

Principal Parent Chat: How FWES Supports Struggling Learners

April 1, 2019

Who is a struggling learner?

Almost every learner, Kindergarten and beyond, will struggle! Productive struggle is the definition of learning something new- if you know it already-it is not learning.

- Learners struggle with specific information/standard
- Learners struggle with specific curriculum content
- Learners struggle across curriculum content

Human beings are individuals and as individuals approach and respond to learning in different ways.

[MTSS Structures for Support at FWES](#)

Tiered Instructional Approach

Multi-Tiered System of Support (MTSS)

Tier 1- Core Instruction

- All students receive core instruction with grade level standards and materials in all subject areas
- Core Instruction consists of a variety of strategies to create an effective learning environment for students
 - Whole Group, Small Group, Individual follow up, Peer partners, etc.
 - Materials may vary to help students master the standard- manipulatives, computer, etc.
- Effective Core Instruction should meet the needs of 75% of students- about 75% of students should master content with Core Strategies (level 3)

Tiered Instructional Approach

Tier 2 Instructional Support- Core + More

- Students who are not able to master standards given the varied Tier 1 instructional strategies are students who may need Tier 2 support- Core Instruction plus a little more targeted support
- Tier 2 Instructional Supports also vary by student and need:
 - Additional small group time with teacher/instructional assistant for area of support (target of support is to address the most important foundational skill that is missing that will allow student to master the grade level standards)
 - Tier 2 plans are developed by teachers with the collaboration of the grade level team to look at a student's needs and create a plan goal for support
 - Tier 2 plans are implemented for 4-6 weeks and students are monitored during the plan for progress to to meet the plan goal
- About 15-20% of students may need Tier 2 supports to meet grade standards

Tiered Instructional Approach

Tier 3 Instructional Support- Core + More Intensive Intervention

- Students who are not able to meet Tier 2 plan goals and are continuing to struggle with learning, even with additional supports can then be moved to Tier 3 level of support
- Tier 3 Intervention Support Team
 - A designated team of teachers and specialists meet weekly to review student data for students unable to meet Tier 2 goals- the meetings problem solve and create an updated Tier 3 intervention plan that is more intensive for the student- higher frequency of support, more time for support, different strategy, etc.
 - Tier 3 plans also set goals for the student and monitor their progress over a 4-6 week period of the more intensive interventions
 - Tier 3 plans may also engage other staff such as Literacy Coach or Intervention Teacher to provide the additional support
- Tier 3 plans are designed for about 5-10% of students

Tiered Instructional Approach

Tier 3- What's Next???

- Progress is monitored throughout the implementation of Tier 3 plan
 - Students who are making progress after 4-6 weeks and meeting the plan goal may continue on the plan with a new goal- to continue the journey to strengthen the foundational skills needed for success
 - Students who are not making progress after 4-6 weeks will be reviewed by the team for next steps determination
 - Some may have plan adjustments made due to up and down progress and monitored for another 4-6 weeks
 - Others who are showing no growth may be considered for further evaluation to determine if more specialized instruction is needed through Special Education

Special Education Identification Process

Federal Law regarding Individuals with Disabilities requires that any student being considered as having a learning disability have documented levels of support before they can be identified as having a learning disability.

- The Tiered Instructional approach is designed to meet the federal requirements.
- Students must demonstrate Intervention Resistance or very slow progress with interventions before being considered for evaluation for being eligible for special education services for a learning disability
- Special education services are designed for students who are unable to access the curriculum standards due to a disability
 - Evidence must support that students, even with supports, are unable to access and make progress with the curriculum

Concerned that your child struggles?

What can you do?

- Do not compare your child to ANY other- including your own “other” children- all children learn differently
- Discuss your concerns with the teacher- review the data on your student and become involved with how you can partner to help at home
 - Practice fluency, monitor student work on Dreambox, sight word/number facts flash cards
- Understand the requirements of the standards- what your child needs to know AND be able to do- knowing is not enough to demonstrate mastery
- Attend conferences and Tier 3 meetings (as needed) to learn more
- Review family resources at www.fwes.wcpss.net or www.wcpss.net for ways to learn and partner to support your child

Learners who struggled in History:

Benjamin Franklin- dropped out of school at age 10

Walt Disney- dropped out of school at age 16

Michael Phelps- struggled due to ADHD

Whoopie Goldberg- struggled in school due to dyslexia

Albert Einstein- did not read until he was nine

Winston Churchill- low grades and dyslexia; failed grade 8; hated math

George Patton- could not read at age 12