Instructional Guidelines
Best Practices
for ALL Learners

October 2014
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OVERVIEW
I. Overview

Introduction

The Grafton School District is engaged in a continuous improvement process to increase student learning at all levels. Part of the continuous improvement process is designing district systems to accommodate the many levels of professional leadership and development needed to operate a high performing school district.

During the 2012-2013 school year, the district embarked on the process of developing a strategic plan that would identify the top five priority areas of focus in the district (https://docs.google.com/file/d/0BzgH0h_w6oW2aDUxY2R0RGh2NkU). Four of the five priority areas are addressed in this document:

1. Adopt and fully implement teaching and learning standards for all learners (students and staff) that are supported, differentiated and accountable.
2. Develop and implement professional development and staff evaluation plans that are fully aligned with adopted standards of best practice and embedded in everyday practice.
3. Research potential models to implement and further develop a dynamic learning environment that fully supports the learning standards for all stakeholders.
4. Build and sustain a collaborative learning community grounded in trust and focused on maximizing the academic success of all Grafton students.

Purpose of the Guidelines Document

This document provides an overview of the instructional practices that we use in the Grafton School District to support high levels of learning for all students. With the recent changes to state and federal legislation, school districts have been working towards designing systems that support every student on his or her individual learning path. This system must include practices and resources that not only support the students who are consistently meeting the standards, but also students who struggle with the content and those students who have mastered the content. This document is designed to provide teachers with resources to improve Tier One Instruction within their classrooms, and also give them the blueprint for helping students whose needs are not met within the regular classroom structure.

This document is designed to be used as a resource during staff in-services, weekly grade level/subject area meetings, Student Support Team meetings and district data digs.
In addition, the Department of Learning Services has identified a Systems & Priorities Document that guides our work in these areas relevant to this document:

Curriculum
- Curriculum Review Cycle
- Committee Structure
- District Curriculum Matrix
- Common Core Standards
- Fidelity in Implementation
- Curriculum Document Framework

Instruction
- Best Practices
- Instructional Coaching
- Next Generation Learning
- Individualized Learning Plans
- RtI/Student Support Teams
- Gifted & Talented

Assessment
- Common Summative Assessments
- Common Formative Assessments
- Data Retreat Cycle
- Grading and Reporting
- MAP Testing
- Smarter Balanced Assessment
- District Assessment Matrix

Professional Development
- Differentiated Staff Development Calendar
- Embedded Initiatives
- Teacher Professional Growth
- Committees
- Book Groups
- Leadership Development
- SEWNTP
- Staff Development
- Grafton Academy
**SDG Data-Based Decision Making Team Structures**

**Curriculum**
- District Committee follows curriculum review cycle
- Departments and Grade Levels collaborate regarding shared resources, best practices, and common assessments
- Teachers plan engaging, differentiated daily instruction

**Instruction, Intervention and Enrichment**
- Weekly Grade Level Meeting
  - Collaborate regarding Tier 1 Instruction
  - Student Concerns
- IST - Instructional Support Team
  - Every 6 Weeks
  - Plan, analyze, and evaluate student interventions and enrichments

**Data**
- District Data Team Summer Retreat
  - Analyze district trends
  - Set district goals
- Building Data Team
  - 3 times/year
  - Analyze grade level trends and progress
  - Set building goals
- Department/Grade Level Team
  - Analyze student work
  - Set goals for student progress

**Building Data Team**
- 3 times/year
  - Analyze grade level trends and progress
  - Set building goals

**Department/Grade Level Team**
- Analyze student work
- Set goals for student progress

**IST - Instructional Support Team**
- Every 6 Weeks
  - Plan, analyze, and evaluate student interventions and enrichments

**SST - Student Support Team**
- Need-only meeting
  - Evaluate intervention progress
BEST PRACTICES
II. Best Practices for Tier 1 (all students)

What are Best Practices?

The term “Best Practices” has evolved over the years; it originated in the professions of medicine, law and architecture to describe solid, reputable work in the field. In the field of education, Best Practices now refers to the really big ideas in education...the ones with depth and staying power.

Clusters of Best Practice Principles for all Content Areas

Student Centered: the best starting point for learning is a student’s questions. The activation of students’ innate intrinsic motivation to learn takes precedence over a desire to deliver content.

- Authentic—Real, rich, complex ideas and materials are at the heart of the curriculum.
- Holistic—Learning is set within purposeful contexts.
- Experiential—Active, hands-on, concrete experiences instigate powerful learning.
- Challenging—Genuine challenges, choices, and student responsibility are embedded in all courses.

Cognitive: the most powerful learning comes when children understand concepts through higher-order thinking associated with inquiry and meta-cognition.

- Developmental—Expectations, experiences, and activities are developmentally appropriate.
- Constructivist—Students build knowledge through inquiry and collaboration with peers.
- Expressive—Students demonstrate understanding through a variety of communicative media.
- Reflective—Opportunities to reflect, set goals, monitor progress, and take responsibility for learning are embedded in all learning experiences.

Interactive: the best learning occurs in classrooms where there is lively conversation, discussion and debate.

- Sociable—Classroom environments are safe, energizing, and respectful.
- Collaborative—Small group work is a frequent, established framework for learning.
- Democratic—Classrooms are communities in which shared responsibility and decision-making are practiced.
Structures of Best Practice Teaching for all Content Areas

1. Gradual Release of Responsibility

The gradual release of responsibility model provides teachers with an instructional framework for moving from teacher knowledge to student understanding and application. The gradual release of responsibility model ensures that students are supported in their acquisition of the skills and strategies necessary for success. (D. Fisher, 2008)

![Diagram of Gradual Release of Responsibility](image)

2. Classroom Workshop

Classroom workshop is an instructional framework in which the instruction is delivered in a short mini-lesson, and students engage in independent work or small group instruction based on learning needs during the bulk of the allotted workshop time. Workshops include a closing share, in which students reflect and share their learning work with one another.

![Diagram of Workshop Framework](image)
3. Strategic Thinking

Webb's Depth of Knowledge (DOK) provides a vocabulary and a frame of reference when thinking about our students and how they engage with the content. DOK offers a common language to understand "rigor," or cognitive demand, in assessments, as well as curricular units, lessons, and tasks. Webb developed four DOK levels that grow in cognitive complexity and provide educators a lens on creating more cognitively engaging and challenging tasks.
4. Collaborative Activities

Cooperative learning provides an environment where students can reflect upon newly acquired knowledge, process what they are learning by talking with and actively listening to their peers, and develop common understanding about topics. As students talk through material, they deepen their understanding of it and become more conscious of the strategies necessary for arriving at an answer (Bandura, 2000). This process helps them to retain what they are learning. (Pitler, Hubbell and Kuhn 2012)

Cooperative Learning is NOT

- Groups of students sitting together at one table and talking about their assignment as they individually work on their assignments.
- A group of students working on a group assignment where one student takes the lead, completes the work, and all the other students put their names on the assignment.

Cooperative Learning IS

- Positive interdependence (sense of sink or swim together)
- Face-to-face promotive interaction (helping each other learn, applauding success and efforts)
- Individual and group accountability (each person has to contribute to the group achieving its goals)
- Interpersonal and small group skills (communication, trust, leadership, decision making, and conflict resolution)
- Group processing (reflecting on how well the team is functioning and how to function even better)

(Compiled from the website –http://clcrc.com/index.html#essays of the Cooperative Learning Center at the University of Minnesota.)

Instructional Strategies for Collaborative Learning

- Reciprocal Teaching
- Listening/Viewing Station
- Visual Representations
- Book Clubs
- Labs and Simulations
- Jigsaw
- Skills Groups
Inquiry is the basis of all learning, and classrooms that center their study around essential questions are more engaging and relevant to learners. Essential questions support the following educational purposes:

- Signal that inquiry is a key goal of education
- Make it more likely that the unit will be more intellectually engaging
- Help to clarify and prioritize standards for teachers
- Provide transparency for students
- Encourage and model metacognition for students
- Provide opportunities for intra- and interdisciplinary connections
- Support meaningful differentiation

**Four Types of Classroom Questions**

**Questions That Hook**
- Asked to interest learners around a new topic
- May spark curiosity, questions, or debate
- Often framed in engaging “kid language”
- Asked once or twice, but not revisited

**Questions That Lead**
- Asked to be answered
- Have a “correct” answer
- Support recall and information finding
- Asked once (or until the answer is given)
- Require no (or minimal) support

**Questions That Guide**
- Asked to encourage and guide exploration of a topic
- Point toward desired knowledge and skill (but not necessarily to a single answer)
- Maybe be asked over time (e.g., throughout a unit)
- Generally require some explanation and support

**Essential Questions**
- Asked to stimulate ongoing thinking and inquiry
- Raise more questions
- Spark discussion and debate
- Asked and reasked (throughout the unit and maybe the year)
- Demand justification and support
- “Answers” may change as understanding deepens
6. Representing to Learn

Representing-to-learn addresses the "hands-on" aspects of brain-based learning using graphic, manipulative, modeling, and simulation strategies. These take place in a multitude of genre: graphing, writing, drawing, songs, rhymes, murals, performances, plays, models, simulations, manipulatives and concept mapping. Each artifact is authentic with a defined real audience, service, or purpose.

<table>
<thead>
<tr>
<th>Questions from Texts, Teachers and Tests</th>
<th>Thinking Processes</th>
<th>Thinking Maps as Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you defining this thing or idea? What is the context? What is your frame of reference?</td>
<td>DEFINING IN CONTEXT</td>
<td>Circle Map</td>
</tr>
<tr>
<td>How are you describing this thing? Which adjectives would best describe this thing?</td>
<td>DESCRIBING QUALITIES</td>
<td>Bubble Map</td>
</tr>
<tr>
<td>What are the similar and different qualities of these things? Which qualities do you value most? Why?</td>
<td>COMPARING and CONTRASTING</td>
<td>Double Bubble Map</td>
</tr>
<tr>
<td>What are the main ideas, supporting ideas, and details in this information?</td>
<td>CLASSIFYING</td>
<td>Tree Map</td>
</tr>
<tr>
<td>What are the component parts and subparts of this whole physical object?</td>
<td>PART-WHOLE</td>
<td>Brace Map</td>
</tr>
<tr>
<td>What happened? What is the sequence of events? What are the substages?</td>
<td>SEQUENCING</td>
<td>Flow Map</td>
</tr>
<tr>
<td>What are the causes and effects of this event? What might happen next?</td>
<td>CAUSE and EFFECT</td>
<td>Multi-Flow Map</td>
</tr>
<tr>
<td>What is the analogy being used? What is the guiding metaphor?</td>
<td>SEEING ANALOGIES</td>
<td>Bridge Map</td>
</tr>
</tbody>
</table>
7. Formative-Reflective Assessment

When incorporated into classroom practice, the formative assessment process provides information needed to adjust teaching and learning while they are still happening. The process serves as practice for the student and a check for understanding during the learning process. The formative assessment process guides teachers in making decisions about future instruction.

Many formative assessment strategies address the teacher’s information needs, helping to answer questions critical to good instruction:

- Who is and is not understanding the lesson?
- What are this student’s strengths and needs?
- What misconceptions do I need to address?
- What feedback should I give students?
- What adjustments should I make to instruction?
- How should I group students?
- What differentiation do I need to prepare?

Formative Assessment Strategies

- Observations
- Questioning
- Discussion
- Exit/Admit Slips
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Laundry Day
- Four Corners
- Constructive Quizzes
- Think Pair Share
- Appointment Clock
- As I See It
Reflective Assessment should be student driven:

### Seven Strategies of Assessment for Learning

**Where Am I Going?**
- Strategy 1: Provide students with a clear and understandable vision of the learning target.
- Strategy 2: Use examples and models of strong and weak work.

**Where Am I Now?**
- Strategy 3: Offer regular descriptive feedback.
- Strategy 4: Teach students to self-assess and set goals.

**How Can I Close the Gap?**
- Strategy 5: Design lessons to focus on one learning target or aspect of quality at a time.
- Strategy 6: Teach students focused revision.
- Strategy 7: Engage students in self-reflection, and let them keep track of and share their learning.


### 8. Differentiation

These practices include using effective classroom management procedures; promoting student engagement and motivation; assessing student readiness; responding to learning styles; grouping students for instruction; and teaching to the student's zone of proximal development (the distance between what a learner can demonstrate without assistance and what the learner can do with assistance) (Allan & Tomlinson, 2000; Ellis & Worthington, 1994; Vygotsky, 1978).
9. Accountable Talk

We know that promoting classroom discussion and talk that have certain features can result in particular kinds of academic benefits, such as improved word knowledge. Rich teacher-student discussion also supports the development of students’ reasoning and supports their abilities to express their reasoning. Using discussion in the classroom also provides a mechanism for connecting new words to prior knowledge and experience.

*Cathy O’Connor, Boston University*

**Features of Accountable Talk**

*Accountability to the Learning Community*
- Careful listening to each other
- Using and building on each other’s ideas
- Paraphrasing and seeking clarification
- Respectful disagreement
- Using sentence stems

*Accountability to Accurate Knowledge*
- Being as specific and accurate as possible
- Resisting the urge to say just “anything that comes to mind”
- Getting the facts straight
- Challenging questions that demand evidence for claims

*Accountability to Rigorous Thinking*
- Building arguments
- Linking claims and evidence in logical ways
- Working to make statements clear
- Checking the quality of claims and arguments

When students engage in accountable talk, they do the following:
- Focus on the topic and purpose of the discussion
- Attend to the listener’s needs and what others are saying
- Seriously respond to and build on what others have said
- Give evidence to support their points of view
- Help each other to reach a common understanding, and share responsibility for the learning of the whole group

Accountable talk stimulates higher-order thinking – helping students to learn, reflect on their learning, and communicate their knowledge and understanding. To promote accountable talk, teachers create a collaborative learning environment in which students feel confident in expressing their ideas, opinions, and knowledge.
Accountable Language Stems

Agreement
“I agree with _____ because ______.”
“I like what _____ said because ______.”
“I agree with _____; but on the other hand, _____.”

Disagreement
“I disagree with _____ because ______.”
“I’m not sure I agree with what _____ said because ______.”
“I can see that _____; however, I disagree with (or can’t see) _____.”

Clarifications
“Could you please repeat that for me?”
Paraphrase what you heard and ask, “Could you explain a bit more, please?”
“I’m not sure I understood you when you said ______. Could you say more about that?”
“What’s your evidence?”
“How does that support our work/mission at _____?”

Confirmation
“I think _____.”
“I believe _____.”

Confusion
“I don’t understand _____.”
“I am confused about _____.”

Extension
“I was thinking about what _____ said, and I was wondering what if _____.”
“This makes me think _____.”
“I want to know more about _____.”
“Now I am wondering _____.”
“Can you tell me more about _____?”

Review
“I want to go back to what _____ said.

Adapted from Institute for Learning, 2003
10. Integrative Units

One of the most powerful strategies teachers can use to make learning relevant is to place academics within the context of issues and problems from the world. Using essential question frameworks, teachers help students meet core standards through inquiry and integration of multiple disciplines.

**What is Curriculum Integration?**

1. Instruction centers around a concept, issue, problem, topic, or experience in a career-themed context.
2. Students explore a set of topics in several standards-based academic disciplines connected by a unifying concept that reinforces learning and brings the curriculum to life.
3. The concept that is being explored brings together various aspects of the curriculum in a meaningful way.

**Academic and Technical Rigor**
- Projects are designed to address key learning standards identified by the school or district.

**Authenticity**
- Projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students.

**Applied Learning**
- Projects engage students in solving problems calling for competencies expected in high-performance work organizations (e.g., teamwork, problem-solving, communication, etc.).

**Active Exploration**
- Projects extend beyond the classroom by connecting to internships, field-based investigations, and community explorations.

**Adult Connections**
- Projects connect students with adult mentors and coaches from the wider community.

**Assessment Practices**
- Projects involve students in regular, performance-based exhibitions and assessments of their work; evaluation criteria reflect personal, school, and real-world standards of performance.
BEST PRACTICES FOR CORE CURRICULUM:

Qualities of Best Practices in Reading

- Focus on meaning
- Read aloud
- Do everything in your power to get kids to read - anything and everything
- Provide beginning readers with many opportunities to interact with print
- Surround readers with opportunities for success
- Teach phonics
- Provide access to a wide and rich array of print
- Give kids choices to select their own independent reading books
- Balance challenging texts with easy ones
- Teaching reading as thinking
- Model strong reading through interactive read alouds
- Engage in close reading experiences and practice text annotation
- Name and teach reading strategies directly
- Support readers before, during and after reading
- Help children use reading as a tool for learning
- Give kids daily opportunities to talk about their reading
- Replace workbooks and skills sheets with authentic activities
- Provide writing experiences at all grade levels
- Match reading assessment to classroom practice

Research and experts that inform our practice:

- Irene Fountas and Gay Su Pinnell
- Gail Boushey and Joan Moser
- Regie Routman
- Kylene Beers
- Richard Allington
- Douglas Fisher and Nancy Frey
- Timothy Shanahan
- Doug Buehl
- Kelly Gallagher
- Timothy Rasinski
Qualities of Best Practices in Writing

- Instruct students on planning, revising and editing compositions
- Engage students in prewriting activities
- Conduct inquiry activities that lead to writing
- Have students write collaboratively
- Use mentor texts to learn about author’s craft and style
- Use writing for learning content
- All children can and should write
- Help students find real purposes to write and real audiences to reach
- Help students exercise choice, take ownership and assume responsibility
- Provide opportunities for students to experience the complete writing process
- Help students get started
- Guide students as they draft and revise
- Show students how writing is created
- Lead students to learn the craft of writing
- Confer with individual students on their writing
- Teach grammar and mechanics in the context of actual writing
- Provide a classroom context of shared learning
- Use writing to support learning throughout the curriculum
- Use evaluation constructively and efficiently

Research and experts that inform our practice:

- Irene Fountas and Gay Su Pinnell
- Gail Boushey and Joan Moser
- Regie Routman
- Kelly Gallagher
- National Writing Project
Qualities of Best Practices in Mathematics

- Help all students understand that math is a dynamic, coherent, interconnected set of ideas
- Support all students to understand and use mathematical concepts powerfully
- Focus instruction on enabling students to successfully engage in critical cognitive processes
  - Making connections
  - Problem solving
  - Representational strategies
  - Communicating mathematical ideas
- Help students understand and use counting strategies, number concepts, operations and computational procedures
- Give all students opportunities to engage in doing algebra and reasoning algebraically throughout their K-12 school years
- Build understanding of mathematical concepts in geometry, measurement, data, statistics, and probability; use real world, authentic contexts that are inherently meaningful to students
- Use assessment that provides an understanding of what students know and guides meaningful decisions about teaching and learning activities

Research and experts that inform our practice:

- Catherine Twomey Fosnot (author Context for Learning Mathematics)
- Marilyn Burns (researcher and practitioner of math instruction; founder of Math Solutions; Math Reasoning Inventory, Author: The Greedy Triangle, and The I Hate Mathematics! Book; she has written over 22 math professional development books)
- Professor William McCallum (lead writer of CCSSM)
- Jason Zimba, Ph.D. (lead writer of CCSSM)
Qualities of Best Practices in Science

- Build on students’ innate curiosity about the natural forces of the world
- Do more than merely cover topics; help students immerse themselves in doing science
- Enable students to know, use and interpret scientific explanations of the natural world
- Enable students to generate and evaluate scientific evidence and explanations
- Enable students to understand the nature and development of scientific knowledge
- Enable students to participate productively in scientific practices and discourse
- Integrate engineering and science so that students have experience with the knowledge and practices of both areas
- Build on students’ prior knowledge, while recognizing the different types of conceptual change that may be needed
- Balance individual learning and collaborative group work
- Help students become increasingly self-directed in their learning
- Use meaningful assessment of students’ learning in science to promote inquiry

Research and experts that inform our practice:

- Flinn Scientific
- Adian Dingles
- Bob Becker
Qualities of Best Practices in Social Studies

- Create opportunities for students to exercise choice and responsibility for their own inquiry topics
- Explore open questions that challenge students’ thinking
- To make concepts real, promote students’ active participation in the classroom and the wider community
- Involve students in both independent inquiry and collaborative learning
- Include reading of a variety of engaging, real-world documents, not just textbooks
- Engage students in writing, observing, discussing and debating activities to ensure they internalize important ideas that are new to them
- Build social studies learning on students’ prior knowledge of their lives and communities, rather than assuming they know nothing about the subject
- Avoid tracking for social studies so as to provide everyone with knowledge essential to citizenship
- Evaluate students’ thinking and responsible citizenship, rather than focusing on decontextualized facts

Research and experts that inform our practice:

National Council for the Social Studies

CollegeBoard Advanced Placement Program
Response to Intervention
III. Response to Intervention

What is RTI?

RtI is built on the idea that early intervention can prevent failure and maximize the effectiveness of grade level curriculum and instruction. It is not an initiative or program, but rather a framework for delivering high quality curriculum and instruction to all students and providing intervention support to students who need it. The National Center on Response to Intervention (NCRTI) believes that comprehensive RtI implementation will contribute to more meaningful identification of learning and behavior problems, improve instructional quality, provide all students with the best opportunities to succeed in school, and assist with the identification of specific learning disabilities and other educational impairments.

In 2004, the Individuals with Disabilities Education Improvement Act (IDEIA 2004) changed special education law at the federal level. Due to inherent problems with the existing criteria when identifying a student with a learning disability, the law was changed to include the use of a response to intervention approach. In Wisconsin, legislative mandates passed in September 2010 brought the state in compliance with the federal law. As of December 1, 2013, under the state’s new special education law, eligibility for a specific learning disability will need to be based on a response to intervention framework. Students’ eligibility for a specific learning disability will be based on their rates of progress in response to intensive interventions in an academic area.
Seven Principles of RtI (Source: Wisconsin DPI)

- RtI is for all children and all educators.
- RtI must support and provide value to effective practices.
- Success for RtI lies within the classroom through collaboration.
- RtI applies to both academics and behavior.
- RtI supports and provides value to the use of multiple assessments to inform instructional practices.
- RtI is something you do and not necessarily something you buy.
- RtI emerges from and supports research and evidence based practice.

School District of Grafton Response to Intervention Framework

The SDG model is consistent with the State of Wisconsin Vision for RtI. It addresses both academics and behavior. Culturally responsive educational practices are at the core and infused into all elements of the system. The three essential elements of high quality instruction, balanced assessment, and collaboration, along with Data-Based Decision Making, are central to an effective RtI system. These components operate within multiple tiers of support, which are defined by the intensity and frequency of service delivery. Each of these topics is addressed in detail in the sections that follow.

1. Culturally Responsive Practices

Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world.

National and Wisconsin data show that in nearly every measurable area – academic achievement, discipline, gifted and talented placement and graduation rates – students of color have statistically
significant lower rates of success as compared to their white peers. To address this concern, Wisconsin has situated culturally responsive practices as central to an RtI.

The SDG recognizes diversity as a core value through instruction that honors diverse perspectives and learning styles.

It is critical to examine core practices, and to monitor who is successful with and without interventions/additional challenges, and which interventions/additional challenges are more successful with various cultural, racial, and ethnic groups.

2. **High Quality Instruction & Intervention**

High quality instruction (curriculum, instruction, and assessment) is engaging, standards-based, data-driven, and research-based.

All students should receive 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. Standards assist in providing consistent grade-level benchmarks.

Core instruction refers to the curriculum, instruction, and assessment that all students receive. Core curriculum stems from and is directly shaped by the standards, the district curricular framework, and the effective use of formative, summative, and benchmark assessments.

Interventions are intended to increase student performance in the general curriculum for students who are not meeting benchmarks in a particular curricular area. Additional challenges are intended to meet the needs of students who are exceeding benchmarks.

Educators use data in a collaborative process to determine appropriate interventions or additional challenges, which are matched to a student’s particular area of need. Within this process, the intensity of intervention or additional challenge is also determined.

The process of identifying and using interventions and additional challenges is flexible and fluid. The intensity and nature of the interventions or additional challenges should be adjusted based on a student’s responsiveness as evidenced by multiple data sources. Instructional time, frequency of instructional sessions, size of the instructional group, level of instruction, instructional technique, and instructional provider are examples of adjustments that can be made to respond to student need.

3. **Balanced Assessment**

Continuous review of student progress within an RtI system involves a balanced, systematic process of constant inquiry that uses multiple measures to determine the current skill level of a student or group of students, how students are responding to core curriculum and instruction, and how students are responding to interventions or additional challenges.
No single test score should determine a student’s experience at any phase of a RtI system. Rather, multiple types of data should be gathered, and their evidence should be considered.

Educator and family input should also be sought in making decisions about the kinds of data collected (e.g., teacher observation, family interview, benchmark assessment scores, student self assessment) and should be considered as part of understanding the whole picture of a student’s performance.

Within an RtI system, universal screening and progress monitoring play a critical role in determining how best to respond to student need.

4. Collaboration

Collaboration is a process where people work together toward common goals. Collaboration as part of an RtI system includes educators, families, and communities working together both formally and informally. This partnership builds and implements a model that identifies and provides supports to students to increase their academic and behavioral success through data-based decision making.

Collaborative protocols such as problem-solving processes and professional learning communities (PLC) can be used to systematize discussions of student, class, grade, school, district, and state-level data. The frequency and intensity of collaborative teaming should increase with the intensity of student need.

Collaboration across subject areas, job titles, and among schools in a district also helps to establish a systemic and systematic approach to student support. Shared discussion around school schedules, course offerings, budget, staffing, and resource allocation can help to support decision-making within an RtI system that maximizes local resources.

5. Multi-level System of Support

Historically, school reform efforts often emphasized collaboration, high quality instruction, and balanced assessment. RtI provides a systematic approach that integrates these three essential elements within a multi-level system of support to maximize student achievement.

A multi-level system of support is the practice of systematically providing differing levels of intensity of supports (interventions/additional challenges, collaborative structures, monitoring of student progress) based upon student responsiveness to instruction and intervention.

Within an RtI system, schools use data to identify students at risk for poor learning outcomes or in need of increased challenge, monitor student progress, intervene based on student need, and adjust the intensity and nature of interventions or challenges depending on a student’s responsiveness.

Factors such as effective leadership, meaningful family and community involvement, and data-based decision-making, enhance a multi-level system of support.
TEACHER TOOLS
To qualify for services at a particular tier, a student needs to meet two or more of the criteria listed above. Consideration should be given towards students’ historical academic progress on these universal measures.

**Universal Screener Cut Scores**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Tier 3 Intensive Intervention</th>
<th>Tier 2 Intervention</th>
<th>Tier 1</th>
<th>Tier 2 Enrichment</th>
<th>Tier 3 Advancement or Acceleration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
<td>Reading</td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
</tr>
</tbody>
</table>

**AIMSWeb Benchmark Cut Scores (Tier 2)**

<table>
<thead>
<tr>
<th>Measure</th>
<th>Tier 3 Intensive Intervention</th>
<th>Tier 2 Intervention</th>
<th>Tier 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>&lt;10 %ile</td>
<td>10-29 %ile</td>
<td>&gt;30 %ile</td>
</tr>
<tr>
<td>Math</td>
<td>&lt;10 %ile</td>
<td>10-29 %ile</td>
<td>&gt;30 %ile</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>10-29 %ile</td>
<td>&gt;30 %ile</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td>10-29 %ile</td>
<td>&gt;30 %ile</td>
</tr>
</tbody>
</table>

**To qualify for services at a particular tier, a student needs to meet two or more of the criteria listed above. Consideration should be given towards students’ historical academic progress on these universal measures.**
Grade Level IST Discussion Log

https://docs.google.com/a/grafton.k12.wi.us/spreadsheets/d/17IM68aTXxZ2VAVFqZPFNnTdv84Sj2mrYl8p-J21c/edit#gid=0

This form should be kept as a record at each IST Meeting.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<tbody>
<tr>
<td>1</td>
<td>Student</td>
<td>Grade</td>
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<td>Initial Tier</td>
<td>Date</td>
<td>Comment</td>
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<td>End of Year Recommendation</td>
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</tbody>
</table>
Example Individualized Learning Plan

**Student Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Joey Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>State ID</td>
<td>XXXXXXXXXX</td>
</tr>
<tr>
<td>Local ID</td>
<td>123452134</td>
</tr>
<tr>
<td>Grade</td>
<td>IN</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>1/1/2006</td>
</tr>
<tr>
<td>District</td>
<td>Grafton</td>
</tr>
<tr>
<td>School</td>
<td>Elementary</td>
</tr>
</tbody>
</table>

**General WI RTI Plan Information**

- Date: 6/16/2014
- School: Grafton Elementary

**Targeted Area of Need and Level**

- Area of Need: Literacy Basic Reading Skills
- Grade Level: Elementary

**Support Team**

- Plan Case Manager: Case Manager

**Background**

- Identify Strengths of the Student
- Additional Background Information Related To This Need (optional-as needed)
- Assessment Scores and Information from Other Plans
- Explanation of Team Decision Related to Need

**Goal Identification**

- Measurable Goal

**Interventions**

- Interventions: Intervention 1
  - Intervention Tier (Intensity): Tier 2
  - Description of Elementary Intervention for Basic Reading Skills
  - Frequency (days per week)
  - Duration (minutes)
  - Date Intervention Started
  - Date Intervention Ended

Report generated: Thursday, September 18, 2014
### Progress Monitoring

<table>
<thead>
<tr>
<th>Required Elementary Progress Monitoring Tools for Basic Reading Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person Responsible</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Progress Monitoring Reports</td>
</tr>
</tbody>
</table>

### Review and Update of Overall RTI Status

<table>
<thead>
<tr>
<th>Estimated Date of Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Date</td>
</tr>
<tr>
<td>Is this an active RTI plan?</td>
</tr>
</tbody>
</table>
Meeting Guidelines

**Grade Level Meetings**

Grade level meetings can be used to accomplish the following:

- Tier I instruction / lesson planning
- Plan for differentiation of instruction and accommodations
- Review formal and informal assessment data
- Discuss student needs and set goals for student progress
- Consult with other staff

**IST Meetings**

Please come to your IST Meeting prepared with the following:

- Summative Assessments
- Reading Record Data
- Anecdotal Notes/Classroom Observations
- Accommodations used in Tier Instruction
- Tier 1 Strategies

Interventionists will provide:
- Progress monitoring data

School Psychs will provide:
- Universal screening data
- Attendance
Process for Selecting Interventions

Suggestions for interventions are forwarded to District IST
District IST Team reviews the intervention and determines if it can be used for Tier 2 Interventions.
District IST Team will continually update the list of approved intervention strategies and programs used in the Grafton School District.
**INTERVENTION FIDELITY CHECKLIST**

**Student:** ______________________  **Grade/Teacher:** ______________________

**Intervention Tier:** __________  **Date/Time of Observation:** _______________

**Interventionist:** ______________________________

**Academic Target Area & Research-Based/Evidence-Based Intervention Utilized:**
____________________________________________________________________________

<table>
<thead>
<tr>
<th></th>
<th>YES (Comments)</th>
<th>NO (Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention being implemented is district endorsed and/or research based.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected intervention appears well aligned with academic target area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Directions and goals of intervention session are clear to student and observer.</td>
<td></td>
<td></td>
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<tr>
<td>Teacher/Interventionist demonstrates competence in intervention implementation.</td>
<td></td>
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<tr>
<td>Student is on task and engaged in activities/lesson.</td>
<td></td>
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<tr>
<td>Off task behaviors are appropriately addressed by teacher/interventionist to ensure prescribed minutes are met.</td>
<td></td>
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<tr>
<td>Positive reinforcement and/or motivators are provided as appropriate.</td>
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</tr>
<tr>
<td>Intervention is delivered as prescribed including instructional components, activities, and session minutes.</td>
<td></td>
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<tr>
<td>Environmental Factors (e.g., classroom arrangement, number of students, group dynamics, distractions, etc.)</td>
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</tbody>
</table>

**Principal’s Signature:** ________________________________________________

**(**To be used in absence of program – provided fidelity checklist)**
GIFTED & TALENTED
Grafton RISE (Recognizing Individual Student Excellence)

(Board Policy needs revision)
The School District of Grafton is committed to identifying and meeting the needs of advanced learners in the areas of intellectual/academic ability, creativity, leadership, musical ability and artistic ability. The legislative requirement to address gifted and talented needs is currently embodied in Wisconsin Statue Statute 121.02(1)(t)

STATE OF WISCONSIN GIFTED AND TALENTED STATUTES AND RULE

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

In this section, "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.

1. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
2. Each school board shall: a) Ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
3. From appropriations under s. 20.255(2)(fy), the department shall award grants to nonprofit organizations, cooperative educational service agencies, and the school district operating under ch. 119 for the purpose of providing advanced curriculum and assessments for gifted and talented pupils.

Administrative Rule 8.01(2)(t)2. Each school district shall establish a plan and designate a person to coordinate the gifted and talented program. Gifted and talented pupils shall be identified as required in s. 118.35(1), Stats. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts. A pupil may be identified as gifted or talented in one or more of the categories under s. 118.35(1), Stats. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance. Identification tools shall be appropriate for the specific purpose for which they are being employed. The identification process and tools shall be responsive to factors such as, but not limited to, pupils' economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115, Stats. The school district board shall provide access, without charge for tuition, to appropriate programming for pupils identified as gifted or talented as required under ss. 118.35(3) and 121.02(1)(t), Stats. The school district board shall provide an opportunity for parental participation in the identification and resultant programming.
<table>
<thead>
<tr>
<th><strong>A Bright Learner:</strong></th>
<th><strong>A Gifted Learner:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows the answers</td>
<td>Asks the questions</td>
</tr>
<tr>
<td>Is interested</td>
<td>Is highly curious</td>
</tr>
<tr>
<td>Is attentive</td>
<td>Is mentally and physically involved</td>
</tr>
<tr>
<td>Has good ideas</td>
<td>Has wild, silly ideas</td>
</tr>
<tr>
<td>Works hard</td>
<td>Plays around, yet tests well</td>
</tr>
<tr>
<td>Answers the questions</td>
<td>Discusses in detail, elaborates</td>
</tr>
<tr>
<td>Top group</td>
<td>Beyond the group</td>
</tr>
<tr>
<td>Listens with interest</td>
<td>Shows strong feeling and opinions</td>
</tr>
<tr>
<td>Learns with ease</td>
<td>Already knows</td>
</tr>
<tr>
<td>6-8 repetitions for mastery</td>
<td>1-2 repetitions for mastery</td>
</tr>
<tr>
<td>Understands ideas</td>
<td>Constructs abstractions</td>
</tr>
<tr>
<td>Enjoys peers</td>
<td>Prefers adults</td>
</tr>
<tr>
<td>Grasps the meaning</td>
<td>Draws inferences</td>
</tr>
<tr>
<td>Completes assignments</td>
<td>Initiates projects</td>
</tr>
<tr>
<td>Is receptive</td>
<td>Is intense</td>
</tr>
<tr>
<td>Copies accurately</td>
<td>Creates a new design</td>
</tr>
<tr>
<td>Enjoys school</td>
<td>Enjoys learning</td>
</tr>
<tr>
<td>Absorbs information</td>
<td>Manipulates information</td>
</tr>
<tr>
<td>Technician</td>
<td>Inventor</td>
</tr>
<tr>
<td>Good memorizer</td>
<td>Good guesser</td>
</tr>
<tr>
<td>Enjoys straight forward sequential presentation</td>
<td>Thrives on complexity</td>
</tr>
<tr>
<td>Is alert</td>
<td>Is keenly observant</td>
</tr>
<tr>
<td>Is pleased with own learning</td>
<td>Is highly self-critical</td>
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</table>
**GIFTED & TALENTED AREAS**

Giftedness is multidimensional. No one definition or set of characteristics describes all gifted students. However this list might be a useful guide. Students may be capable of superior performance or potential in one or more of the following areas:

<table>
<thead>
<tr>
<th><strong>Intellectually Gifted:</strong> Demonstrated excellence in most academic areas</th>
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<tbody>
<tr>
<td>Intellectually gifted children exhibit early and rapid development of language ability, strong powers of reasoning and advanced ability in critical thinking and problem solving in multiple areas. They may manipulate information in divergent ways when challenged by complex issues. Typically these children are noted for being several years beyond their peers in their cognitive ability.</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Specific Academic Achievement:</strong> Exceptional ability and performance in a single academic area</th>
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<tbody>
<tr>
<td>Academically able students have unusual/advanced ability or capability in reading and math. These students often make connections within a discipline that transcends the obvious. They quickly grasp relationships among facts, and see facts as parts of a more complex whole.</td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Creativity:</strong> Exceptional ability to use divergent and unconventional thinking in arriving at creative and unusual ideas or solutions to problems</th>
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<tbody>
<tr>
<td>Creativity may cross all areas (academic, arts, leadership). Highly creative students tend to develop original ideas and products. They may express their creativity in oral, written, or nonverbal expression. They are flexible and original in their thinking, tending to reject one-answer solutions. These children tend to possess strong visualization. Frequently these individuals are strongly independent and often resist conformity. Creativity is characterized by originality of thought, human behavior, and product.</td>
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<tr>
<th><strong>Artistic (Visual/Performing Arts): ability to create or perform in music or drama in a way that suggests exceptional talent or an ability to paint, sculpt, photograph or arrange media in a way that suggests exceptional talent</strong></th>
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</thead>
<tbody>
<tr>
<td>Students can demonstrate unusual adeptness or skill in the field of drama, music, and visual arts. Since this is a performance-based talent, identification should center around nominations, portfolios and expert assessment.</td>
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<tr>
<th><strong>Leadership:</strong> Exceptional ability to relate to and motivate others</th>
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<tbody>
<tr>
<td>Leadership comes in many forms and may be positive or negative. Individuals gifted in leadership usually have the ability to convince people to act or not act in specific ways. Leaders are often self-confident and comfortable with their peers. They express themselves well and frequently are charming and charismatic. It is important to recognize that leadership traits may manifest into different leadership styles, depending upon environment and personality of the individual. Observable characteristics may include influencing peers, being sought out by others to accomplish a task, addressing a need, holding high expectations for self and others, demonstrating or delegating responsibility, and internalizing concepts of right and wrong.</td>
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SERVICES FOR IDENTIFIED RISE STUDENTS

Ideally, students’ academic needs are met in the place where they spend most of their time. For most students, this is in the classroom with their classroom, subject area, music, art, band or orchestra teachers. Teachers differentiate instruction by providing students with a variety of opportunities and options for success, which may include modifying the content, process and/or product, as needed.

**Differentiated instruction is not a curriculum or a program.** It is a process that enables teachers to improve student learning by matching students’ learning characteristics to district standards and learning targets. This process requires teachers to anticipate and acknowledge the differences in students’ readiness, interests, and learning style. Teachers can then effectively engage students in meaningful and challenging work.

A Differentiated Education Plan is created and implemented for identified Tier 3 students. The plan is jointly developed by classroom teachers and the RISE Coordinator. This plan is reviewed on an annual basis. The review includes recent assessment data, current performance data, and recent observational data.

**Universal Instruction — Tier 1**
The majority of students needing talent development services will have their learning needs met through services in the regular classroom by the classroom teacher. Differentiation includes instructional strategies that an educator uses to meet student learning needs. These strategies include but are not limited to the use of flexible grouping, tiered assignments, pre-assessment, modified assignments, independent projects, extensions, and enrichment.

**Selected Instruction — Tier 2**
Tier 2 represents a smaller number of students whose needs become more unique and services become more specialized. In addition to Tier 1 services, the classroom teacher collaborates with the RISE Coordinator, specialists, and grade level colleagues to plan learning activities to meet the student’s demonstrated need. Services may include flexible grouping, compacting, differentiated pace, independent study options, cluster grouping.

**Intensive Instruction — Tier 3**
This level should represent a very small number of students. These services are for students whose needs for academic and intellectual challenge transcend the grade level curriculum by so much that it is unlikely that even with effective differentiation at that grade level they will be adequately challenged. Instructional strategies and services for students with highly exceptional needs include all services at Tier 1 and Tier 2, academic venues/competitions, special programming, guidance, subject level acceleration, grade level acceleration, or independent projects to meet student learning needs, plus the possibility of grade level acceleration. Grade acceleration is a significant decision that requires the collaborative efforts of teachers, the RISE Coordinator, the school counselor, administration, school psychologist and parents.
RISE SERVICES RESPONSIBILITIES

RISE Coordinator
· In collaboration with classroom teachers, identify students needing enrichment services
· Coordinate services for advanced learners
· Facilitate acceleration when appropriate
· Act as liaison between parent, principal, teacher and student
· Research off campus opportunities for students and professional development
· Create, maintain and update student instructional plans
· Collaborate with classroom teacher on differentiating instruction to meet the needs of advanced learners

Teacher
· Identify students for RISE services (Tiers 2-3)
· Differentiate curriculum to meet the needs of advanced learners (Tiers 1-3)
· Carry through and implement student instructional plans (Tiers 2-3)
· Collaborate with teachers within the building for identified student needs
· Meet with Instructional Coach on a regular basis
· Communicate to parents regarding student needs and how they are being met
· Promote and provide flexible grouping, enrichment/extra curricula activities and accelerated activities

Parent
· Seek and provide enriching opportunities beyond the school experience
· Attend parent/teacher conferences
· Collaborate with teachers on an on-going basis
· Communicate to teachers and coordinators on how advanced learning needs are being met outside of school
· Promote and encourage district efforts
· Communicate with teachers as needed

Principal
· Be aware of advanced/talented students in building
· Ensure advanced learners’ needs are being met
· Promote and encourage flexible grouping and extra-curricular activities
· Provide professional development opportunities for teachers/staff in regards to advanced learners

School District of Grafton
· Provide time, support and resources for RISE Services
· Support teacher collaboration with time and money
· Provide accelerated materials and student opportunities
· Provide staff training
· Promote and encourage flexible grouping and outside enrichment opportunities
· Promote cooperation among teachers across grade levels/elementary buildings

Student
· Communicate needs to teachers and parents
· Demonstrate accountability and accept responsibility for independent learning
RISE NOMINATION FORM - Tier 3 Services

Student Name______________________________________________
Grade________________________
Classroom Teacher(s)________________________________________
School________________________
Date of Birth____________
Parent Name(s)______________________________________________
Address_____________________________________________________
________________________________________________________________
Phone________________________
Nominator_____________________________________________________
Date________________________

Instructions:
Please indicate what area(s) the student is being nominated for.

_____ Intellectually Gifted
_____ Specific Academic Achievement
_____ Creativity
_____ Leadership
_____ Visual and Performing Arts

Please return completed nomination forms to the GT Coordinator
RISE Services
Differentiated Educational Plan for Tier 3 Services

I. Student Information

Student Name:_________________________ DOB:____________________

School:_________________________ Date Services Began:____________________

Homeroom Teacher:_________________________

RISE Coordinator:_________________________

II. Criteria for Services:

Current Percentile Scores:

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<thead>
<tr>
<th></th>
<th>MAP Reading</th>
<th>MAP Lang Usage</th>
<th>MAP Math</th>
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<tr>
<td>Fall</td>
<td></td>
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<td>Winter</td>
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<td>Spring</td>
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<table>
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<tr>
<th></th>
<th>WKCE Reading</th>
<th>WKCE Lang. Arts</th>
<th>WKCE Math</th>
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III. Description of Service

IV. Annual Update Written on:____________________
V. Detailed Description of Plan  
Effective Dates: _______________

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<thead>
<tr>
<th>Services</th>
<th>Implementation</th>
<th>Person(s) Responsible</th>
<th>Results</th>
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Participants:

RISE Coordinator_________________________  Parent Signature__________________________

Classroom Teacher_______________________  Student Signature_________________________

Building Principal______________________

COPIES TO: Parent/Student, Classroom Teacher, Building File, RISE Coordinator, Director of Learning Services
BEHAVIOR
Positive Behavioral Interventions and Supports (PBIS)

The Grafton School District believes that students have the right to learn in a disruption free environment, be protected from verbal and physical harm, be treated with fairness and kindness, and have their concerns heard by caring adults.

**Statement of Purpose:** The Grafton School District utilizes a PBIS framework for the purpose of promoting positive behavior by:
- Clearly defining appropriate behavioral expectations
- Teaching and practicing expected behaviors
- Encouraging expected behaviors
- Discouraging problem behaviors
- Providing consistent behavioral expectations
- Utilizing a common language pertaining to behavior
- Celebrating excellent behavior

It is intended that by utilizing a PBIS framework, teachers will have more time to teach and students will have more time to learn.

PBIS is a process that actively engages school stakeholders to enhance school culture and positive behaviors at the individual, group and school wide levels.

All of our schools are committed to creating a school climate of academic and behavioral excellence by facilitating an environment characterized by responsibility, respect, safety, and a readiness to learn.

Students should remember that wherever they are, they should follow the directions of adults in charge and should demonstrate responsibility, respectfulness, safety, and a readiness to learn.
COMMON
LANGUAGE/
DEFINITIONS
VII. Common Language/Definitions

ACCELERATION refers to the progress through an educational program at rates faster or ages younger than conventional:
- Early Entrance: An acceleration strategy whereby students enter kindergarten or first grade earlier than the age usually prescribed
- Subject/Content Acceleration: A student takes the next level of a particular subject at an earlier age/grade level than normal
- AP (Advanced Placement) Classes: A nationally recognized program which consists of college-level courses and examinations for high school students
- Honors Courses: Fast paced instruction in specific content classes so that greater in-depth coverage is provided than in regular classes

ACCOMMODATIONS are practices and procedures intended to provide students with equitable access to grade-level content and assessments.

ADDITIONAL CHALLENGES refers to the curriculum and instruction intended to meet the needs of students exceeding benchmarks.

ADEQUATE PROGRESS describes whether students’ responses to the current level and type of interventions/challenges are sufficient to meet their learning goals or whether change is warranted.

AGGREGATED DATA/RESULTS refers to the performance/achievement of the total population of students participating in an assessment.

AP (ADVANCED PLACEMENT) CLASSES are part of a nationally recognized program that consists of college-level courses and examination for high school students.

BALANCED ASSESSMENT refers to the use of using formative, benchmark and summative assessments to provide a complete and clear picture of student progress, student achievement, and instructional effectiveness.

BEHAVIORAL EXPECTATIONS are the specific, positively stated behaviors desired of all students that are explicitly taught, modeled, and reinforced in a school.

BENCHMARKS are pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

BENCHMARK ASSESSMENTS are the periodic assessments used throughout the school year to show student progress toward mastery of grade-level standards. Universal screeners, Curriculum-Based Measures (CBMs), office discipline referrals, portfolios, and interim assessments are examples of benchmark assessments used in schools.
BUILDING-LEVEL PROBLEM-SOLVING TEAM is an established collaborative group designed to develop timely and effective strategies and resources for individual students in need of intensive support. (Also known as Student Support Team, Child Study Team, or Building Consultation Team.)

CONTRACTING allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

CLUSTER GROUPS refers to assigning a small number of students with similar talents to a particular teacher’s classroom so that flexible groups and regrouping of students can accommodate different instructional needs.

COLLABORATION is a systematic process of collective problem-solving about and planning for teaching and learning.

CORE STANDARDS define the essential grade level and subject area learning expectations K-12 students should know and be able to do to be considered college- and career-ready.

CONSISTENT COLLABORATION PROCESS means that team meetings follow a regular meeting schedule and use protocols for planning and decision-making.

CULTURE includes factors that influence identities, thinking, beliefs, and behaviors.

CULTURALLY RESPONSIVE PRACTICES include the degree to which a school’s programs, practices, procedures, and policies account for and adapt to the broad diversity of students’ race, language, and culture.

CURRICULUM COMPACTING is modifying or streamlining content, process or product in order to eliminate repetition of previously mastered material and to provide time for appropriate enrichment and/or acceleration activities while insuring mastery of basic skills.

CUT SCORES are selected points in test results used to identify levels of proficiency.

DATA-BASED DECISION-MAKING is the process of making instructional decisions for student academic and behavior success through ongoing collection and analysis of data.

DECISION RULES are predetermined, specific “If... then...” criteria used for instructional decision-making.

DIAGNOSTIC ASSESSMENTS are valid and reliable tools and techniques used to determine the specific nature of a student’s learning difficulties.
DIFFERENTIATION is providing a variety of ways to explore curriculum content, providing an array of processes for understanding and owning information, and the provision of options for demonstrating or exhibiting what has been learned.

DISAGGREGATED DATA/RESULTS are outcome data that have been calculated and reported separately for specific sub-groups or populations (e.g., students’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities).

ENRICHMENT provides students with opportunities to be challenged with more complex, higher level thinking and/or broader based activities instead of regular classroom work (different –not more).

ENRICHMENT ENGAGED LEARNING refers to the degree to which students are psychologically invested in and the effort they put toward understanding intended content or mastering intended skills (Newmann, 1992).

EVIDENCE-BASED refers to “scientific, research-based [instruction] with substantial evidence of their effectiveness through multiple outcome evaluations” (Wisconsin DPI, 2011). In other words, programs, strategies, and assessments shown to have had positive outcomes for many students.

FIDELITY of instruction refers to whether the universal curriculum and instruction or the intervention/challenge are delivered in ways that are consistent with how they were intended to be delivered.

FLEXIBLE GROUPING are groupings of students based on similar interest or abilities that change regularly according to purpose or topic.

FORMAL MEASURES are quantifiable, norm-referenced, standardized assessments.

FORMATIVE ASSESSMENTS are the frequent, ongoing evaluation strategies teachers use to quickly gauge students’ current understanding and make instructional adjustments in response. Running records, exit activities, open questioning, guided observations, and student journals are examples of formative assessments.

GRADE-LEVEL/COURSE BENCHMARKS are the pre-determined milestones of achievement, established periodically throughout the school year, leading towards mastery of the grade level/content standards.

HIGH QUALITY INSTRUCTION refers to curriculum and instruction that is engaging, differentiated, standards-based, data-driven, research-based and culturally appropriate for the students being served.

INDIVIDUALIZED RESEARCH refers to providing students the opportunity to research a topic of interest that applies to the curriculum standards.

INFORMAL MEASURES refer to teacher-developed, formative assessments and observations.

INSTRUCTIONAL RESOURCE is a resource used by teachers every day to help students acquire knowledge.
INTENSITY OF PROGRESS MONITORING refers to the frequency of progress monitoring.

INTENSIVE LEVEL of support refers to instruction, assessment, and collaboration programs and practices provided for and about students with significant learning needs, either well-below or well-above benchmarks. (Also referred to as Targeted, Tier Three, and Tertiary Level.)

INTERVENTIONS are research-based instructional practices and programs used systematically to increase the performance in the universal curriculum of students not meeting academic or behavioral benchmarks.

LEVEL OF INTENSITY AND NATURE OF SUPPORT refer to the dimensions of interventions/challenges that can be adjusted based on student need and responsiveness to instruction.

MENTORSHIPS (GT) refers to a high school course where a student may apply to be linked with a mentor who provides advanced training and experiences in a content area at the secondary level.

MODIFICATIONS refer to changes made to learning expectations in order to meet the needs of the student.

MULTI-LEVEL SYSTEM OF SUPPORT is a school-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention. (Also referred to as tiered intervention system or pyramid of interventions.)

MULTIPLE MEASURES, or multiple types of data, are gathered and their evidence considered for schools to understand the whole picture of students’ performance and the effectiveness of instruction to make more fully informed decisions.

ORGANIZATIONAL STRUCTURES are the underlying building-level supports that, when in place, help schools enact an RtI system.

PRACTICE is an approach or process for delivering content or skill.

PROFESSIONAL DEVELOPMENT is a comprehensive, sustained, and intensive approach to improving staff effectiveness in raising student achievement (Learning Forward, 2011).

PROGRAMS refers to instructional programs that address a defined set of content and skills with a structured and packaged format for delivery. Instructional programs often include teacher manuals, instructional materials, assessments, a scope and sequence (e.g., a purchased reading series).

PROGRESS MONITORING is a process used to assess students’ academic and behavioral performance, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges.
PROGRESS MONITORING TOOLS are valid and reliable assessments used to quantify a student’s rate of improvement in response to an intervention/challenge; these tools are designed to be easy, quick, repeatable, and highly sensitive to change in student performance.

PROTOCOLS are the accepted, consistent norms and procedures that guide team agendas and practices of planning and decision-making.

RELIABILITY refers to the consistency of an assessment’s results.

RESEARCH-BASED refers to “Research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (United States Department of Education, 2009). In other words, programs, strategies, and assessments shown to be effective in rigorous, scientific studies.

RESPONSE TO INTERVENTION (RtI) is a process for achieving higher levels of academic and behavioral success for all students.

SELECTED LEVEL refers to instruction, assessment, and collaboration programs and practices provided for and about students with learning needs of moderate intensity, either below or above benchmarks. (Also referred to as Secondary, Tier Two, Supplemental, and Small Group level of support.)

SPECIFIC LEARNING DISABILITY (SLD) refers to 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; SLD disorders include conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

SUMMATIVE ASSESSMENTS are infrequent tests used to evaluate cumulative learning. Large-scale standardized assessments (including WKCE-CRT and Advanced Placement tests) and end-of-semester exams or school suspension rates are examples of summative assessments.

SYSTEMIC refers to accomplishing goals, solving problems, and making improvements at the school level.

SYSTEMATIC refers to a planned and predetermined approach to accomplish a goal or solve a problem.

UNIVERSAL INSTRUCTION refers to the academic and behavioral curriculum and instruction deemed critical, delivered to all students, and expected to meet the needs of most students in a school. (Also referred to as Core Instruction, Primary Level of Intervention, and Tier One instruction.)

UNIVERSAL LEVEL refers to instruction, assessment, and collaboration programs and practices provided for and about all students in the school. (Also referred to as Core, Primary Level, and Tier One.)
UNIVERSAL SCREENERS are valid and reliable data collection tools and processes used to assess students’ current level of performance in relation to grade level benchmarks.

UNIVERSAL SCREENING PROCESS is 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.

VALIDITY refers to the extent to which an assessment or tool measures what it is intended to measure.

VISION provides a clear and attainable future picture of what learning will look like in a school.

VIII. Sources


Resources:

Positive Behavior Intervention and Supports (PBIS) http://www.wisconsinpbisnetwork.org/

Response to Intervention http://www.wisconsinrticenter.org/