

How do we respond when they don't know it?



TIMPANOGOS MIDDLE SCHOOL
HIGHLANDERS
CLIMB HIGHER

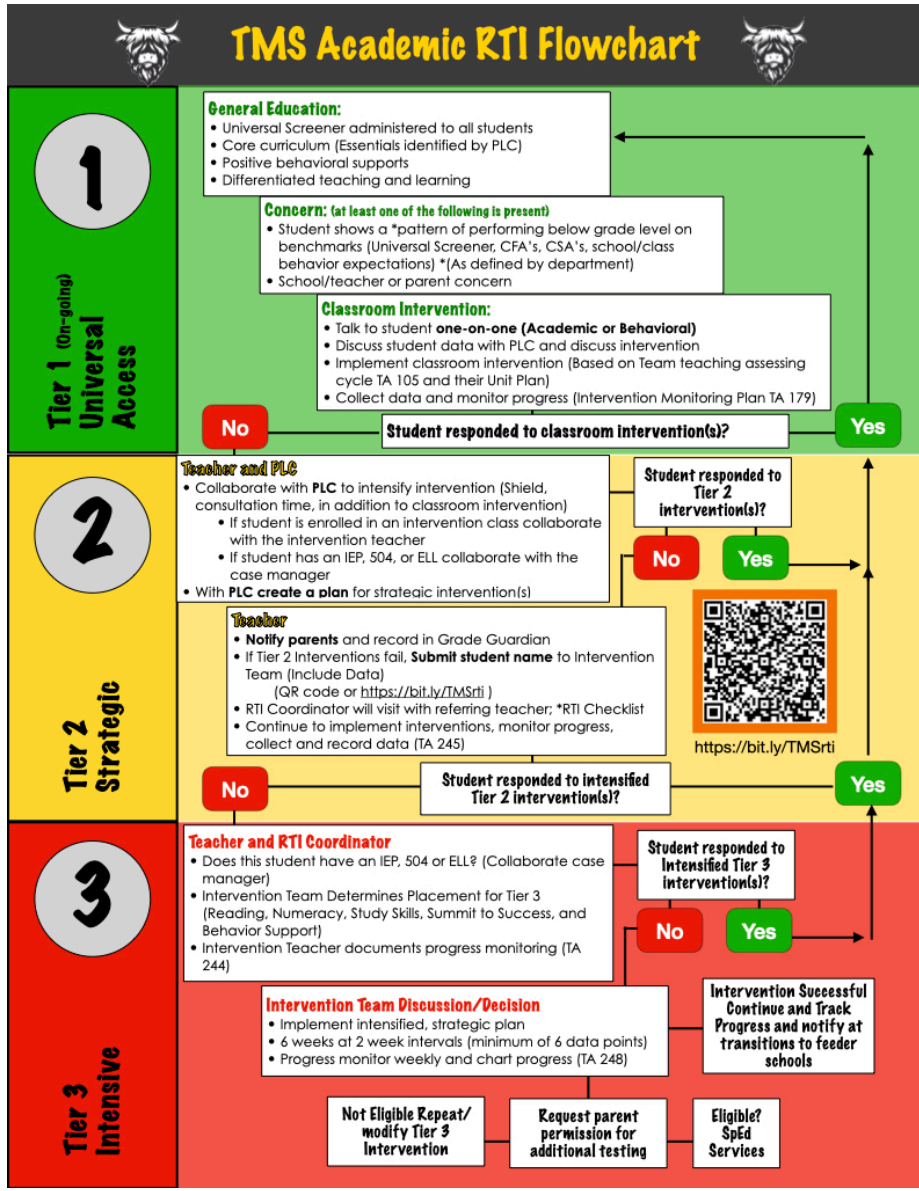
SHIELD Time

← 6 Math 7 ELA 8 Science September 26-27

<u>Department</u>	<u>Teacher</u>	<u>Grades</u>	<u>Type</u>	<u>Session</u>	<u>Room</u>	<u>Enrolled</u>	<u>Enrollment</u>
ELA	Bristow, Karen	07	Intervention	📦 Bristow Intervention--Closed Session	507	41/45	Closed
ELA	Clark, Brian	08	Intervention	📦 Honors CFA 1 - Plot and Character Retake	512	0/30	Open
ELA	Daugaard, Caro		Enrichment	📦 Read like the wind bullseye!	513	0/32	Open
ELA	Fausett, Moniq		Enrichment	📦 Wheel of Fortune	510	0/39	Open
ELA	Howell, Jennife		Intervention	📦 Reading - test make up	116	0/8	Closed
ELA	Kohler, Jordan		Enrichment	📦 Fancy Fonts	509	0/30	Open
ELA	Nay, Porter		Intervention	📦 Plot Quiz Retake	508	33/35	Closed
ELA	Pearson, Celest		Intervention	📦 CFA Plot (Absent for test)	506	11/30	Closed
ELA	Pirkle, Laura		Intervention	📦 Everyday English	302	0/30	Closed
ELA	Prince, Suzanne		Intervention	📦 ELA Help	206	0/10	Closed
Math	Glick, Kristen		Homework	📦 6th Grade Missing Work	113	0/30	Open
Math	Herring, Chelse		Intervention	📦 6th Grade Climb Higher	202	0/30	Closed
Math	Martin, Jeri	06	Intervention	📦 6th Reteach	114	0/30	Closed
Math	McCullough, Ni	06	Intervention	📦 Climb Higher	107	22/24	Closed
Math	Potter, Jessica		Enrichment	📦 °o° Disney Shorts °o°	116	0/10	Open
Math	Potter, Jennifer		Homework	📦 Math Ketchup	112	0/30	Open
Math	Smith, Alyssa	06	Intervention	📦 6th Grade Reteach	109	0/30	Closed

Systems of Intervention

TMS Academic RTI Flowchart

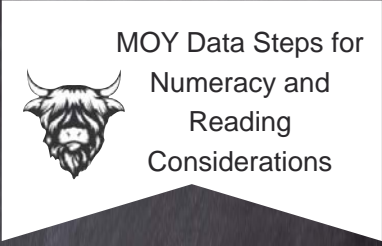







Universal Screening and Intervention Planning Guide

Interventions Offered	At-Risk Criteria What criteria will be used to determine whether a student is in need of intensive support?	Screening Process What screening assessment, process, or both will be used to identify students in need of intensive support?	When When will the screening process take place?	Intensive Support Available What intensive intervention or interventions will be used to accelerate student learning and support the identified student?	How Many Students How many students are receiving this intervention?	What What will be used to measure our success?	How Frequently How frequently will we progress monitor?	What What are the desired outcomes?	What What is the exit criteria?	What What is the quantifiable data to prove expected or above expected growth?
Reading Class	Growth Measure; MAZE; ORF; 2 or more years of a 1 on RISE; Reading Goals on an IEP; Teacher Recommendation	RISE - twice a year; Growth Measure - 3 x year;	BOY, MOY, and EOY	Reading 6-8th Grade	6th - 45 7th - 36 8th - 26	Growth Measure passing; MAZE; ORF; RISE	Progress Monitor every other week. (Determining what we will use)	ROI continues to grow at a trend of 80% or more.	6th Grade - EOY - Growth Measure - 661; MAZE; ORF 7th Grade - EOY - Growth Measure - 761; MAZE 8th Grade - EOY - Growth Measure - 861; MAZE	Growth Measure (What is expected growth?) - Ask Jamie and Hadly RISE Expected Growth (Higher than 0%)
Numeracy Class	2 or more years of a 1 on RISE 6th - Less than 400 7th - Less than 500 8th - Less than 600 Math Goals on an IEP Teacher Recommendation	Rise - Twice a year IXL - Twice a year Acadience Math - For students who need additional data points	BOY, MOY, and EOY	Numeracy 6- Number Talks and Problem Solving Number Sense building activities Numeracy 7- 8 - Direct instruction, backfilling skills, front loading grade level skills, problem solving activities, scaffolded activities	6th - 49 7th - 53 8th - 34	IXL Growth and Passing Math Grades; Ultimately growth on RISE	Daily Tuesday-Friday for 10 minutes at the beginning.	Students are able to find success with tier 2 support	6th - IXL MOY: 450 IXL EOY: 500 EOY RISE Scale Score: 350 Meeting or surpassing expected growth on RISE Teacher input 7th & 8th- IXL MOY: 550 IXL EOY: 600 EOY RISE Scale Score: 375 Meeting or surpassing expected growth on RISE Teacher input	IXL above 100 point RISE Expected growth (Higher than 0%) C or Higher in regular math class.
English Language	WIDA Overall Score less than 4.2, and/or less than 3.5 on Speaking	After the PHLOTE form indication of a language other than English, students will be administered the WIDA Screener to determine their English Language Level.	Within 30 days of the Student's entry at beginning of the year, within first 10 days after mid September	*Newcomers - Imagine Learning, Nearpod, iLit for Newcomers * Levels 2, 3, 4 use iLit to develop reading comprehension and writing skills; Listening and Speaking. Kagan Cooperative Learning to increase speaking opportunities. Direct Instruction on Vocabulary Development. *Community resources, frequent parent communication, home visits.	Total of 157; 97 receive services and 66 are monitored	WIDA scores Trimester Benchmark	Yearly WIDA Completion of Interactive Reader assignment Trimester Benchmark	WIDA Overall Score of 4.2, including 3.5 on Speaking	WIDA Overall Score of 4.2, including 3.5 on Speaking	Ask Brett Zabel - Raw score or growth data
Study Skills	Failing grades, teacher reports of slow processing, parent request, very anecdotal	None	None	Study Skills class		18 More assignments completed	Daily	Ability to advocate for their need for extended time	Passing Grades in Core Classes.	Not Yet - need progress monitoring (Talk to Jeff)
Summit to Success	3 or more failing grades on the previous grading period	Multiple Failing Grades Report	End of Each Grading Period	Summit divided by grade level; individual daily checkin with teacher; direct instruction on executive functioning skills; help with prioritizing assignments; and advocacy for students with other teachers		12 Students grade at end of term	Grades monitored daily in class	Students ready and able to succeed in classes without support	Passing all classes on two consecutive check-ins (midterm/end of term)	Average number of failing grades per kid per term. Not show up on Failing Grades report. Pre and Post test on executive functioning skills (Self - Evaluation)
Social and Academic Behaviors	Teacher Referrals, student self referral, parent referral, SWIS, office referrals, nurses, student needs assessments, SOS	SWIS- number of students with ISS referrals. SOS survey- all students screened with this lesson to identify intense emotional needs.	As office referrals occur following the TMS Discipline	Behavior Trackers, Check-in Check- out, TMS Leveled System, Communication with parents, Home visits,		9 Decrease of the behavior exhibited	Weekly for a 6 week period	Student Academic and Social Behaviors	Student's desired behavior has increased and negative behavior has decreased.	Less office referrals and stopping repeated behaviors. SIS Tardy Reports Attendance Reports SWIS

Tier 3 Interventions

Process of screening and identifying

**MOY Data Steps for Numeracy and Reading Considerations**

-  Look at the list compiled from MOY screener criteria. Does this match what you know about your students?
-  Look at risk factors, what interventions are they currently receiving.
-  Look at their ELL service years in our District, if it is more than 5 years, do they need a Reading Intervention?
-  Use your CFA/ CSA and anecdotal evidence to narrow down your list.
-  Return those lists back to Chelsea and Suzanne for further diagnostics.

Reading Classes

The purpose of Reading support classes at TMS is to help students increase foundational reading skills and comprehension through explicit instruction, as well as to support application of these skills in their general curriculum. Students are placed in a Reading class based on their RISE ELA scores, Lexile score, and other comprehension measures. If a student receives a 1 - 2 on ELA RISE from previous end of year testing, a below grade level Lexile score, as well as a below grade level score on a comprehension measure, then students are placed in a Reading class. Your child's reading teacher will communicate specific score requirements with you beginning and throughout the year.

Reading scores equate to a colored-tiered system. "Green" is considered grade level proficient, "yellow" is considered approaching grade level, and "red" is considered below proficient and needing intensive support. Students can exit their reading class with proficient (green) scores in either Lexile or RISE, OR with a combination of two or more approaching grade level (yellow) scores. Your child's teacher will send progress reports quarterly. Upon exiting a reading class, should a student still require some support, this support will be serviced through Tier 2 instruction (SHIELD). If you have any questions or would like to review your student's scores, please contact Suzanne Prince. suzanne.prince@wasatch.edu

ELL Classes

The purpose of ELL classes at TMS is to assist students when their primary language is not English. ELL classes help students acquire proficiency in the English language by practicing reading, writing, speaking, and listening. Students are placed in ELL classes based on their performance on yearly WIDA tests. If they score below a 5 on the WIDA test are automatically enrolled in an ELL class. If you have any questions or would like to review your student's scores, please contact Kevin Brindle. kevin.brindle@wasatch.edu

Numeracy Classes


The purpose of Numeracy classes at TMS is to help students achieve at higher levels in their math classes. Students are assigned a Numeracy class based on their RISE Math scores, IXL math scores, and teacher recommendations. Any student who is 2 grade levels behind based on IXL or have scored a 1 on RISE 2 years consecutively are placed in a Numeracy support class. Students can graduate from

Process to refer to Site Based Intervention team



Sample of Site Based Intervention team checklist

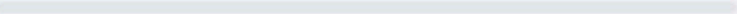
Data Review (attach supporting documentation for each) Hide checked items Delete

100% 

- ASSIGN CARD & DESCRIPTION:** Be sure to type "Card Created By:" and your name in the description box along with a brief description/background as to why this student is being referred to the Intervention Team.
- RTI COORDINATOR:** Meets with the referring teacher and goes through the RTI Checklist. If issue is resolved add note below and archive. If not, move card to correct grade and continue checklist. RTI Link <https://shorturl.at/FHWZ5>
- PARENT SURVEY:** RTI Coordinator will call to explain and email parents with the Parent Survey and upload the response as a PDF. If a response is not received, note the contact attempt dates in the "activity" section below to timestamp. Use this form [Microsoft Forms](#)
- Universal Screener Scores:** RTI Coordinator will attach IXL Diagnostic and Growth Measure score.
- STUDENT CONFERENCE:** Meet with the student to gain their perspective about the referral and specific referral reason. Do a student survey with the Dean of Students. Upload PDF. Use this form to collect student responses [Microsoft Forms](#)
- TEACHER COMMENTS (STUDENT STUDY SURVEY):** The counselor emails all teachers the Student Study Survey. Upload as PDF Use this form [Microsoft Forms](#)

Add an item

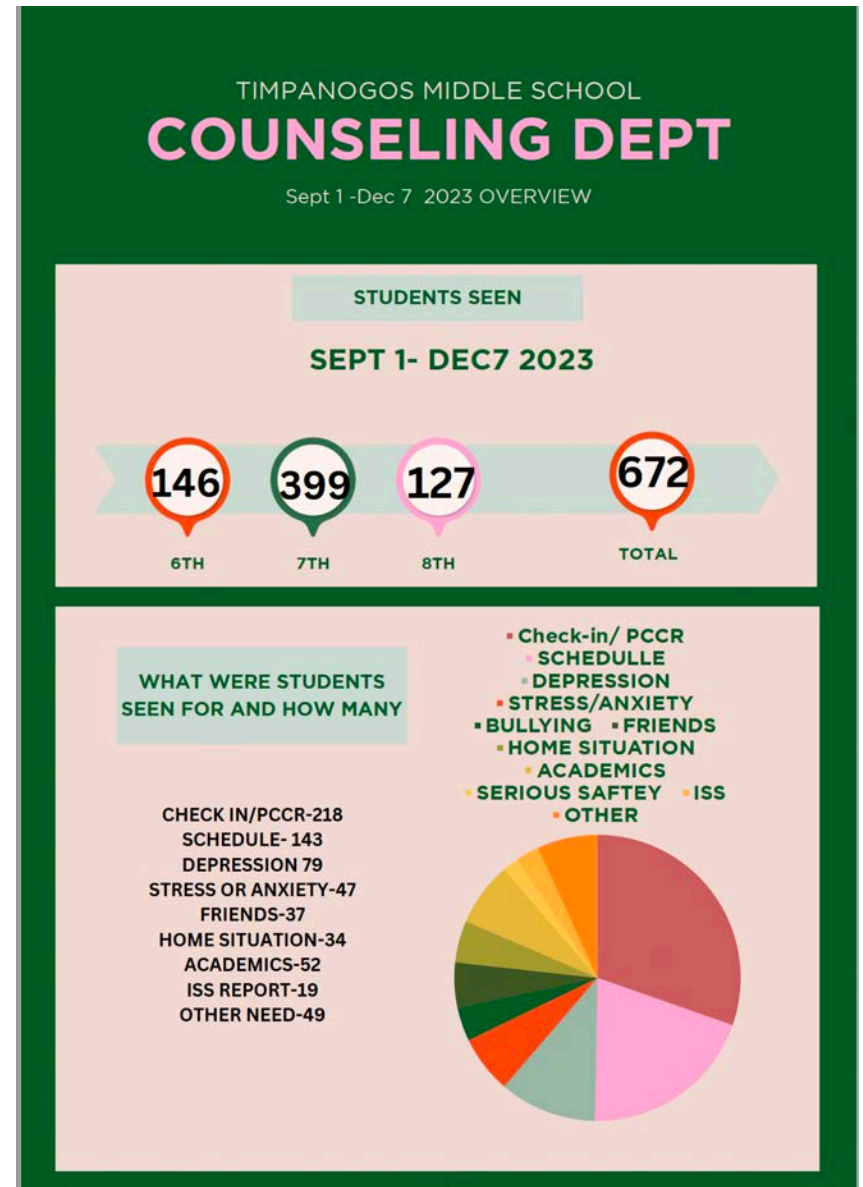
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- TEACHER COMMENTS (STUDENT STUDY SURVEY):** The counselor emails all teachers the Student Study Survey. Upload as PDF Use this form [Microsoft Forms](#)

Add an item

Home and Health data



Tier 3 Classes

1 BLACK	2 BLACK	3 BLACK	4 BLACK	5 BLACK
PREP	READING 6 (113)	MOD (607)	READING 6 (112)	PREP
READING 7 (206)	READING 7 (206)	READING 7 (206)	READING 7 (206)	PREP
PREP	READING 8 (116)	READING 8 (116)	CO-TEACH ENGL 8	CO-TEACH ENGL 8
PREP	SUMMIT TO SUCCESS 7 (10)	SUMMIT TO SUCCESS 8 (106)	CO-TEACH H LEADER	NUM 8 (202))/SUM to SUCCESS 6
NUMERACY 7 (202)	NUMERACY 7 (202)	NUMERACY 7 (202)	NUMERACY 7 (202)	YEAR BOOK (206)
ENTERING (600)	EXPANDING	PREP	EXPANDING	DEVELOPING
ESSEN Skills LA	ESSEN Skills Math	ESSEN Skills LA	PREP	PREP

1 GOLD	2 GOLD	3 GOLD	4 GOLD	5 GOLD
PREP	READING 6 (206)	MOD (607)	READING 6 (206)	PREP
PREP	STUDY SKILLS (207)	CO-TEACH STUDY SKILLS (206)	STUDY SKILLS (508)	PREP
PREP	READING 8 (116)	PREP	CO-TEACH ENGL 8	CO-TEACH ENGL 8
NUMERACY 8 (202)	NUMERACY 8 (202)	NUMERACY 8 (202)	PREP	NUMERACY 8 (202)
STUDY SKILLS (206)	PREP	CO-TEACH STUDY SKILLS (206)	NUMERACY 7 (202)	PREP
ENTERING	DEVELOPING	PREP	EXPANDING	EXPANDING
ESSEN Skills LA	ESSEN Skills Math	ESSEN Skills LA	PREP	PREP

TMS Bell Schedule 23-2024

Monday- Early Out	
Period	Time
Warning Bell	7:40
1st Period	7:45-8:40
Passing	8:40-8:44
2nd Period	8:44- 9:38
Passing	9:38-9:42
HOMEROOM	9:42 - 10:02
Passing	10:02 - 10:06
3rd Period	10:06-11:00
1st LUNCH	11:00-11:28
Passing	11:00 - 11:04
4th Period (1st Lunch)	11:28-12:22
4th Period (2nd Lunch)	11:04 - 11:58
2nd LUNCH	11:58 - 12:26
Passing	12:22-12:26
5th Period	12:26-1:20

Tuesday Thru Friday	
Period	Time
Warning Bell	7:40
1st Period	7:45-8:51
Passing	8:51-8:55
2nd Period	8:55-10:00
Passing	10:00-10:04
SHIELD Time	10:04-10:31
Passing	10:31-10:35
3rd Period	10:35-11:40
1st LUNCH	11:40-12:10
Passing	11:40-11:44
4th Period (1st Lunch)	12:10-1:15
4th Period (2nd Lunch)	11:44-12:49
2nd Lunch	12:49-1:19
Passing	1:15-1:19
5th Period	1:19-2:24