

Slide 1	<p>Welcome to this presentation on Norwell Public Schools Tiered System of Support.</p> <p>This is referred to as NTSS. This system supports our commitment to provide excellence in education by providing the appropriate support for all students in every area of learning.</p>
Slide 2	<p>The Norwell NTSS system began in 2015 and is based on the Department of Education's Multi-Tiered System of Support which is referred to as MTSS.</p> <p>A multi-tiered system of support is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making."</p> <p>This slide contains a link to the Department of Education's website if you would like to find more information on MTSS.</p> <p>The Norwell Tiered System of Support provides targeted interventions and support for all students in the areas of reading, mathematics, and social/emotional learning.</p>
Slide 3	<p>NTSS is based on the philosophy that all students are capable of grade-level learning with the proper support and a high quality education.</p> <p>It is rooted in the practices of proactivity and prevention.</p> <p>With a focus in the areas of reading, math, and social/emotional skills, learning decisions are based on student data and collaboration.</p> <p>Interventions are designed to be fluid and based on individual student need.</p>
Slide 4	<p>Screenings are administered and student data is gathered 3x per school year. This is referred to as Universal Screening.</p> <p>The screening data determine who is at risk, the significance of the risk, and the specific skill areas that require targeted support or intervention.</p>
Slide 5	<p>The screening assessments provide scores that indicate a student's risk level relative to same-aged peers.</p> <p>The scores are designed to predict the likelihood that a student will experience academic</p>

	<p>difficulties in the future if a targeted, instructional intervention is <u>not</u> put into place.</p> <p>It is important to note that these scores are <u>not</u> designed to indicate an area of disability. In other words, if a student receives a below average score on a screening, it does <u>not</u> indicate dyslexia or any other learning disability, rather, it indicates an area that would benefit from targeted support.</p>
Slide 6	<p>In grades kindergarten through 2, all students participate in a screener that directly correlates with basic reading and mathematics skills.</p> <p><i>In reading</i>, these skills include 5 components:</p> <ol style="list-style-type: none"> 1. phonemic awareness which is the ability to manipulate sounds, 2. rapid auto-matized naming which is the ability to name symbols automatically, 3. sight word recognition which is the ability to recognize words by sight, 4. Decoding which is the ability to sound out and blend real and nonsense words, and 5. oral reading fluency which is the ability to read connected text accurately and timely. <p>-----</p> <p><i>In mathematics</i>, kindergarten and grade 1 students participate in activities that measure basic counting skills and number sense.</p> <p>In grade 2, students complete a computer-based adaptive mathematics screener that measures a broad range of students' skills.</p>
Slide 7	<p>In grades 3 through 5 all students complete a computer-based adaptive screener in reading and math to measure students' broad skills in these areas.</p> <p>Each test consists of 30-60 questions that mirror the types of questions found on state-wide assessments.</p> <p>As a student answers each test item, subsequent questions are individualized to the student's development and skill level.</p> <p>Results provide educators with an estimate of each students' annual growth and identify students in need of additional instruction.</p>
Slide 8	<p>Norwell Public Schools utilizes a data-driven assessment and instruction cycle.</p> <p>Following the beginning of year universal screeners administration, data teams consisting of classroom teachers, special educators, English Language Arts and math coordinators, the school psychologist, the school principal and assistant principal meet to analyze and reflect on screener results.</p> <p>The team identifies individual student risk level and determines focus areas for instruction to meet the needs of students scoring below the assessment benchmarks.</p> <p>Students receive this targeted instruction in appropriate groupings for approximately 8 weeks.</p> <p>During that time, teachers monitor student progress and make any necessary adjustments to the instructional plan.</p>

	All students are then screened again at the midpoint of the academic year, and the cycle repeats.
Slide 9	<p>NTSS is designed to help us identify struggling students <i>early</i> and <i>intervene</i> as quickly as possible.</p> <p>The NTSS model consists of three tiers of instruction.</p>
Slide 10	<p>All students in the Norwell Public Schools receive tier 1 instruction from their classroom teachers.</p> <p>Tier 1 instruction refers to the core content delivered using evidence-based practices in order to meet the grade-level standards set by the Department of Elementary and Secondary Education.</p>
Slide 11	<p>Tier 2 instruction refers to supplemental, small group instruction delivered by classroom teachers to reinforce core content and to target specific areas of need.</p> <p>Students whose screener scores indicate “some risk” will receive both tier 1 and tier 2 instruction.</p>
Slide 12	<p>Tier 3 instruction refers to intensive intervention from a reading or math specialist.</p> <p>Students whose screener results indicate “high risk” receive tier 1 and tier 2 instruction from their classroom teachers and receive intervention from a specialist to target specific areas of need.</p>
Slide 13	<p>Following completion of each of the three screening sessions, families will receive a letter with directions for accessing their student’s scores in Aspen.</p> <p>All families will have the opportunity to discuss student results and any interventions needed with their student’s classroom teacher.</p> <p>Classroom teachers will contact families of students whose scores indicate high risk and require a tier 3 intervention to make progress.</p>
Slide 14	<p>Norwell Public Schools, in collaboration with families, continues to strive to provide excellence in education for all of our students.</p> <p>We hope you found this presentation informative and encourage you to contact your child’s teacher or administrator at any time with questions or comments.</p>