Reading Fluency being the more difficult, and Proficient Reading measure being the hardest to complete.

The **Delta Math Rtl** program provides online readiness and tier 3 screeners and standard based reports, paper-based progress monitoring, tiered instructional support and distributed practice.

“Step Up to Writing” instructional strategies and writing lessons help students understand the importance of each step in the writing process. Beginning writers explicitly learn and practice each phase of the process. Common expectations and language for writing across every grade level builds confidence as students grow into more advanced writers and the process becomes fluid and automatic. *Step Up to Writing* provides the specialized instruction to meet the needs of diverse student groups.



MTSS SPEECH & LANGUAGE SERVICES

Helps students with the following needs:

1. Articulation - difficulty with speech intelligibility, errors in production of speech sounds, phonological processes
2. Expressive language - helping when there are difficulties with verbal or written expression
3. Receptive language - difficulty in understanding language, following directions (understanding concepts)
4. Pragmatic or social language - use of language in social contexts
5. Speech fluency - stuttering

TIER I

What Tier 1 Speech/Language services entails:

Consult basis where student is provided with at home speech practice for improving communication skills.

Teacher responsibilities for Tier I Speech/Language services:

Check in with SLP and student as needed to make sure practice is being sent home, completed, and/or communicating between student/parent/SLP when necessary.

Speech/Language consultant responsibilities for Tier I:

Consulting with family and student and providing home program for student and family.

TIER II

What Tier II Speech/Language services entails:

A short period of time set to remediate speech sound errors (typically an 8 week program with specific goals set in a short time frame).

Teacher responsibilities for Tier II Speech/Language services:

Follow up with students that they are practicing at home and liaison between parents and SLP as needed.

Speech/Language consultant responsibilities for Tier II:

Provide instruction for student and completing paperwork at beginning for parent consent, progress reporting, and evaluation as needed to determine whether a student should continue to receive services or graduate from services.

TIER III

What Tier III Speech/Language services entails:

Direct speech and language services with an IEP for student. Specific goals and direct service for each student that qualifies for special education services. Direct therapy targeting any of the above areas keeping track of services provided, progress reporting, and annual IEPs.

Teacher responsibilities for Tier III Speech/Language services:

Communicate concerns or questions with SLP. Attend and give input for IEP team meetings.

Speech/Language consultant responsibilities for Tier III:

Direct speech therapy providing services in compliance with the student's IEP.



MTSS OCCUPATIONAL THERAPY SERVICES

Helps students with the following needs:

1. Fine motor skills including handwriting concerns
2. Sensory integration as it effects interacting with classroom curriculum
3. ADLs - including tying shoes, donning/doffing clothing or outside clothing, washing hands/toileting sequencing
4. Transitioning between activities or areas
5. Executive Functioning skills - including organization, getting started on tasks, working memory, etc

TIER I

What Tier 1 OT services entails:

Providing education and training for teachers or staff, assisting in universal screenings for instructional purposes

Teacher responsibilities for Tier I OT services:

Talk with OT regarding classroom concerns or needs

OT consultant responsibilities for Tier I:

Assist in grade-level probes (screening, testing) - including administering educational and/or behavioral in individual classrooms or for a grade level, provide suggestions for research-based curriculum that supports diverse learning needs applicable to students, providing professional development for teachers/staff, assisting with environmental design for classroom to reduce or enhance sensory input (as needed) or ergonomic strategies, serve on curriculum committee or new playground committee to assist with understanding of universal design principles and child development.

TIER II

What Tier 2 OT services entails:

OT reviewing data collected by general education staff, providing suggestions for general education staff, and episodic problem solving for the purpose of assisting general education staff.

Teacher responsibilities for Tier II OT services:

Talk with OT regarding classroom concerns or needs, talk with OT regarding specific student need, attempt suggestions as appropriate.

OT consultant responsibilities for Tier II:

Training in task analysis for instructional activities, suggesting alternative or adapted materials or strategies to promote participation and performance for struggling learners, suggestions for full class use - including assistive technology or research-based handwriting curriculum, exploring environmental triggers to behaviors in daily routines, modeling differentiated instructional approaches in small groups or classroom activities.

TIER III

What Tier III OT services entails:

Reviewing data collected by general education staff, assisting team in determining if the child is suspected of having a disability, if a referral for full and individualized evaluation is made - OT will evaluate as requested.

Teacher responsibilities for Tier III OT services:

Referral for special education as appropriate, continue OT strategies in the classroom, report to OT any progress or continued needs.

OT consultant responsibilities for Tier III:

Offer additional visual-motor strategies to support intensive instructional intervention, individualized suggestions based on evidence-based strategies (including instructional strategies), complete OT evaluation as necessary per REED.



MTSS SOCIAL WORK SERVICES

Helps students with the following needs:

Work with students through IEP process which service a variety of needs based on situation/goal such as social skills, anxiety, work completion. Work with teachers to support students. To help with short term crisis such as death in family, parent/child request, divorce) situation that does not involve long term counseling. Help family make connections with different agencies if necessary. This may include general education students. Crisis situations, risk assessments for situations that involve weapons and/or suicide concerns. Grief counseling as part of crisis team which can involve individuals/group depending on situation. Staff/parent request for ADHD observation, rating scale (can't diagnose but provide parents with information for physician). Identify needs that interfere with learning and work as well as behavior with general education and special education students through observations, assessments, working with students and staff to develop and implement behavior management plans, provide direct and indirect services to help students. Help determine whether child qualifies for special education services.

TIER I

What Tier I SW services entails:

Help review, clarify, and define the problem which can include an observation to help decide what one or two areas needs to be targeted. Do observation, provide data sheets, other forms to record interventions so teachers can keep track of interventions they have implemented.

Teacher responsibilities for Tier I SW services:

Teacher identifies the problem(s), reviews CA60, start interventions to address student needs that are not responding to standard teaching. Connect with parents to let them know their concerns and that a process is being started to help their child. Get parents' input. Once problem is defined teacher would start to gather data, typically for 30 days.

TIER II

What Tier 2 SW services entails:

Provide suggestions and complete assigned task determined by Child Study. Work with staff to support and assist with recommendations of plan. Complete observations, work with staff with tools such as Motivation Assessment Scale, data collection, ABC forms to collect data and provide data driven to obtain function of behavior. Complete Functional Behavior Assessments (FBA) and Behavior Plan (if necessary).

Teacher responsibilities for Tier II SW services:

Provide information and summary of interventions tried, with results of data collected during Child Study. Complete check lists to track effectiveness of interventions to help support staff determine function of behavior. Work with support staff. Call or meet with parents to discuss Child Study recommendations. Support staff could assist with this based on teacher recommendation. Tier 2 could involve more than one meeting.

TIER III

If a student is not responding to interventions put in place and outcomes are still unsatisfactory, it may be necessary to make a referral to determine if further interventions are needed or that a special education evaluation needs to be considered.

What Tier III SW services entails:

Continue to work with staff/student. Complete evaluation to determine if student qualifies for special education which typically includes working with staff, parents, and student.