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Response to Intervention: Ensuring Success for All Students

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#NCSC17

Objectives

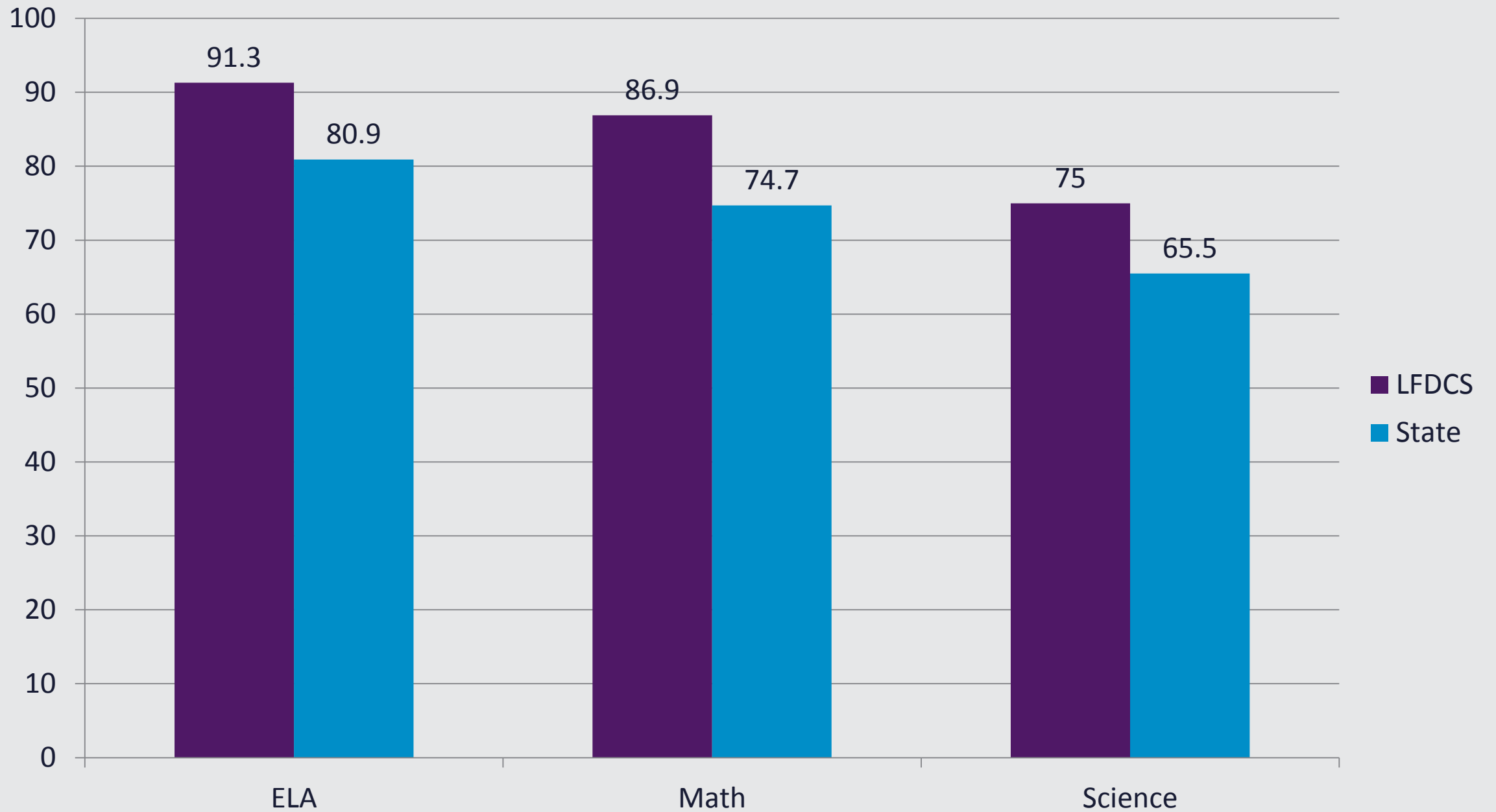
- PWBAT reflect on their current internal data tracking and monitoring procedures (RTI).
- PWBAT develop strategies for creating an effective and efficient data-driven, culturally relevant RTI program in their schools.

Introductions

- **Location:** Lawrence, MA
- **Grades:** K1-8
- **Students:** 720
- **Hispanic:** 98%
- **Free/Reduced Lunch:** 92%
- **First Language Not English:** 82.7%
- **ELL:** 26.4%
- **Special Education:** 6.4%



MCAS 2016



Ice Breaker

- Name
- Role
- What you're hoping to get out of this session



Agenda

Topic	Time
Intro	15 min
Overview of RTI	15 min
Step 1: Buy-In	15 min
Step 2: Benchmark	15 min
Step 3: Team Meeting	15 min
BREAK	5 min
Step 4: Interventions	15 min
Step 5: Progress Monitor/Re-convene	15 min
Step 6: Tier IV (optional)	15 min
Closing Remarks/Q&A	25 min

Group Norms

- Assume best intentions
- Equity of voice
- Address issues not personalities
- Stay present



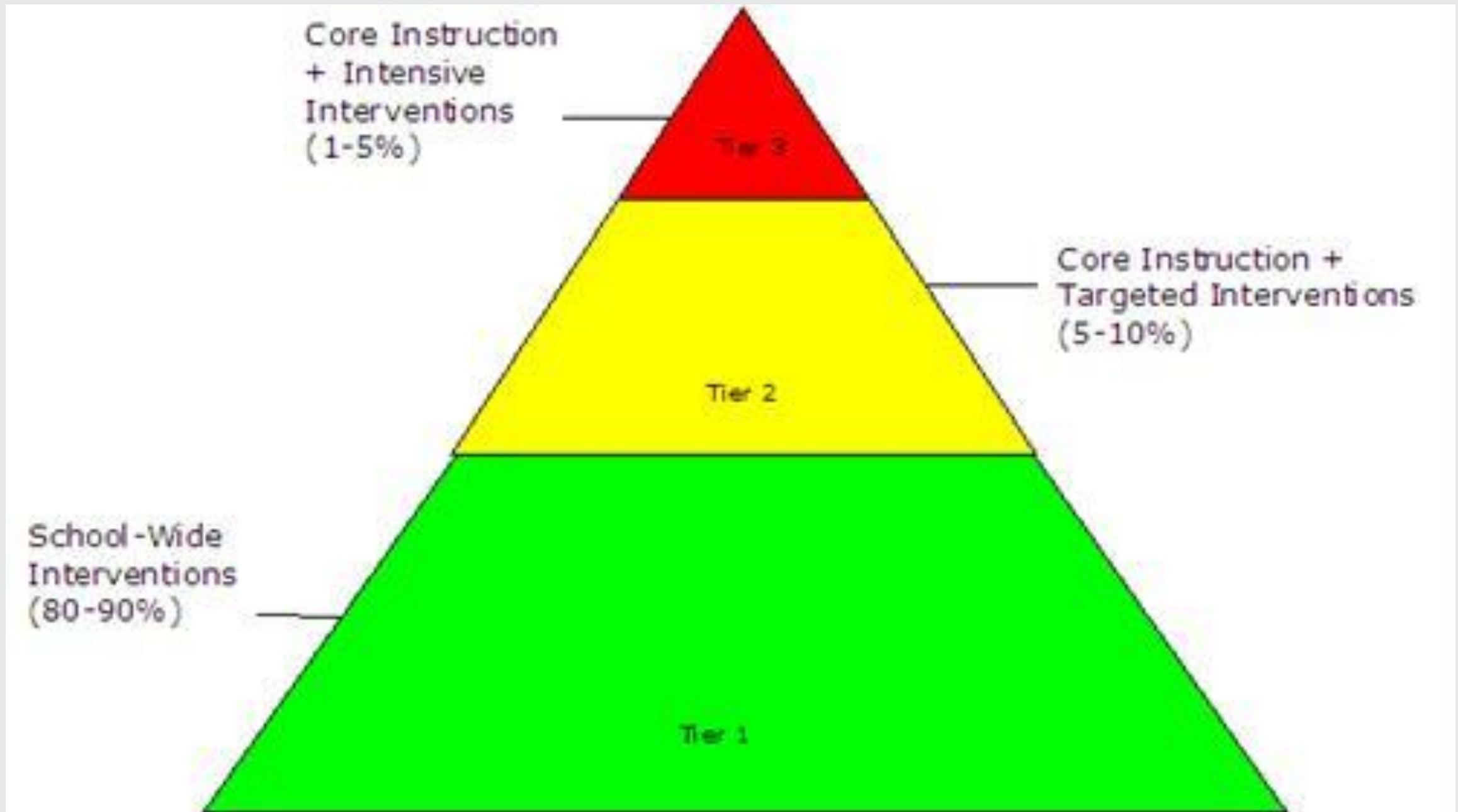
Overview of RTI

- Goal of RTI
 - Integrate **all the resources** to **minimize risk** for the long-term negative consequences associated with poor learning or behavioral outcomes
 - Strengthen the process of **appropriate disability identification**

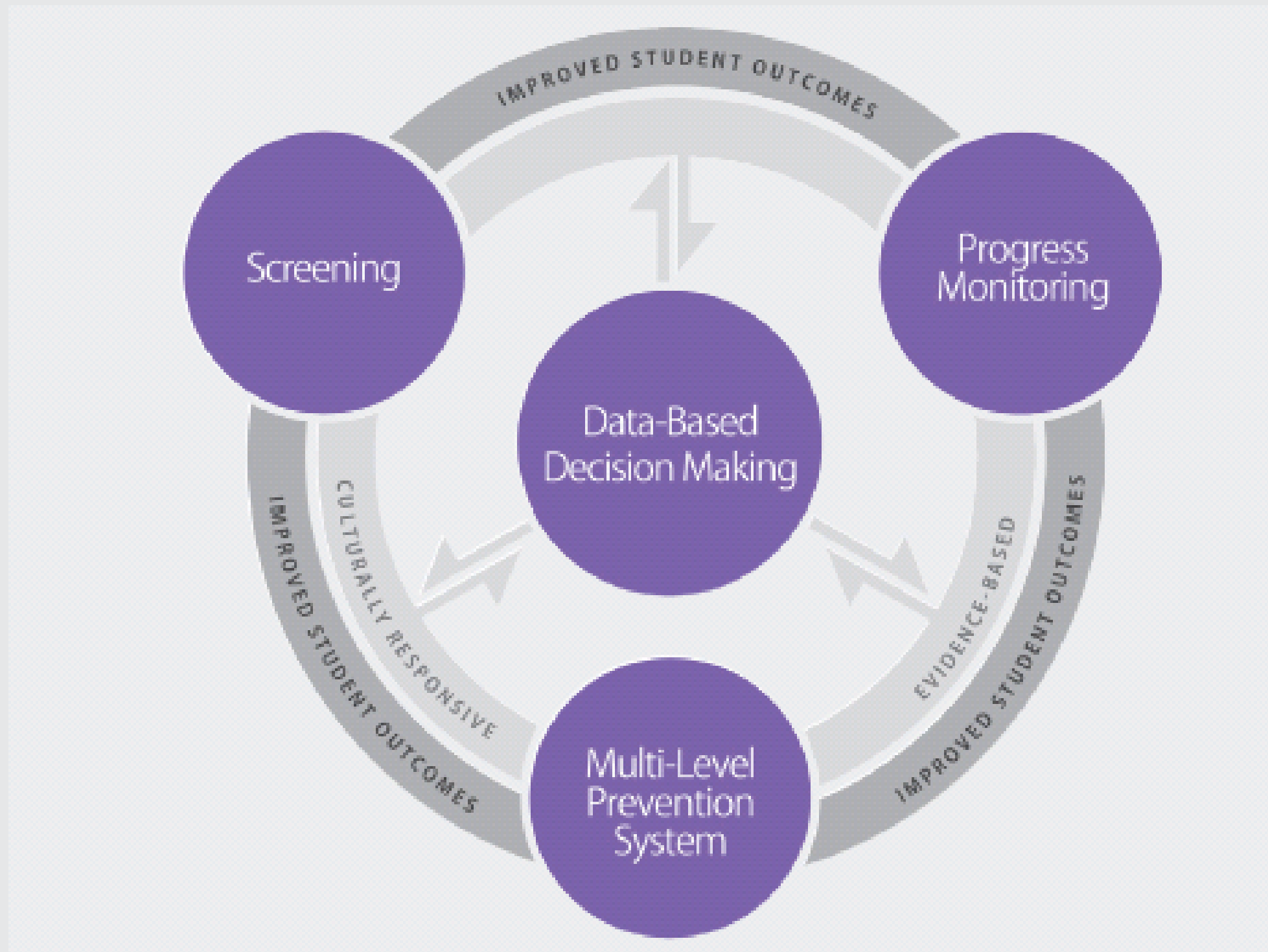


**STUDENT
SUCCESS**

Overview of RTI



Overview of RTI



RTI vs. Special Education

- What it is...
 - Analyze data
 - Identify Tier III students
 - Set interventions
 - Update interventions
- What it is not...
 - Discussing Special Education Evaluation Results
 - Creating IEPs
 - Modifying IEPs

Your Turn

- What “RTI-like” practices does your school already implement?



Step 1: Buy-In

- Why do RTI?



The Power of Positive Language

- [Aimee Mullins](#)



The Power of Positive Language

Let me read you the entry: “Disabled, adjective: crippled, **helpless, useless,** wrecked, stalled, maimed, wounded, mangled, lame, mutilated, run-down, worn-out, **weakened** impotent, castrated, paralyzed, handicapped, senile, decrepit, laid-up, done-up, done-for, done-in cracked-up, **counted-out;** see also hurt, useless and weak. Antonyms, healthy, strong, **capable.**” I was reading this list out loud to a friend and at first was laughing, it was so ludicrous, but I'd just gotten past "mangled," and my voice broke, and I had to stop and collect myself from the emotional shock and impact that the assault from these words unleashed.



The Words We Choose

Could Say...	Should Say...
Lazy Student	Struggles with motivation when...
Low Student	Has challenges with...
Bad Kid	Has behavior challenges when...
SPED Kid	Student with an IEP
The student didn't respond to the intervention	The intervention was ineffective

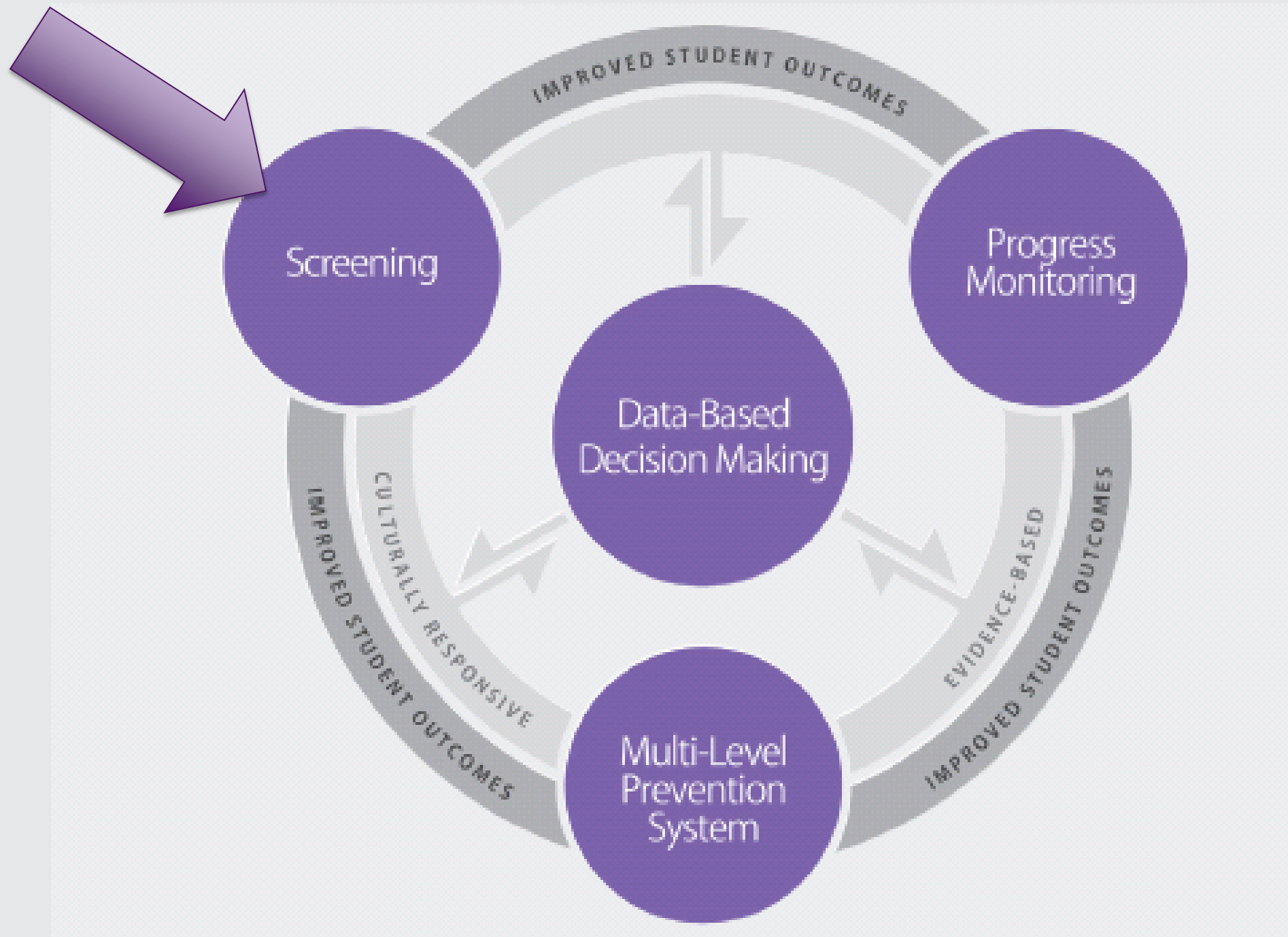
- We should try...
- I noticed that _____ could use extra support with _____
- The data shows that...

Your Turn

- What reflections do you have on the video?
- How does the current climate at your organization lend itself to RTI?
- What mindsets might you have to build in your organization?
- How might you foster these mindsets?

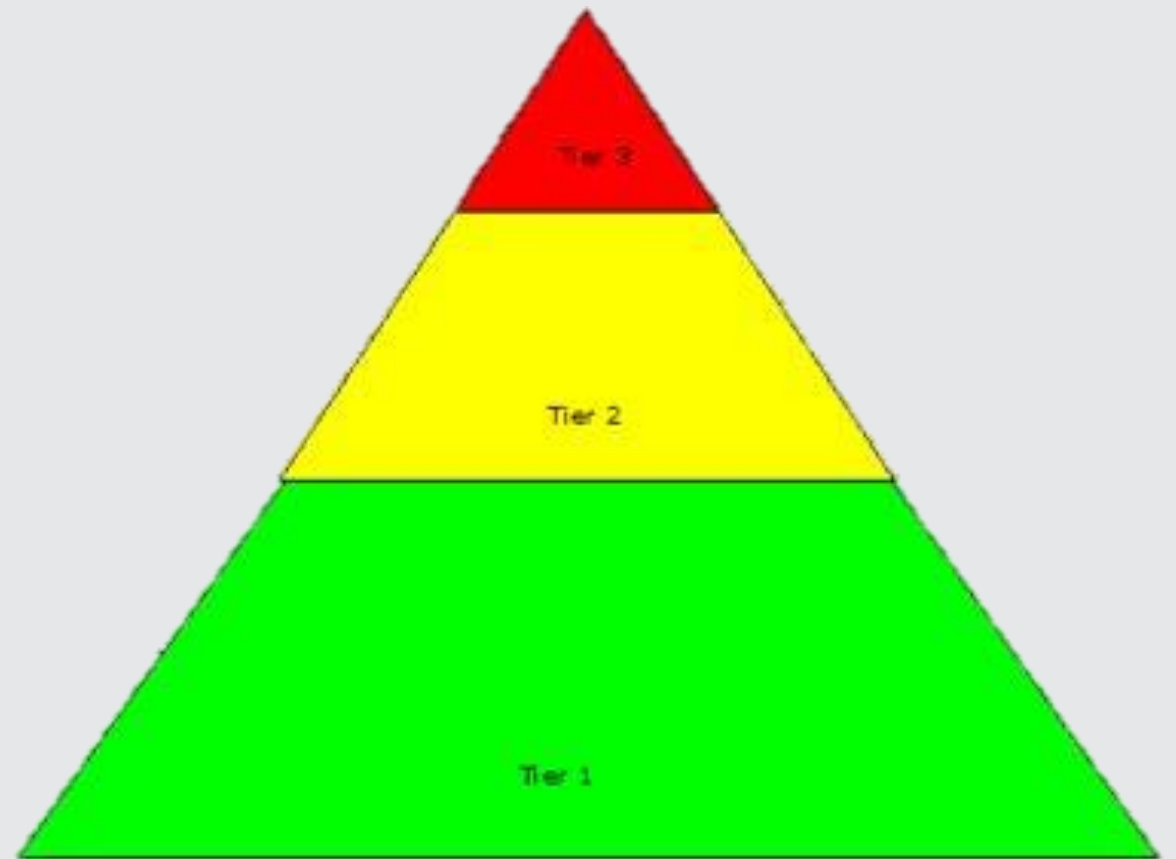


Step 2: Benchmark



Step 2: Benchmark

- 3x/year
- Standardized
- Norm-referenced



Step 2: Benchmark

RTI #1 Agenda: 2nd grade

Packet:

- RTI Tier System
- Classroom Rosters
- MAP Data
- DIBELS Data
- Classroom Growth Monitoring Sheet
- Student Sheets

Schedule:

- Calculate Classroom Percentages for MAP/DIBELS
- Move MAP Dots
- Plan interventions for Tier III students

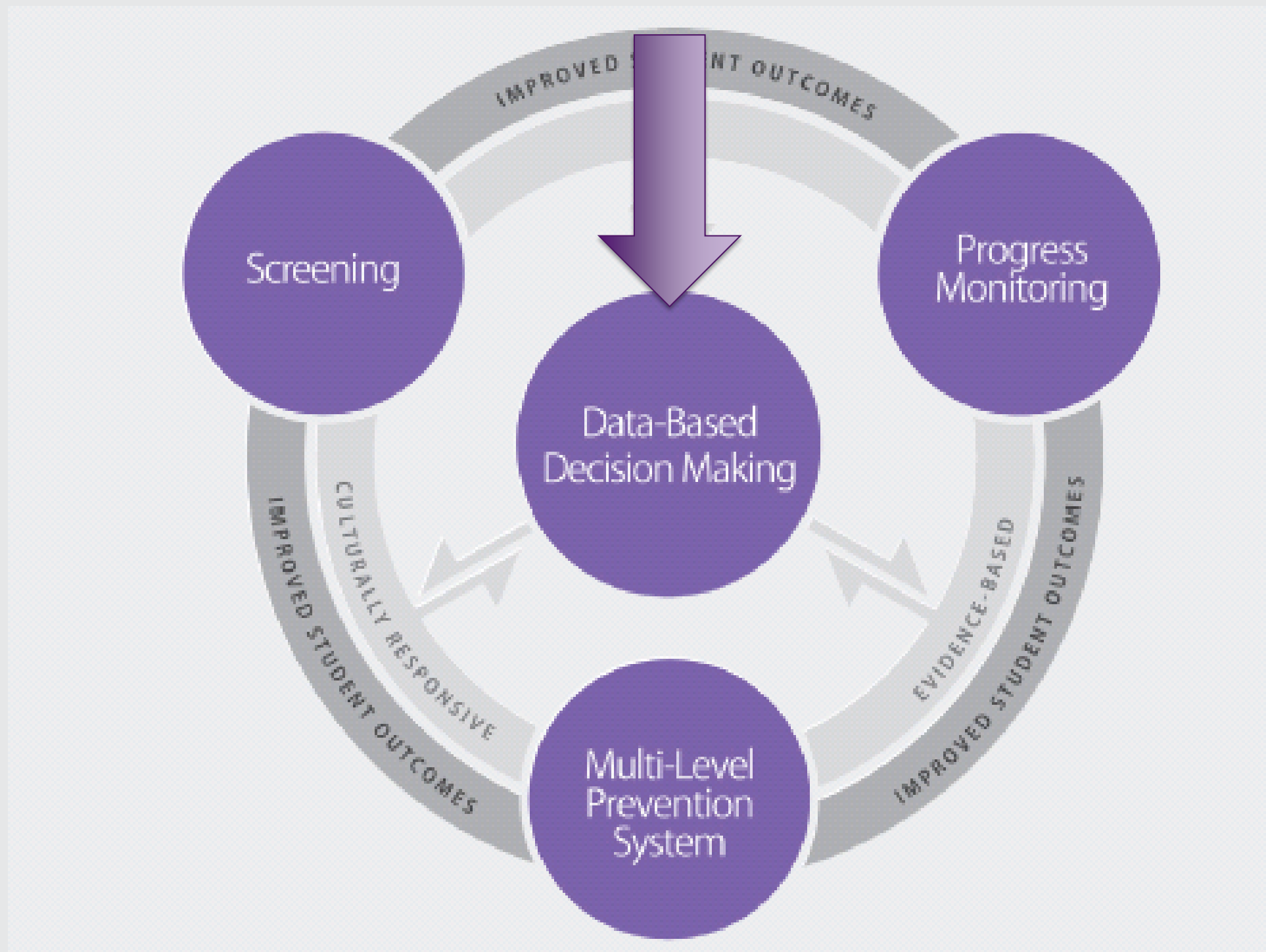
	Student	Teacher	Reading	Math
A Tier III in both Reading and Math				
B Tier III in <i>either</i> Reading or Math; Previous RTI information				

Your Turn

- What evaluation tool is your organization currently using?
- How are assessments vetted at your organization?
- How is data collected and analyzed?
- How is it disseminated?



Step 3: Team Meeting

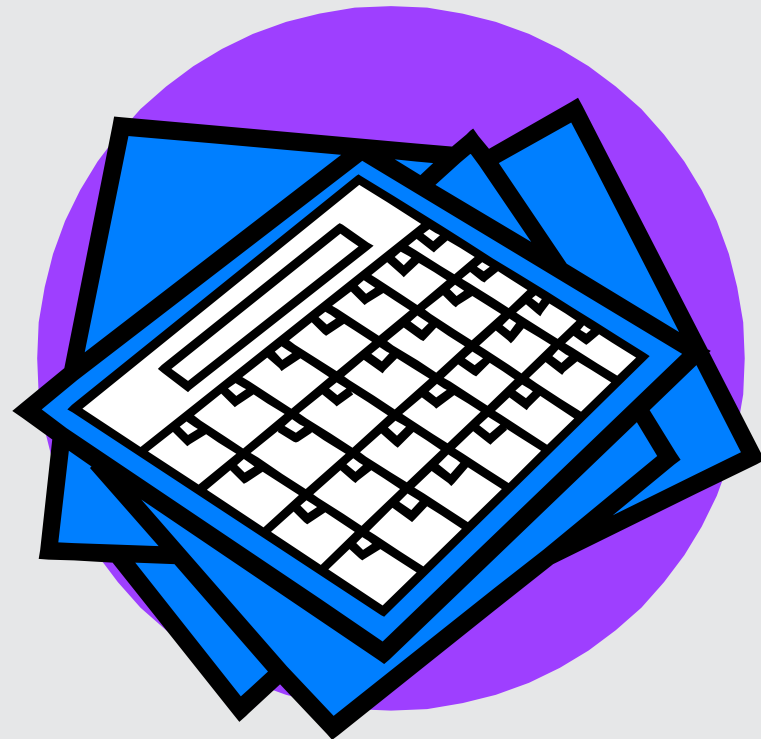


Step 3: Team Meeting

- Who?
 - Administration (Superintendent, Principal, Heads of School)
 - Special Education Director
 - RTI Leader
 - Classroom Teachers
 - ESL Teacher
 - Special Education Teacher
 - Title I Teachers
 - Other
 - Nurse
 - Parent Liaison
 - Speech Therapist
 - Occupational Therapist
 - Blue Skies Counselor

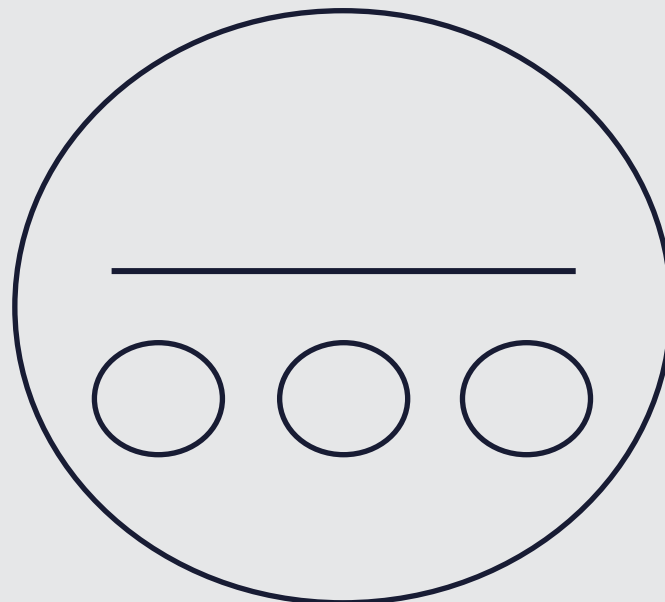
Step 3: Team Meeting

- When?
 - 6 times/year
 - Approximately every 6 weeks
 - During common planning time (2 hours)



Step 3: Team Meeting

- Where?



Your Turn

- Who would participate in your organization?
- What scheduling structures would you need in place to allow teams to meet?
- Do you have a location for common meetings?
- How do you envision public data tracking?



Step 3: Team Meeting

LFDCS RTI

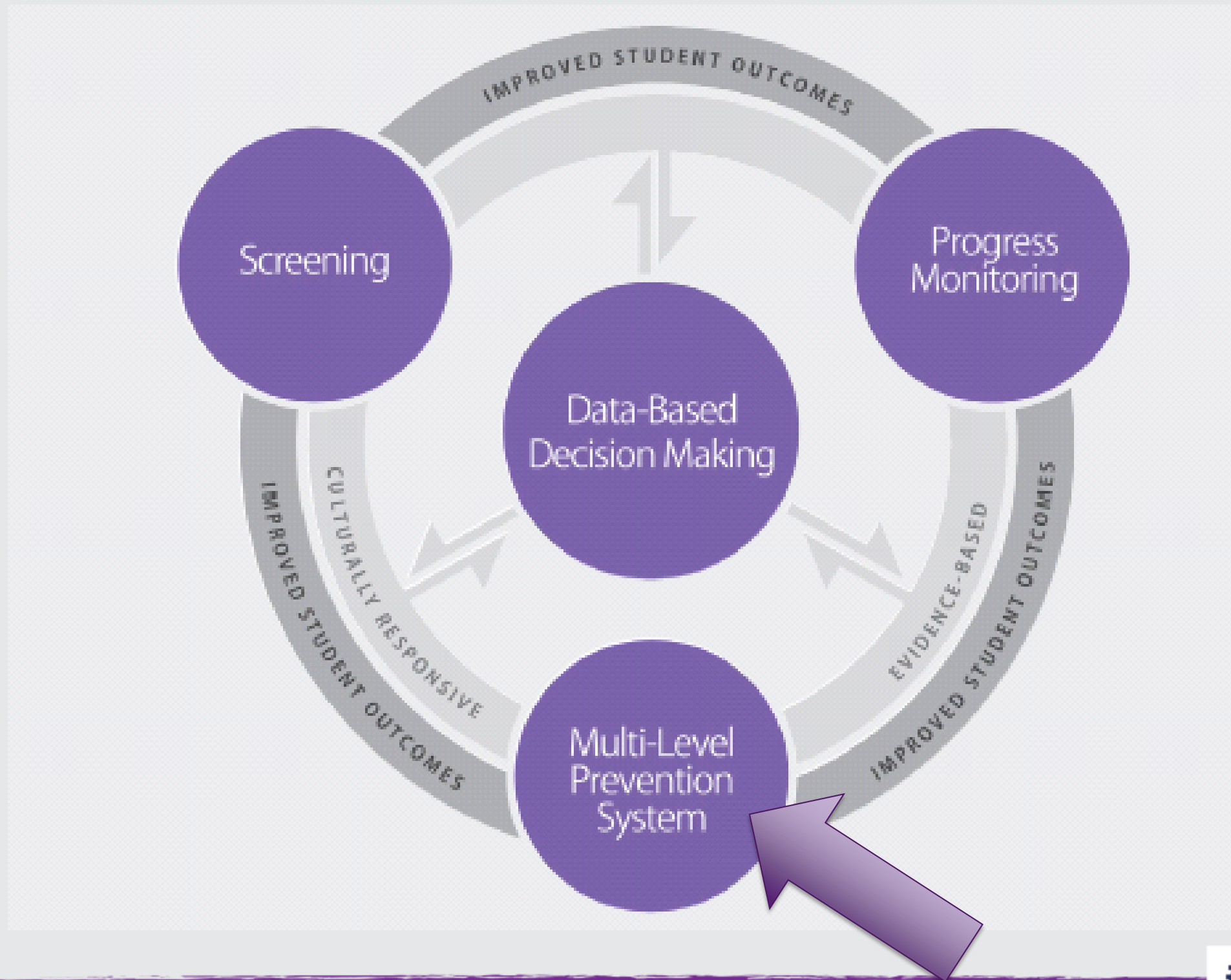
Video Reflection



BREAK



Step 4: Interventions



Step 4: Interventions

- Calendars
- Checklists
- Work Samples
- Spreadsheets



Step 4: Interventions

Name: _____
 Grade: _____
 Homeroom Teacher: _____
 Interventionist(s): _____
 IEP 504 ESL FLEP

Background:	
Learning Style:	
Strengths:	
Challenges:	
Behavior:	

DIBELS

	K-2	1 st	2 nd
NWF			
DORF			

GRADE/MAP-Reading

	K-2	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Fall									
Winter									
Spring									

G-MADE/MAP-Math

	K-2	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Fall									
Winter									
Spring									

ACCESS

	K-2	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Speaking									
Listening									
Reading									
Writing									
Overall									

MCAS

	3 rd	4 th	5 th	6 th	7 th	8 th
ELA						
Math						
Science						

RTI #1	Notes	
	Intervention	
	Result	
RTI #2	Notes	
	Intervention	
	Result	
RTI #3	Notes	
	Intervention	
	Result	
RTI #4	Notes	
	Intervention	
	Result	
RTI #5	Notes	
	Intervention	
	Result	
RTI #6	Notes	
	Intervention	
	Result	

Step 4: Interventions

RTI #1: Grade 2
September 27th, 2016

Topics Covered:

- Calculated Classroom Percentages for MAP/DIBELS
- Moved MAP Dots
- Planned interventions for Tier III students



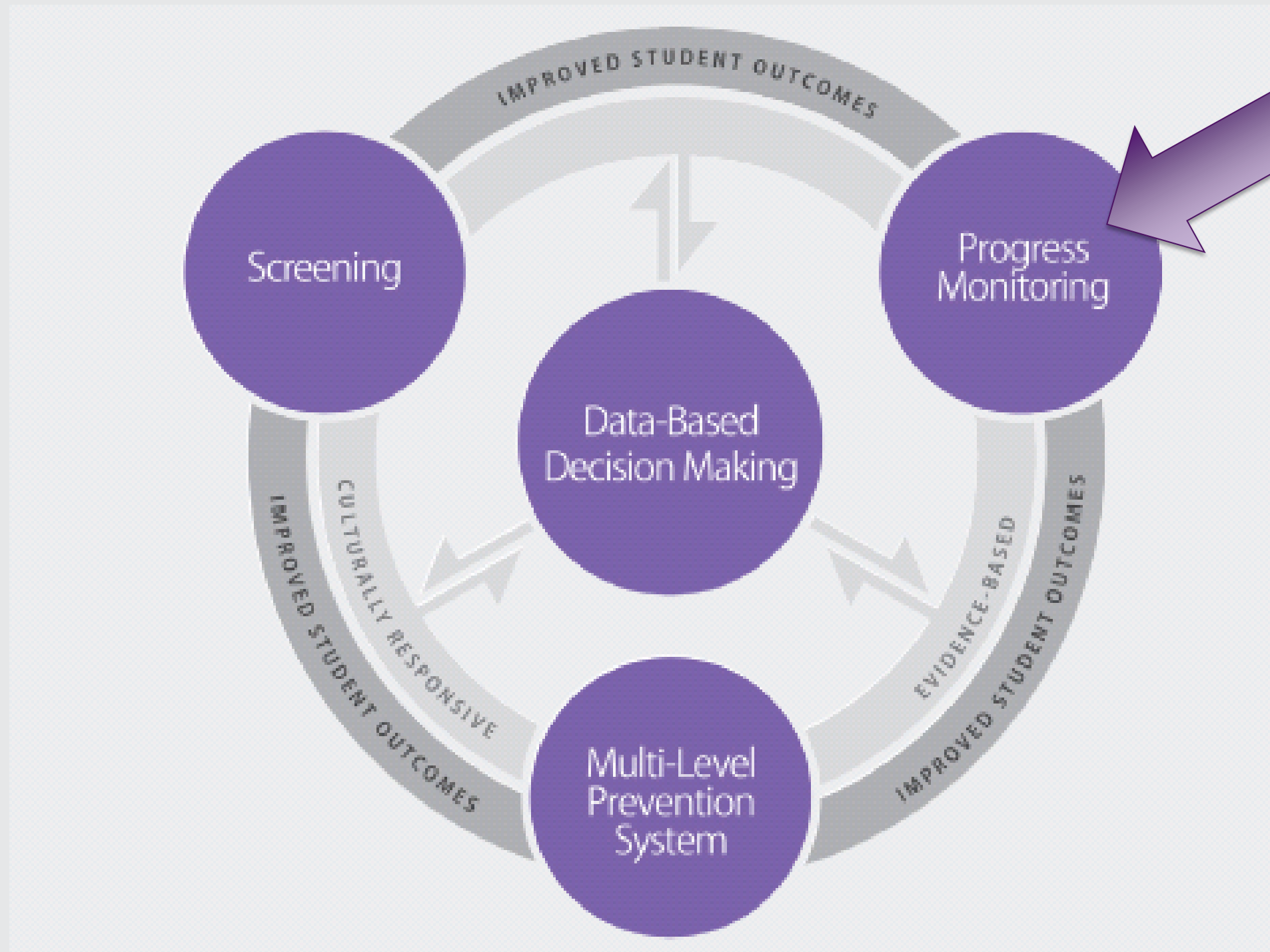
	Student	Teacher	Reading	Math
A Tier III in both Reading and Math	Student A <i>Interventionist(s):</i> Gorria, Irving, Jones, Mertz <i>Intervention(s):</i> Reading: Decoding <ul style="list-style-type: none"> • Primer sight words (Colon) • Title I Reading 4x35 (Jones) Writing: Handwriting <ul style="list-style-type: none"> • Smaller lines (all teachers) Math: Number Sense <ul style="list-style-type: none"> • Title I Math 4x35 (Irving) Behavior: Disruptive and Unfocused <ul style="list-style-type: none"> • Behavior chart (Colon, Mertz, Gorrie) 	Colon	7	3
	Student B <i>Interventionist(s):</i> Gorria, Irving, Jones <i>Intervention(s):</i> Reading: Fluency <ul style="list-style-type: none"> • Fluency drills (Colon) • Title I Reading 4x35 (Jones) Math <ul style="list-style-type: none"> • Title I Math 4x35 (Irving) 	Colon	8	6
	Student C <i>Interventionist(s):</i> Irving, Jones <i>Intervention(s):</i> Reading: Fluency <ul style="list-style-type: none"> • Fluency drills (Croes) • Title I Reading 4x35 (Jones) • Compound words (Croes) Writing <ul style="list-style-type: none"> • Sentence starters (Croes) Math <ul style="list-style-type: none"> • Manipulatives (Croes, Irving) • Title I Math 4x35 (Irving) 	Croes	12	14

Your Turn

- How would you determine an appropriate intervention?
- How are you going to track the fidelity of interventions?
- What would be your plan for the delivery of interventions (who, where, when)?



Step 5: Progress Monitor/Reconvene



Step 5: Progress Monitor/Reconvene

- Accountability

Who does What?



Team



Templates

Step 5: Progress Monitor/Reconvene

L-FAST

Student Name	#19 Draw Conclu sion	#20 Point of View	#21 Author's style	#22 Stylistic Elemen ts	#25 Descrip tive langua ge	#26 Vocab ulary	#27 OR	# Corre ct	Aver age	CPI
					X		4	11/12	92%	100
				X			4	11/12	92%	100
							3	11/12	92%	100
				X			3	10/12	83%	100
							3	10/12	83%	100
							1	9/12	75%	75
Class % correct for each question	60	85	95	65	85	85				77.5

Step 5: Progress Monitor/Reconvene

DIBELS			
	Fall BM	PM #1	PM#2
Week Of:	Sept. 9	Sept. 23	Oct. 7
DORF Benchmark	52	55	58
	23	29	15
	32	19	26
	32	28	25
	61		
	70		
	78		
	81		
	90		
	97		
	106		
	120		
	130		
% at Tier I			

Step 5: Progress Monitor/Reconvene

RTI #1: Grade 2
September 27th, 2016

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	Student B <i>Interventionist(s):</i> Gorria, Irving, Jones <i>Intervention(s):</i> Reading: Fluency <ul style="list-style-type: none"> • Fluency drills (Colon) • Title I Reading 4x35 (Jones) Math <ul style="list-style-type: none"> • Title I Math 4x35 (Irving) 	Colon	8	6
	Student C <i>Interventionist(s):</i> Irving, Jones <i>Intervention(s):</i> Reading: Fluency <ul style="list-style-type: none"> • Fluency drills (Croes) • Title I Reading 4x35 (Jones) • Compound words (Croes) Writing <ul style="list-style-type: none"> • Sentence starters (Croes) Math <ul style="list-style-type: none"> • Manipulatives (Croes, Irving) • Title I Math 4x35 (Irving) 	Croes	12	14

Your Turn

- What tools would you use to progress monitor?
- What is acceptable documentation from teachers?
- How often would progress monitoring occur?



Step 6: Tier IV (optional)

1. Identify a Tier III student who consistently (at least 3 rounds of RTI) does not make progress
2. Request Tier IV Meeting
3. Assemble necessary documentation
 - Tier IV Referral Form
 - Tier IV ESL Supplement
 - Report Cards
 - Discipline Records
 - Evidence of Interventions
 - Work samples across curriculum (assisted/unassisted)
4. Hold Tier IV Meeting to determine next steps

Your Turn

- What is your current referral process for Special Education?
- Have you identified any current trends in your referral process?
- How does your current data review process align with Special Education referrals?



Q&A



Survey

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- Jennifer Fanning: jfanning@lfdcs.org

