

HAWTHORNE PUBLIC SCHOOLS

A PATH TO UNDERSTANDING NJTSS

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JANUARY 15, 2020



Goals of tonight's session

- **Overview of the NJTSS in Hawthorne**
- **What's new**
- **Why the shift?**
- **Questions & Clarification**

What is NJTSS

NJTSS is a framework for implementing academic and behavioral supports and interventions to improve achievement for ALL students.

Based on:

- **Three-tier prevention logic of Response to Intervention (RTI)**
- **Additional components of multi-tiered systems of supports:**
 - **Positive School Culture and Climate**
 - **District and School Leadership**
 - **Family and Community Engagement**



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Kindergarten - Jefferson

Tier 1: BSI Inclusion

During BSI Inclusion Basic Skills teachers will practice a co-teach inclusion model in their assigned grade levels. During this time students will work in small groups and instructional centers; with the support of two classroom teachers.

What this may look like:

- Parallel teaching.
- Instructional Centers.
- Small group instruction.
- Station teaching.



Tier 2: FLEX

During the FLEX periods, grade level teachers and BSI teachers will review all grade level student data, and organize the students into three instructional learning groups, where teachers can work with students on standards students are struggling with or enrichment lessons for higher level groups.

What this could look like:

- **Intervention instruction.**
- **Breakout rooms.**
- **Group projects.**
- **Learning labs.**
- **Study groups and collaborative sessions.**



FLEX GROUPING

Homogeneous Grouping:

- Placing students with the same academic abilities into cooperative learning groups together and targeting instructional areas that the whole groups is struggling with.
- Placing students who are struggling with specific content or standards into the same group for remediation and reinforcement learning.

Heterogeneous Grouping:

- When a diverse group of students with different academic abilities are placed into cooperative learning groups. This gives an opportunity for advanced students to mentor their peers, and for students to collaboratively work to accomplish a project or assignment.
- In both cases above, these groups are rarely static for a long period of time as needs are constantly changing.



USE OF REAL-TIME DATA



PERSONALIZATION



MASTERY-BASED PROGRESSION

CREATING OUR FLEX CENTERS

Remediation

Break down content being learned in the classroom to specific strands of foundational information that the students are struggling in. Target these foundational skills until student mastery occurs.

Approaching or Instructional

Students who are grouped in the middle group have exhibited that they are approaching or on-level to the content being learned in the classroom. This is a great period that can be used to have the students continue strengthening their understanding of the concept and working towards higher level thinking skills.

Enrichment

Students who have shown mastery in the content area may use this period to build onto what they know by being given enrichment exercises, group projects, STEM labs, or book clubs. These activities are designed to be at or above their current grade level material.

Tier 3: RTI Pull-Out

Using the data collected from our Universal Screeners and progress monitoring, the Basic Skills specialist will pull out struggling learners for the most intensive instructional support.

What this could look like:

- 4-1 in a pull out setting.
- Standard based targeted instruction.
- Assess weekly or biweekly.

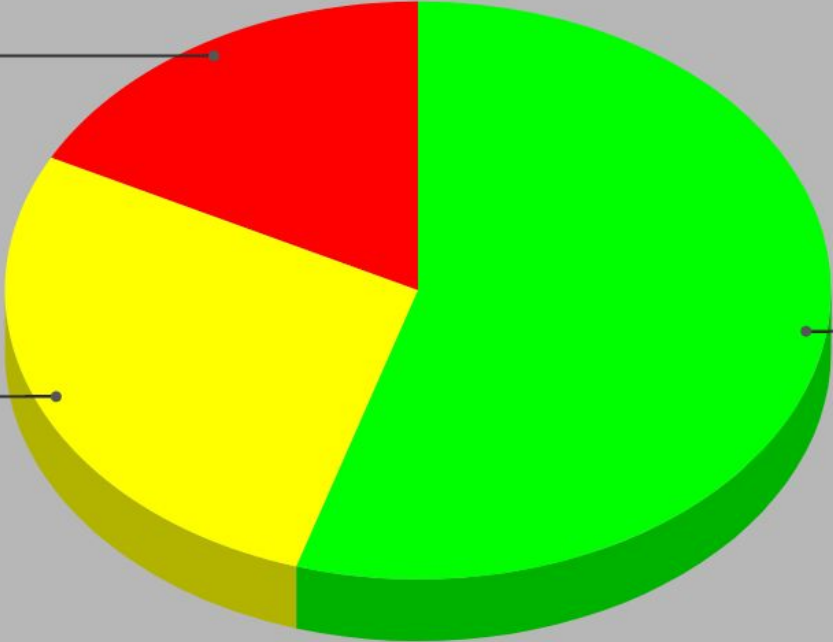


Hawthorne Schools Cycle 1 Student Population

Tier 3 Students
17.4%

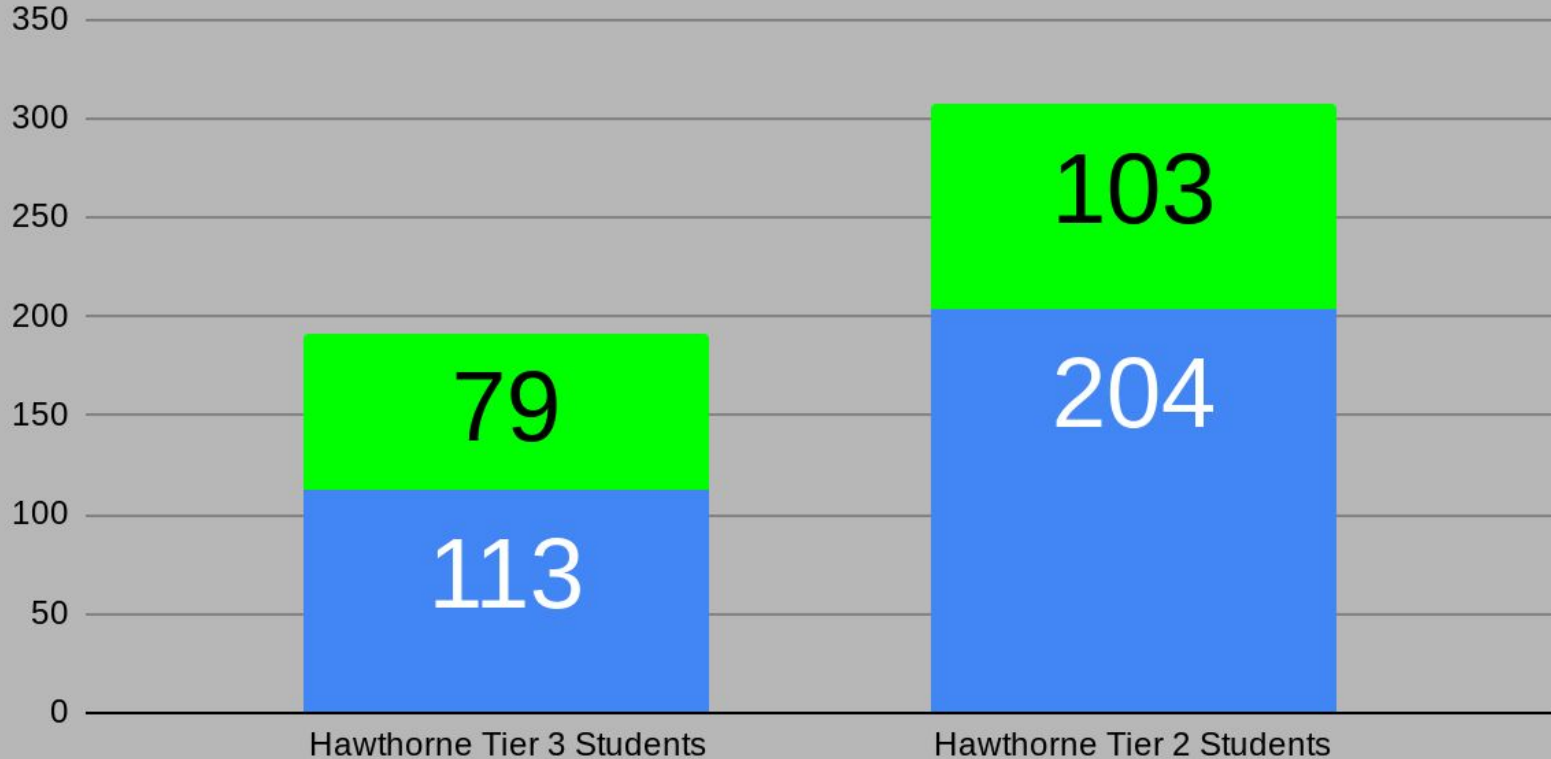
Tier 2 Students
27.8%

Tier 1 Students
54.8%



Student Growth in Cycle 1

Shows Growth Remaining in Tier



How we use our Universal Screeners

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening assessments are typically brief, conducted with all students at a grade level, and followed by additional testing or short-term progress monitoring to corroborate students' risk status.

This year we will be using numerous assessments as our Universal Screeners. This data will help drive our instructional grouping and our students targeted learning interventions.

National Percentile	Counting and Cardinality		Geometry		Measurement and Data		Number and Operations in Base Ten		Operations and Algebraic Thinking		Total Math Score	
	Correct	Accuracy	Correct	Accuracy	Correct	Accuracy	Correct	Accuracy	Correct	Accuracy	Score	NP
	40th - 99th National Percentile	8/1	92.8%	5.5/8	68.8%	3.8/6	63.3%	7.8/15	52.0%	2.6/5	52.0%	19.8/35