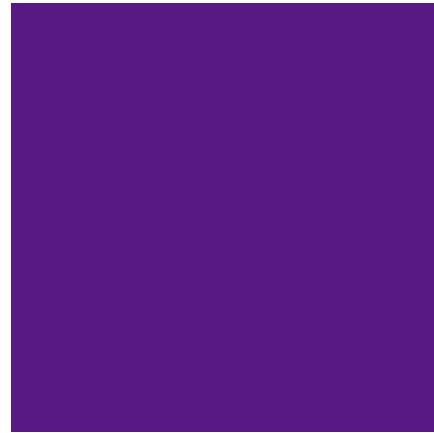




RTI

Response to Intervention



Wausa Public School

By: RTI Team

What is RTI?

It is a system designed by the instructors and administration of Wausa Public Schools to promote education while challenging students at all levels, low or high.

-The goal of RTI is simple: Educating Today's Students for Tomorrow's Future!

~See RTI Checklist

Initial Steps to RTI

- Formed a Committee of General Education Teachers, Administrator, Special Education Teacher, and AimsWeb Data Coordinator
- Evaluated Reading curriculum for K-6 grades
- CORE survey over the Reading curriculum completed by the staff
- Implemented Treasures Reading series in 2009
- Implemented Lesson Maps in 2011

Steps to The RTI Process

K-6

- Universal Screening
- Tier One: Full Classroom Instruction
- Diagnostic Testing K – 2
- Tier Two: Small Group Intervention
- Tier Three: Intense Intervention
- Progress Monitoring
- Additional Programs
- Data

Steps to The RTI Process

7-12

- Career Education through Career Period
- Understanding of Technology
- Solid foundation of CORE Courses
- Expansion of College or Dual Credit Courses
- Expansion of remedial CORE courses (Use of data to aid in decision of placement)
- Expansion of Elective courses
- Focus on Extra-Curricular Activities
- Mentorship for Struggling students
- Aid in Transitioning to the adult world

Universal Screening

A measure designed to assess the current knowledge base of all students to see who is succeeding and who is behind. Wausa Public Schools uses AimsWeb. AimsWeb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. From these results we determine if the instructional program is effective for the individual students.



AimsWeb



- Given to all students three times a year
 - Fall – September
 - Winter - January
 - Spring – May
- Reading, Math, Writing, Comprehension, Early Literacy, Early Numeracy
- Students in Kindergarten through Sixth Grade

Tier One: Full Class Intervention

Teachers in the classroom are to use a scientifically validated method of instruction to ensure quality instruction is being delivered.

Curriculums:
+

Treasurers Reading Series K - 6

Lesson Maps K – 5

Saxon Math

Curriculum Goals: Ultimate RTI goal is to have 75% of our students at or above benchmark in Reading and Math. Goals set quarterly by each classroom instructor, evaluated and discussed.

~See Goal Setting Sheet



Core Reading Instruction



- Treasures Reading Series
- Weaknesses:
 - Phonics in lower elementary
 - Grammar and writing in upper elementary
- Supplements:
 - Lower Elementary
 - Use Reading First Templates and Lesson Maps K - 5
 - Upper Elementary
 - Use Resource disk to incorporate all of the grammar transparencies
- 90 minute reading block required



Core Math Instruction



- Saxon Math K – 6

- Weaknesses:
 - Basic Facts
 - Order of concepts being taught
 - No extra practice or materials to re-teach concepts
 - Not many manipulatives

- Supplements:
 - Administer basic Math fact practice in Addition, Subtraction, and/or Multiplication daily (progress monitoring)
 - Teachers combine lessons
 - Teachers will find their own manipulatives, add in their own resources, and/or use the promethean board



Differentiated Instruction

- Grouping students according to their similar ability helps the teacher clearly focus on what the student needs to receive for instruction. Grouping also helps teachers help adjust the pace according to what the group needs.



Diagnostic Testing K - 2

Reading Diagnostic assessments are used to measure students' specific skills in each of the five components of Reading: vocabulary, phonemic awareness, Phonics, fluency, and comprehension. This information is used in planning more effective instruction for our K – 2 grades.

+ *Core Phonics Survey*



- Grades K – 2
- Administered beginning and middle of school year
- Team of paraprofessionals, Special Education teacher, and Title teacher administer this survey
- Data used to guide instruction in general education as well as the pullout program

~See Diagnostic Plan

Tier Two: Small Group Intervention

Small groups of students identified as not meeting the target in certain skills will be pulled for an additional, different intervention than that being offered in the classroom.

- Students in the grey will receive 15 minutes of pullout intervention
- Students in orange and yellow will receive 30 minutes of pullout intervention

Tier Three: Intense Intervention

Students will be provided with more intense interventions and time to help the students succeed in reaching their goal.

- Students in red will receive 60 minutes in pullout intervention



Intervention Guidelines



- Students must share a common deficiency
- Groups of one to five students
- The moment an intervention is started be sure to measure for progress

- REMEMBER: Interventions *always* include instruction



Interventions Available

- Read Naturally
- Templates/Lesson Maps
- Reading Mastery
- Corrective Reading Decoding
- Corrective Reading Comprehension
- Phonics for Reading
- Rewards
- Florida Center for Reading Research
- Preview Lessons
- Soar to Success
- Six Minute Solutions
- Guided Reading/Leveled readers
- Rode to Code
- Stepping Stones
- Lesson Connections
- PA in Young Children
- Sound Partners
- Barton Read and Spell
- Saxon Phonics and Spell





Nine Week Evaluation

- Successful Intervention

- Continue with intervention until student is performing at the 50th Percentile
 - Measure for another nine weeks until intervention is no longer needed

- Insufficient Improvement

- Modify intervention by examining:
 - Dosage – how much is the student getting
 - Intervention – is it addressing the current needs of students
 - Group – is the group appropriate for the student
 - Measure progress for another nine weeks and evaluate

~See Example Sheet & Schedules

Fidelity Check

- Another trained individual will observe the small group during intervention time to ensure that instruction is being delivered correctly and efficiently. Checks will be completed every nine weeks when the intervention is changed.
- An administrator will observe the classroom teacher or small group during intervention time to ensure that the Lesson Maps are being delivered correctly and efficiently. Checks will be completed randomly.

Evaluated are:

Methodology – are the teaching methods correct

Dosage – is the student getting enough time

Student – how does the student respond

~See Fidelity Check

Progress Monitoring during Full Class Intervention

Teachers will continually monitor the progress of students identified during the Universal Screening.

- Reading progress monitored with AimsWeb
- Math progress monitored with either AimsWeb or Saxon Math



Progress Monitoring



- Students will be monitored once a week if receiving an intervention
 - One minute assessment in skill the student needs to improve on
 - Goals will be set for nine weeks for each student
 - To be completed by classroom teacher
- Teachers and reading coaches will meet every nine weeks of intervention to evaluate effectiveness

~See Progress Monitoring Info. For RTI Meeting

Additional Programs

- Student Assistance Team (SAT)
- High Ability Learner Education
- Intervention Period
- Summer School
- 7-12 RtI
- Career Period



Student Assistance Team (SAT)

- It is a group of people who utilize problem solving and intervention strategies to assist teachers in the provision of general education.
- The team consists of student (when appropriate), general education teacher(s), SAT coordinator, Special Education teacher, parents, administrator, and/or anyone directly involved with the student.
- Students are referred to the SAT team from parents, teachers, administrators, guidance counselors, or anyone working with the student.
- Students are referred to the SAT team when there are behavioral concerns or the student's current interventions from RTI are not making sufficient enough gains to get to grade level curriculum based off AIMS data, STAR data, MAPS data, NESAs data, grades, and teacher input.
- SAT process is followed with the SAT coordinator leading 6 week meetings that figure out the underlying reasons why a student may be experiencing behavioral or academic difficulties and address interventions to help the student's problems monitored through the use of progress monitoring.
- If no progress, then the student is referred to have Special Education testing.
~See SAT FORM





High Ability Learner Education

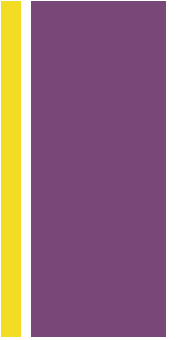


- High ability learner education is designed to extend the learning environment for high potential students. Services are defined as being expanded learning experiences for students who are capable of studying in-depth matters of an academic and creative nature.
 - Implemented in grades K – 6 in 2013 – 14
 - Used Universal Screening for Data
 - Evaluate every 9 weeks

~See HAL Plan Fall 2013

+ *Intervention Period*

- The intervention period was added to help students of all levels receive extra assistance from the actual classroom teacher.
 - Period designed for students to see the teacher on a NEEDS basis
 - Content area teacher is teaching the student





Summer School



- Summer School is designed to help students maintain or progress in deficient skills in Reading and Math over the course of summer.
- Implemented in summer of 2011 grades K – 6
- Students qualify lowest students first
- Not all students qualify for summer school



7-12 Response to Intervention



- Mr. Kirby & Mr. Stevens will explain the 7-12 RtI Process
- Three Programs for Intervention
 - Career Period Placement
 - MAPS Progress monitoring semester by semester
 - Mentorship in three Tiers
 - RED: Highest level of Risk, seen daily
 - YELLOW: Secondary Risk, seen once per week
 - GREEN: Lowest Level of risk, monitored but not seen.



Career Period



- Installed in the 2010-11 School Year
- Created because of perceptual student data.
Students were struggling to find meaning between their classes and what they needed to know outside of the school year.

Data

- Wausa utilizes four forms of data to evaluate students, instruction, and curriculum.
- Aimsweb, NeWA MAPS, ACT, and Core Phonics surveys/STAR Reading & Math

~See RTI Changes for changes in last 5 years

Questions

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