Schoolwide Transformation - Intervention that Works!

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~ Creator of Think Tanks
@kheduconsulting

Schoolwide Transformation

What is RTI?

- RTI stands for Response to Intervention
- RTI is an instructional model that focuses on providing students with the right type of instruction at the right intensity.
- This model focuses on students who do not respond to basic core instruction and need to receive more intensive instruction in the form of intervention. (at risk)

3 Tiers of Support

- The RTI model requires us to plan a systematic way to help at risk students.
- Students will progress from the least to the most intensive services depending on their needs.

Research says...

- Data driven instruction & prescriptive interventions are crucial for struggling learners to close in the achievement gap.
- Common problem: Not focusing on the right prerequisite skill in intervention. Use your screening data to make those decisions.

Filling in the Gaps
• RTI has been required in law since 2004. Individuals with Disabilities Education Improvement Act of 2004 [IDEA 2004]

• IDEA changed many sections of the statute. Response to Intervention is specifically mentioned in the regulations with the identification of a specific learning disability.

• The RTI focus has mostly been on the primary grades as a prevention to address instruction with younger children at risk for school failure.

• Response to Intervention (RTI) requires that we provide quality instruction to all students and research based interventions (specialized instruction) to those who need them.

• The end goal is success for students by closing in the achievement gap, not a special education referral.

The Road of RTI...

- RTI is a PROCESS for problem solving the delivery of instruction and support in a manner that enables the struggling learner access to the curriculum.

- It is a journey of progress monitoring & documentation closing the achievement gap and NOT the road to Special Education…

**Good Tier 1 instruction drives the RTI process!!**

**MOST Important Tier**

- If Tier 1 is ineffective…you will be over identified at Tier 2.

RTI- Tiered Academic & Behavior Supports

Tier Teamwork
How successful should Tier 1 be?

80%

This means 8 out of every 10 students should be getting their needs met with regular classroom instruction.

Success at Tier 1

Tiered Support

Three Tiered Model of Student Supports

How Does the 3 Tier Model Help?

• At Tier 1, we provide high quality core instruction.
• At Tier 2, short term interventions are provided.
• At Tier 3, we plan for students who need more intensive help.
• After Tier 3 services- RTI committee determines if there is a need for Special Education testing.

Math Fluency with Buttons

Progress Monitoring Data!!
Goals of Tier 2&3 Intervention

• Primary goal of Tier 2&3 intervention is to reduce the achievement gap.
• It is also to ensure the student receives research based instruction.
• Provide prescriptive interventions.
• Use data to progress monitor, design interventions, and select materials based on the student’s needs.

Bowie Elementary State Testing Results

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<tbody>
<tr>
<td>3rd</td>
<td>Reading</td>
<td>74%</td>
<td>96%</td>
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<td>Commended</td>
<td>33%</td>
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<td>Performance</td>
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<td>Commended</td>
<td>16%</td>
<td>60%</td>
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*Commended rates above 50% in Math & 70% in Science
*Over 135 visitors from 27 campuses and the University of Texas.
*Named at UT-CSS Exemplar Campus in the area of Intervention (one of only 2 chosen in the state)
Willie has 5 bags of marbles that have 11 marbles in each. What is the total number of marbles in all of the bags? Justify your answer.

**Example of 3rd Grade Lesson Plan**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Grade</th>
<th>TEKS/OBJ/SE</th>
<th>Lesson Frame</th>
<th>Instructional Strategies</th>
</tr>
</thead>
<tbody>
<tr>
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- **CONE OF LEARNING**
  - We tend to remember visual presentations best.
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Example of 3rd Grade Lesson Plan

<table>
<thead>
<tr>
<th>Subject</th>
<th>Main Ideas/Activities</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Product, array, number sentence, digit, factor, multiples</td>
<td>Eagle, bow, canoe, catfish, gingerly, maneuver, riverbank, slithering, snag, sycamore, whirlpools</td>
<td>Gravity, force, pulley, wedge, work, simple machine, incline plane, level, screw, wheel and axle, gear, fulcrum, friction, position, motion.</td>
</tr>
<tr>
<td>Materials</td>
<td>Multiplication Flipchart, dry erase boards, markers, interactive journals, construction paper, School House Rocks multiplication video</td>
<td>Reading A-Z class set of books, Eagle River McCase, Alexander, Brothers How Robin Made Fire Hughes, Wyatt, LaPlant Discussion cards with class story EW pages</td>
<td>Simple Machine book</td>
</tr>
</tbody>
</table>

Critical Writing
- Analyze the Multiplication Problem of the Day from or using the UPSC Problem solving board, and then Justify your answer.
- Discussion cards writing includes writing on: drawing conclusions/making inferences, cause/effect, author's purpose, character analysis, and sequencing.

If you are going to start your introduction with a thought or a question, what would you wonder or worry?

Intervention Topics
- Number Sense, Add/Sub Multiplication Fact fluency, and UPSC Sight words, phonics, fluency, and comprehension
- Sight words, phonics, fluency, and comprehension Integrated into ELA intervention.

Differentiation (SPED, Tier 2,3, GT)
- Preferential seating, repeating directions, modifications per IEP, charts, small groups, word banks, graphic organizers, enrichment activities

Evidence of Learning (Assessment)
- Informal assessment through evaluations of Multiplication computation, word problem completion, and Master at 100%
- Assessment of writing.

STAAR Performance

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Grade 3 Math</td>
<td>69</td>
<td>89</td>
<td>90</td>
</tr>
<tr>
<td>Grade 3 Reading</td>
<td>78</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>Grade 4 Math</td>
<td>75</td>
<td>89</td>
<td>93</td>
</tr>
<tr>
<td>Grade 4 Reading</td>
<td>83</td>
<td>83</td>
<td>90</td>
</tr>
</tbody>
</table>

Highlights and Strengths
- 89% of K, 1 and 2 students met or exceeded EOY DRA expectations
- Achievement gap closed in Hispanic and economic disadvantage students
- 4 of 5 Distinction Designations from state
- Met all System Safeguards

Corsicana ISD District Demographics

<table>
<thead>
<tr>
<th>SIZE:</th>
<th>6,829 STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEMENTARY</td>
<td>5 (1 DUAL LANG)</td>
</tr>
<tr>
<td>INTERMEDIATE</td>
<td>1 (6TH)</td>
</tr>
<tr>
<td>MIDDLE SCHOOL</td>
<td>1 (6TH &amp; 8TH)</td>
</tr>
<tr>
<td>HIGH SCHOOL</td>
<td>1 (9TH-12TH)</td>
</tr>
<tr>
<td>ECO. DISADVANTAGED</td>
<td>74.1%</td>
</tr>
<tr>
<td>ELL STUDENTS:</td>
<td>23%</td>
</tr>
<tr>
<td>MOBILITY:</td>
<td>12.9%</td>
</tr>
</tbody>
</table>

Laying the Foundation with Successful RTI Practices

Universal Screening District Data
Reading 5th

Universal Screening District Data
Reading 1st grade
RTI is all about TEAMWORK - Layering of support & systems!!

Tiers of Support

RTI Process

Universal Screening

- Universal Screening is the first step in identifying the students who are at risk for learning difficulties.
- Screening helps you sort students into 2 groups: 1) Those who need intervention 2) Those who do not
- Accurate identification of at-risk students is especially important so the right students receive appropriate tiered interventions.
Universal Screening

• Screening helps you to find students early before they get too far behind.

• Helps you to track trends in instructional practice.

• Provides a tool for progress monitoring.

Diagnostic Screening

• Diagnostic assessments are more in depth and assess on a wide variety of skills, concepts, and processes.

• Diagnostic assessments are used to confirm the initial screening results, and help determine interventions by determining a student’s particular difficulties.

• Accurate identification of skill area deficits is especially important so the right students receive appropriate tiered interventions.

Diagnostic Screening

• Helps you to track trends in instructional practice.

Diagnostic Screening & Progress Monitoring

• Provides a tool for progress monitoring.

Intervention Planning & Progress Monitoring

Schoolwide Intervention

Schoolwide Intervention... Is POWERFUL!! It WORKS!

It serves your struggling students—Tier kids/ESL/Speech, etc.

It gives everyone what they need... WITHOUT missing core instruction!!
A consistent model of school wide intervention and inclusion through co-teaching is the most powerful model.

This model emphasizes push-in rather than pull-out instruction.

At-Risk Groups

- ESL
- Dyslexia
- Inclusion
- SPED/Resource

Goal: Reduce Pull Outs from Core Instruction!!!

First Things First....

Smart Scheduling

When do we provide intervention support?

Elementary Schedule ~ 90 minutes of ELA/Math

<table>
<thead>
<tr>
<th>Period</th>
<th>Activity</th>
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<tr>
<td>1st</td>
<td>Class A</td>
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<tr>
<td>2nd</td>
<td>Class B</td>
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<tr>
<td>3rd</td>
<td>Class C</td>
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</tbody>
</table>

Tier 1 & 2

- ESL
- Go to Speech teacher

Tier 3

- ESL

- Speech

- Dyslexia

- Inclusion
- Stay with classroom teacher

- SPED/Resource
- Stay with classroom teacher

- Meet with ESL teacher or classroom teacher

TIGER TIME (50-60 mins)
**Intermediate Schedule**

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<tr>
<th>Teacher</th>
<th>RM</th>
<th>Grade</th>
<th>8:30-10:00 (90)</th>
<th>10:00-11:05 (65)</th>
<th>11:05-11:45 (40)</th>
<th>11:45-12:50 (65)</th>
<th>12:50-1:55 (65)</th>
<th>1:55-3:00 (65)</th>
<th>3:00-3:55 (55)</th>
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**The Intervention Model**

- Each grade level team should have a “Common Intervention Time” of between 30-60 minutes a day in grades k-6.
- Within the intervention time, every child gets what they need, based on data.

**Hands-On Learning**

- During this time, interventions, enrichment, and student services are provided. Kids will either be working at the teacher table for intervention, or getting enrichment through Think Tanks, doing Project Based Learning, etc.
- Because students receive services during intervention time, students are not pulled out during core instruction and the revolving door of pull outs stops!

**Student Success!!**

**What about EVERYONE else?**
Enrichment & Extensions!!

Think Tanks!!

Think Tanks Provide:
- Reading & Writing across the content areas.

Recall
- First Grade
- Kinder

Comprehension of literature across genres.

Read
- Builds fluency with partner reading and independent reading.

Think Tanks Provide:
- Collaboration with Small Groups
Think Tanks Provide:

- Independent Practice using academic vocabulary

Think Tanks Provide:

- Visual...Hands On....Creative Activities meeting a variety of Multiple Intelligences!

Think Tanks Provide:

- Extension activities that provide Higher Level Thinking and Rigor!!

Think Tanks Provide:

- Problem based learning activities that encourage creative thinking, design, & research!!

Extend ~

STAAR Transfer

Extend

Cross-Curricular

Real Life Application

Higher Level Thinking
Purpose?

Think Tanks will allow the teacher time for small group purposeful intervention and provide a meaningful activity for the on-level students.

NO BUSY WORK!!

Pizza Pizza Menu Math!!

Facebook Profiles!!
- Character Analysis

Sharing in Responsibilities

Space Exploration
Data Collection & Graphing

Space Exploration
Great Research & Design

Using devices to research!

Elementary Creative Design & Analysis

Fingerprint Analysis

Arch? Loop? Whorl?

Application & Creativity
Map of a City - 3D Shapes
Can you find obtuse, acute, & right angles?
Create/Extend ~ PBL

Jungle Wetlands Ecosystem Project.

~We must ignite a love of reading & strengthen reading & writing skills across the content areas while at school.

~Every Think Tank starts with literature!!

Kids LOVE Think Tanks!!!


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