

Response to Intervention

Collaborating to Support the Whole Child

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Introduction

Mahtomedi is starting a multi-year phase-in implementation of RtI

- 06-07: Wildwood Elementary (Grades K-2, 525 students)
- 07-08: O. H. Anderson Elementary (Grades 3-5, 675 students)
- 08-09: Middle School / High School (Grades 6-12)
- Consultation with Matt Burns, U of MN
- Training through MDE with George Sugai

What is Response-to-Intervention?

Rtl is:

the practice of providing high-quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about change in instruction or goals, and applying child response data to important educational decisions.

Key Features

1. Effective instructional/intervention programs
2. Frequent assessment of student performance
3. Using data to make instructional decisions

Assessments

- Academic

- MAP, CBM, Rigby, Theme Tests
- Tier I: 3x per year
- Tier II: bi-weekly
- Tier III: weekly

- Behavior

- SWIS, Check-in/Check-out forms
- Tier I: annual survey, office referrals as needed,
- Tier II & Tier III: Daily

Wildwood Elementary Interventions

RtI

PBIS

Intensive, Individual Interventions

Data: Aims Web (weekly monitoring)

- Orton-Gillingham
- Individual Students
- Assessment-based
- High Intensity

1-5%

1-5%

Intensive, Individual Intervention

Data: SWIS

- Wrap-around/Person-Centered Planning
- Functional Behavioral Evaluations (FBE)
- Behavior Intervention Plans (BIP)

5-10%

5-10%

Solutions Team

Targeted Group Interventions

Data: Aims Web (weekly monitoring)

Orton-Gillingham

Targeted Group Interventions

Data: SWIS

- Check-in/Check-out
- Targeted Classroom Interventions
- Targeted Social Skills Groups

Universal Interventions

Data: Aims Web (CBMs)

- Houghton Mifflin
- Guided Reading/Tucker Signing
- Flexible Grouping
- School Improvement Goal

80-90%

80-90%

Literacy Blocks

Responsive Classroom

Universal Interventions

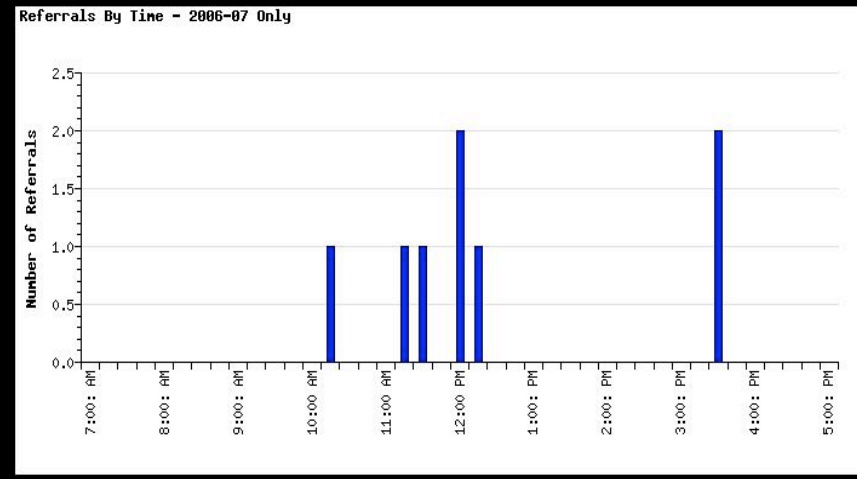
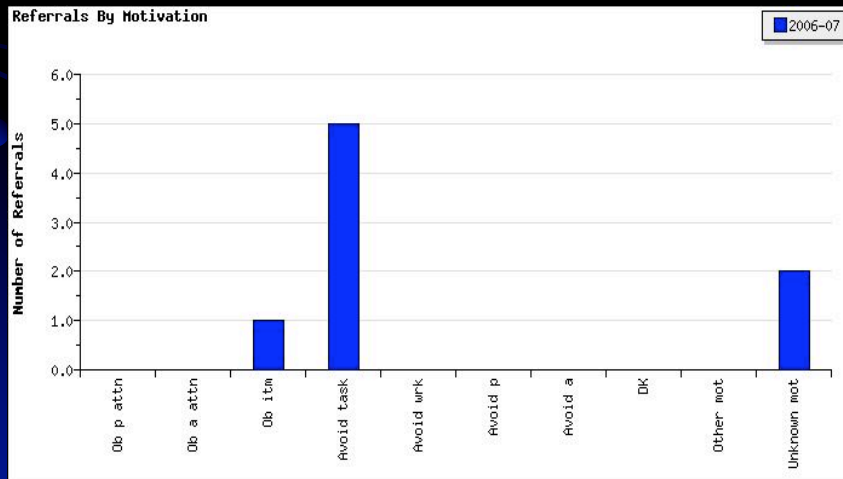
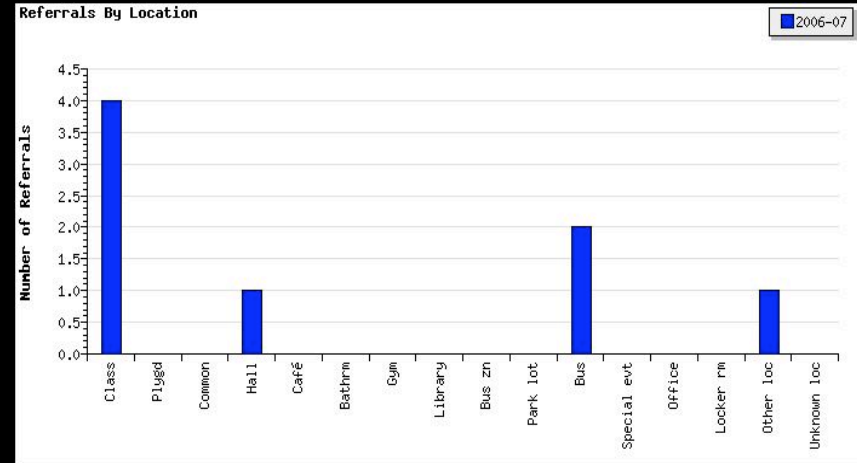
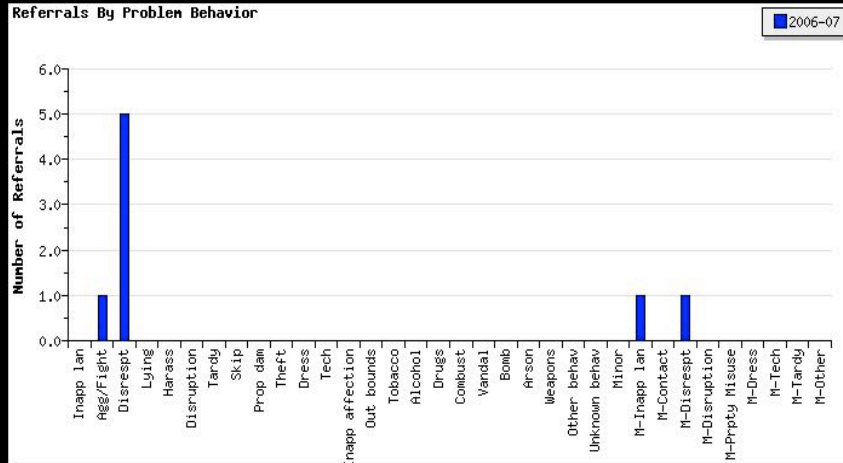
Data: SWIS

- School Motto
- 3 School-Wide Expectations
- Teaching Matrix
- School-Wide Expectations Plan
- School Improvement Goal

Problem-Solving

- Grade Level Professional Learning Community (PLC)
 - Meet once per month to discuss student progress
 - Decide literacy group movement at benchmark points
 - Analyze individual student graphs, recommend standard treatment
- Building Level Problem-Solving Team
 - Meet once per week to address individual student referrals and building level issues
 - Individual Problem Analysis

Individual Student Data Behavior

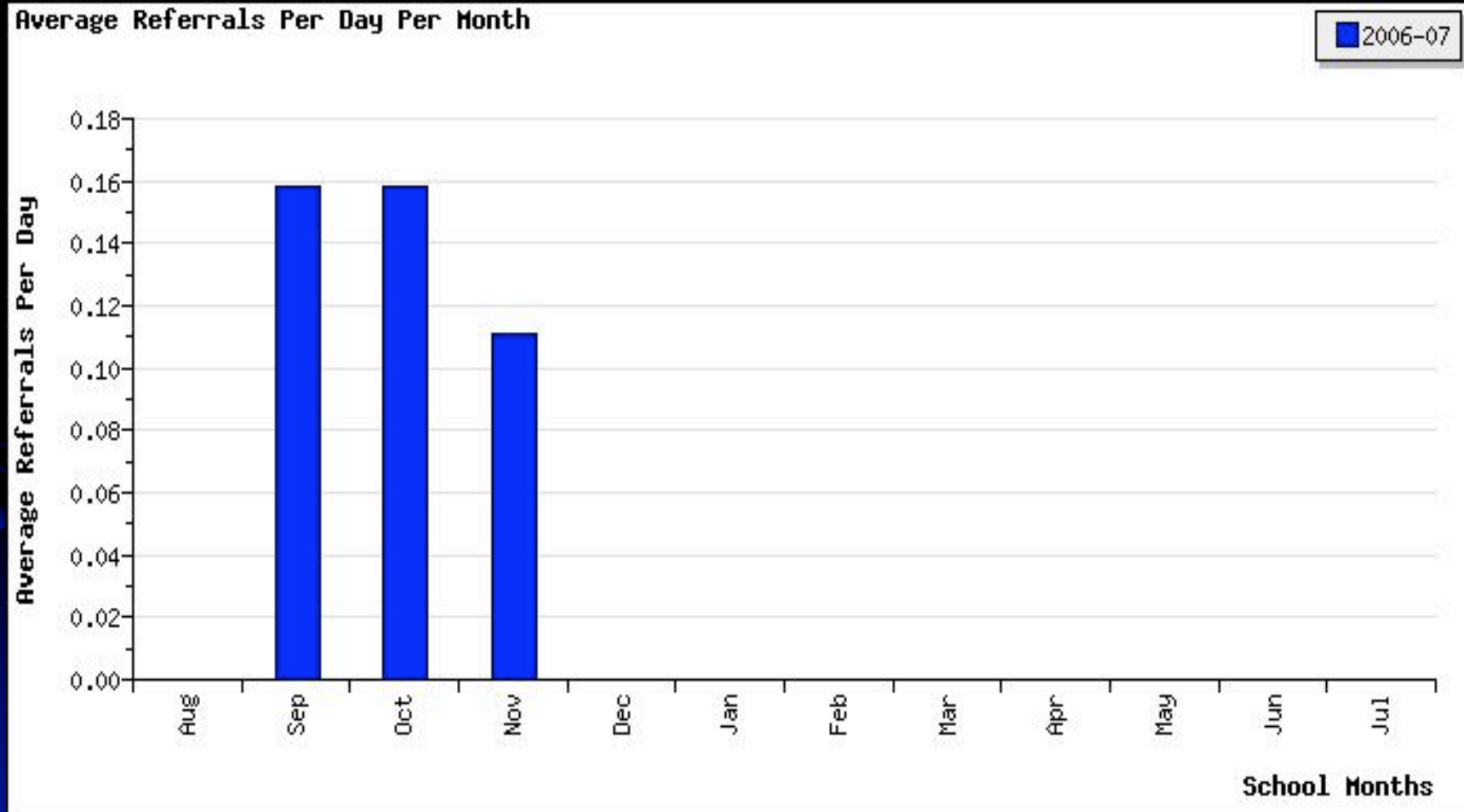


Interventions

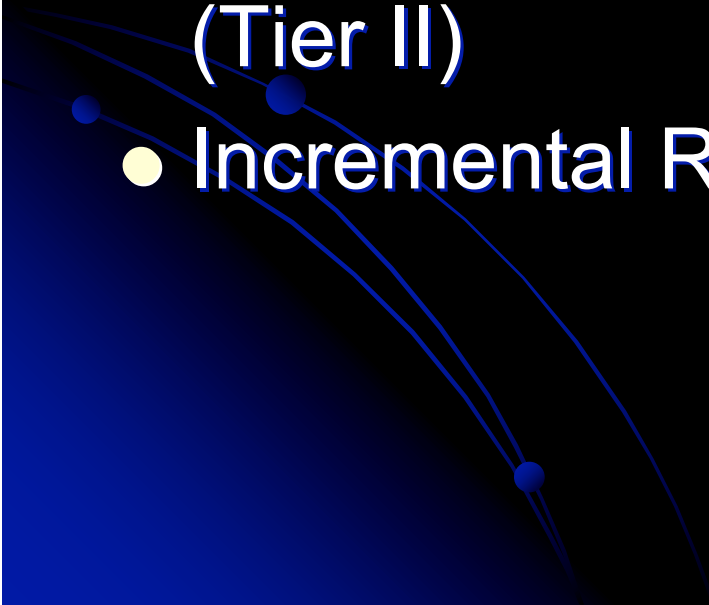
For Individual Student Graph Implemented September-October

- Building Relationships
- Functional Behavioral Evaluation-FBE/Behavior Intervention Plan-BIP (Tier III)
- H.U.G. Club – Check-in/Check-out (Tier II)
- Literacy Placement
- Targeted Social Skills Group
- HSI - Outside Agency (Tier III)
- Wrap-around/Person-centered Planning (Tier III)

Individual Student Data Behavioral Results

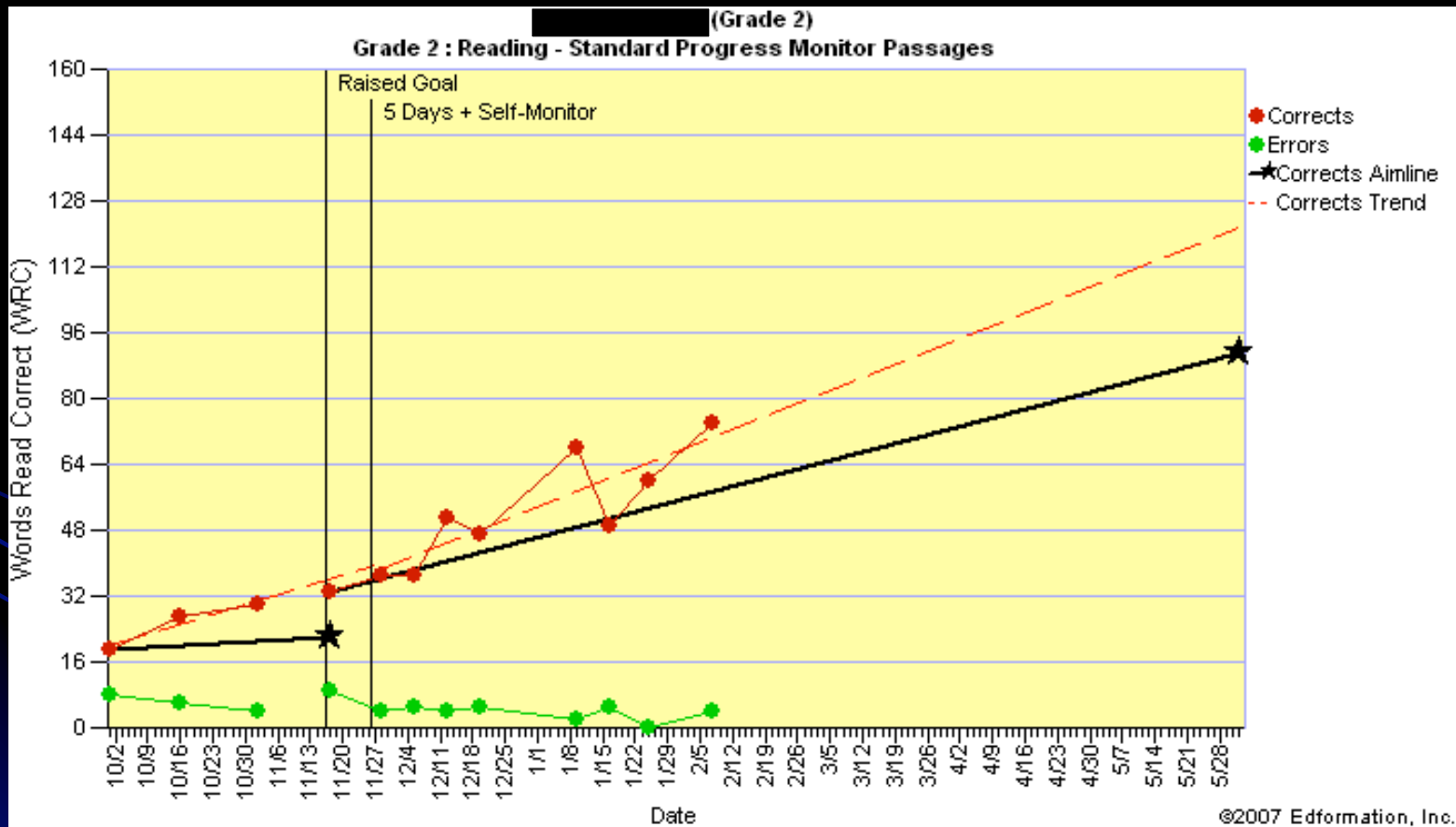


Wildwood Academic Interventions

- Houghton-Mifflin (Tier I)
 - Flexible Grouping / Literacy Blocks (Tier I)
 - Orton-Gillingham (Tier II & III)
 - Student Goal-Setting and Self-Monitoring (Tier II)
 - Incremental Rehearsal (Tier III)
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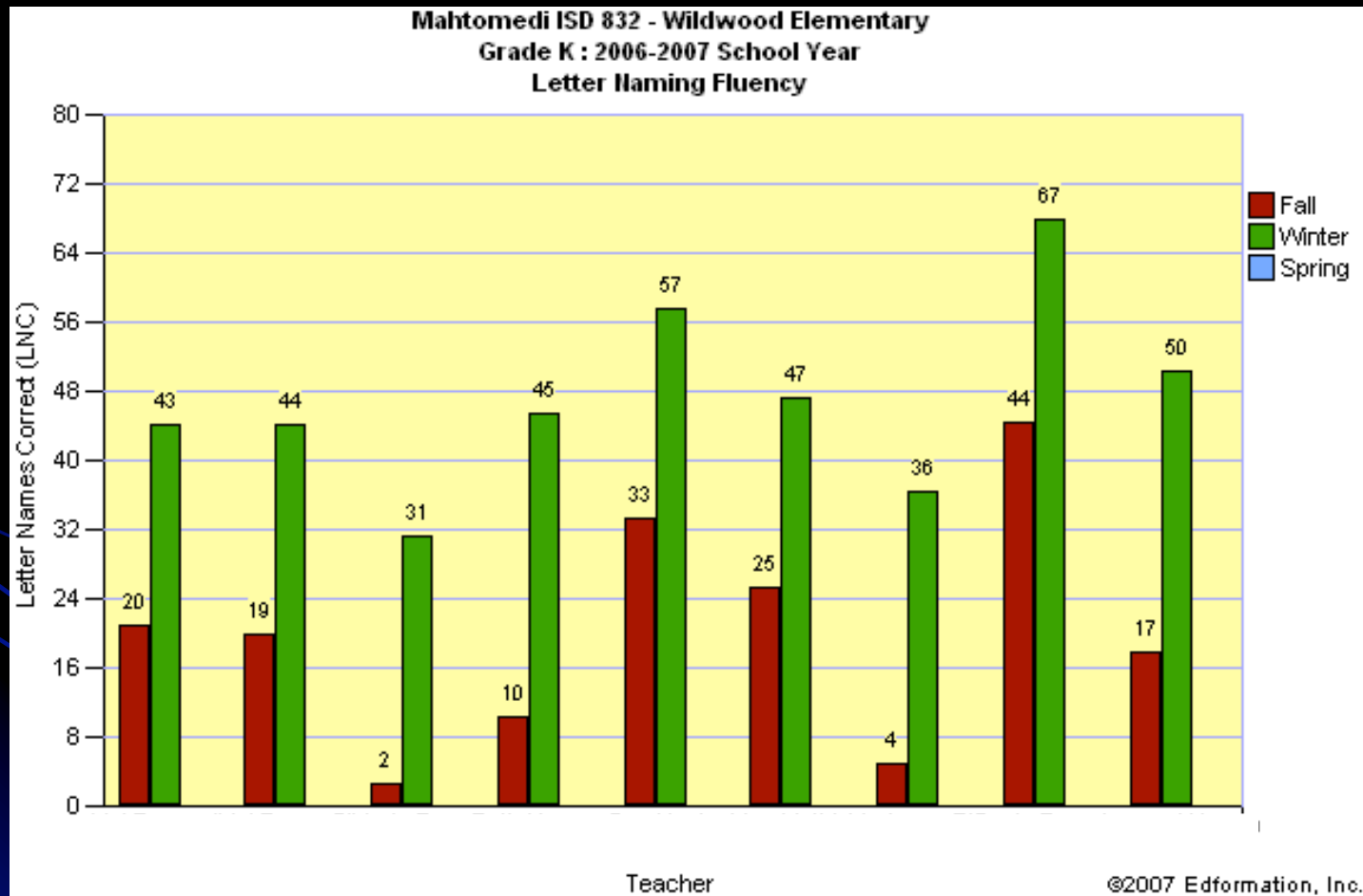
Individual Student Data

Second Grade - Oral Reading Fluency



Grade Level Data

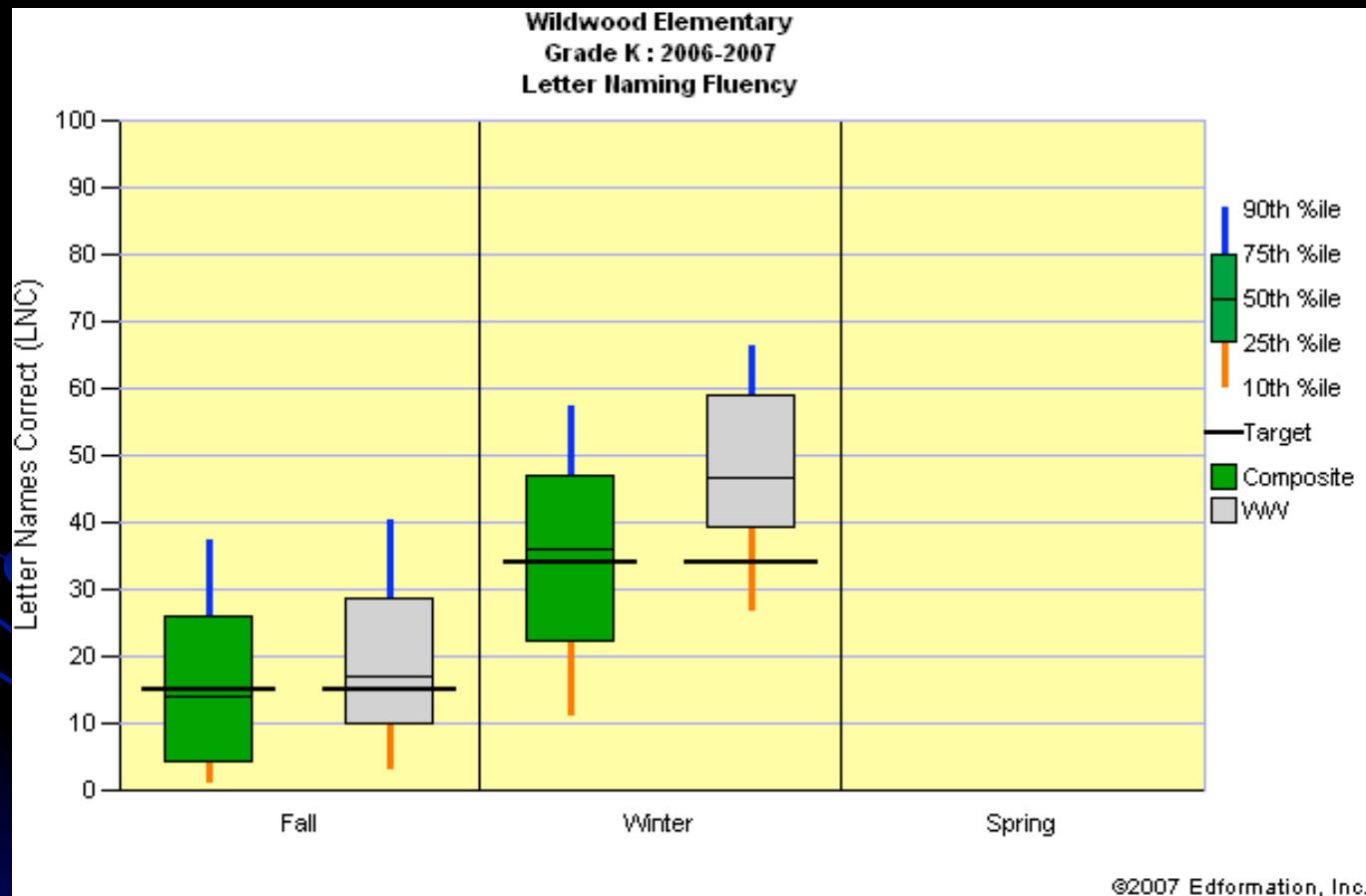
Kindergarten – Letter Naming Fluency



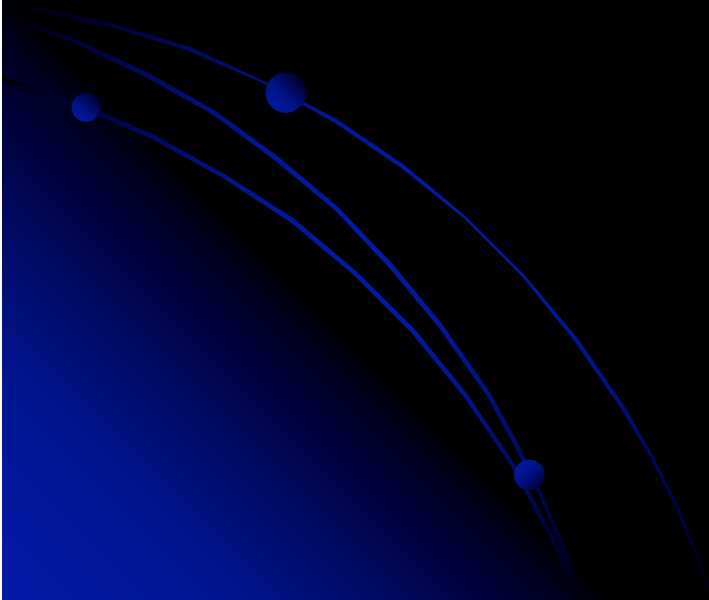
Grade Level Data

Kindergarten – Letter Naming Fluency

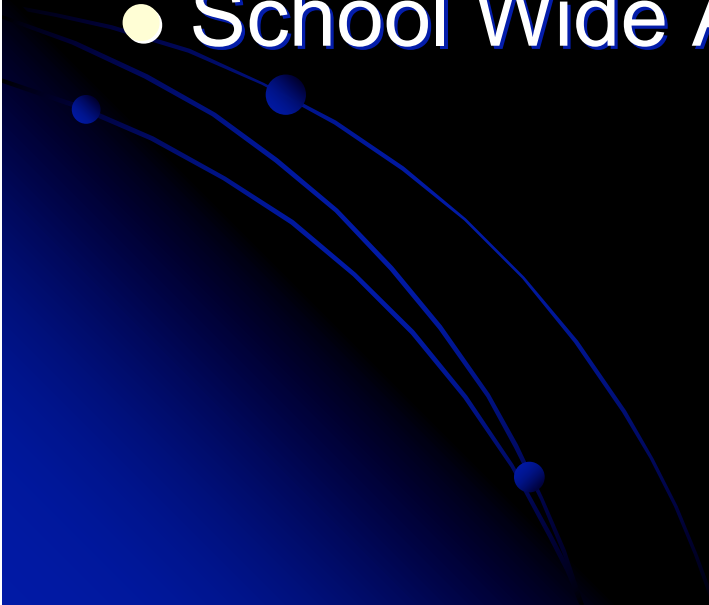
Minnesota Comparison



So where did
we start?



Foundational Components

- Professional Teaching and Learning Communities
 - School Wide Behavior Curriculum (e.g. Responsive Classroom)
 - School Wide Academic Curriculum
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Introducing staff to Rtl

- Presented to district administration on Rtl
- Presented to staff at both elementary schools
- Visited a school implementing Literacy Blocks
- Dr. Burns presented to WW staff on Rtl
- Identified Rtl Leadership Team in each building
- Identify staff that will be working with Tier II & III interventions for specific training

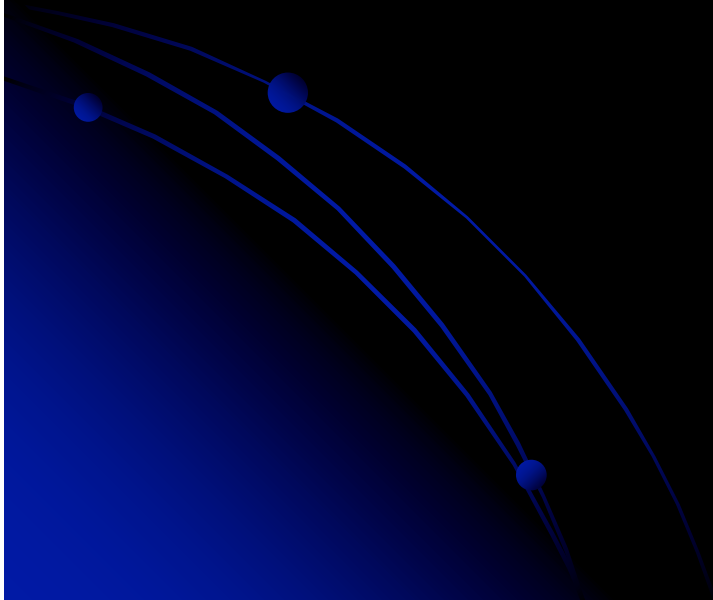
RtI Training

- CBM training for teachers and paraprofessionals
- Training on specific interventions
 - Tucker signing, Orton-Gillingham, Responsive Classroom, Guided Reading, conflict resolution
- Training on Problem-Solving / PBIS strategies

Systems Change

- Reorganized schedules for Literacy Blocks and flexible grouping
- Planned testing schedule and location
- Set up AIMSWEB and SWIS data management systems
- Restructured the use of support staff
- Early Intervention Services (EIS) funds
- PLC's concentrate on data-based decision making
- Staff development based on individual site needs

Quotes



As a result of literacy blocks, the kids are all challenged at a level appropriate for them. The majority of my reading MAP scores have increased to levels I didn't even see at the end of second grade in the past. I wouldn't ever want to go back.

2nd Grade Teacher

As I am preparing for conferences, I am so excited to see the results and progress of my literacy class. I remember discussing in the past, our district-wide MAP goal was to have the kids try to gain 10 points in math and reading by the end of the year. Some of the students gained +14 or more in math and reading areas. WOW! How rewarding is that!

2nd Grade Teacher

The Solutions team has been a life-saver. Because of the quick intervention of the solutions team and the help of Carlyne, we were able to get help for both students early. This has not only helped the two students in question, but made it possible for me to focus my attention on the rest of my class, not only on those 2 students.

2nd Grade Teacher

Some kindergarteners are working on skills that normally they wouldn't get until 2nd grade. That's how advanced they are!

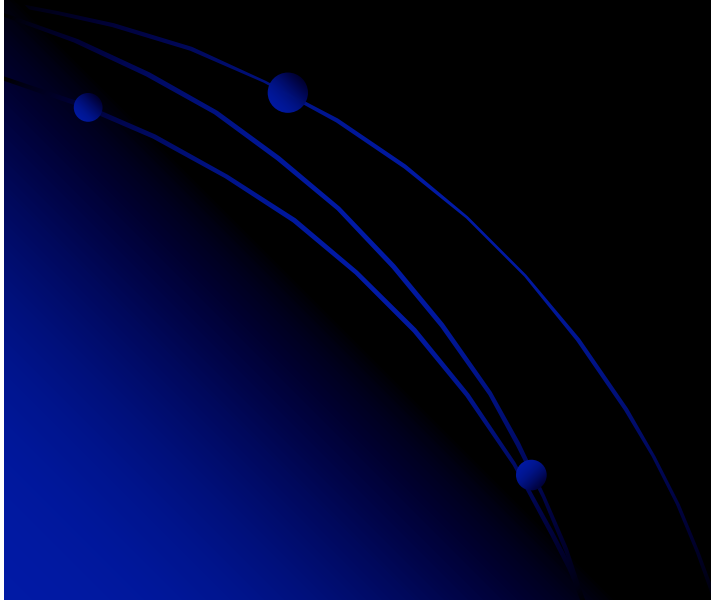
Kids are in groups according to like ability which allows us to really concentrate on skills where the kids are at!

Kindergarten Teacher

My child is a first grader who was in the reading room all last year. The new Orton-Gillingham process is helping him to be a more fluent reader not to mention more confident! The cues from this and the tucker signing are great tools for my child.

1st Grade Parent

Student Quotes



How do you feel about literacy blocks?

“They read us stories.” – Kindergarten

“Good, long, fun, and new!” – 1st grade

“It’s fun. I like it!” – Mixed-age

“Good, Good, Great!” – 2nd grade

How do you feel about having a “new” teacher for literacy?

“New teachers are fun!” –Kindergarten

“Good.” – 1st grade

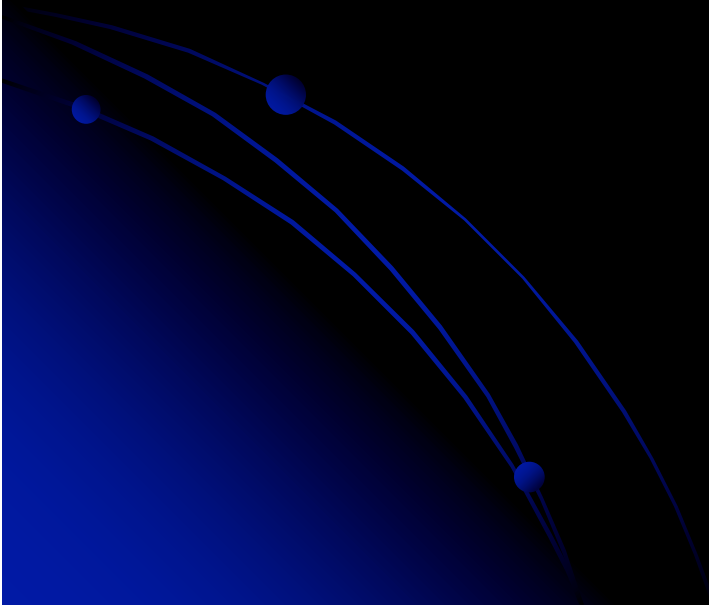
“It’s fun. We get to meet new teachers and not be tired of the same teacher.” – Multi-age

“Super. Awesome. Cool!” – 2nd grade

Wildwood is...

**Good, awesome, cool, great, sweet, rocks,
fun, gnarly, and**

THE BEST SCHOOL!



Questions?

