

Where children
grow and blossom...

Parent University:
An Overview of the
MMES 2nd and 3rd Grade RTI Program

McDowell Mountain Elementary School

November 18, 2014



Agenda

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- What is Response to Intervention?
- Why is it called Response to Intervention?
- Why RtI?
- Three-Tier Model
- Enrichment
- RtI Currently at MMES
- RtI Process
- Tier 2 Intervention
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- 2nd/3rd Grade Enrichment Units & Rotations
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- How Do I Help My Child?
- Other Student Interventions



McDowell Mountain Mission Statement

- *The McDowell Mountain students, staff, parents, and community will cooperatively provide a safe, **child-centered** environment that builds self-esteem, self-discipline, and the **essential skills for lifelong learning**.*
- *While adapting to the **differences** of others and by using responsible decision-making, students will exhibit citizenship with the motivation to **invent, dream, explore, and communicate in our changing world**.*
- *At McDowell Mountain School **everyone is a learner and will encourage and help others to be successful learners**.*



What is Response to Intervention?

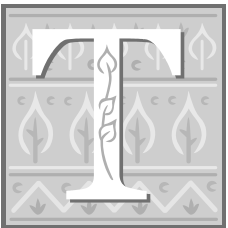
- Acronym: Rtl or RTI
- School-wide process involving systematic, high quality, research-based instruction for all students and multi-tiered, early interventions matched to students' needs
- Not a particular curriculum, packaged program of materials, method, or instructional approach
- Flexible and data-driven with universal screening (pre-assessment for all students), frequent data collection, and continuous progress monitoring
- Usually implemented with reading and math, but can apply to any area including behavior



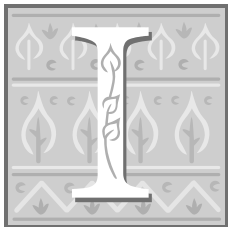
Why is it called Response to Intervention?



Response: refers to the student's response to instruction and intervention



TO



Intervention: A designed change to the manner and/or degree in which a student is being instructed.



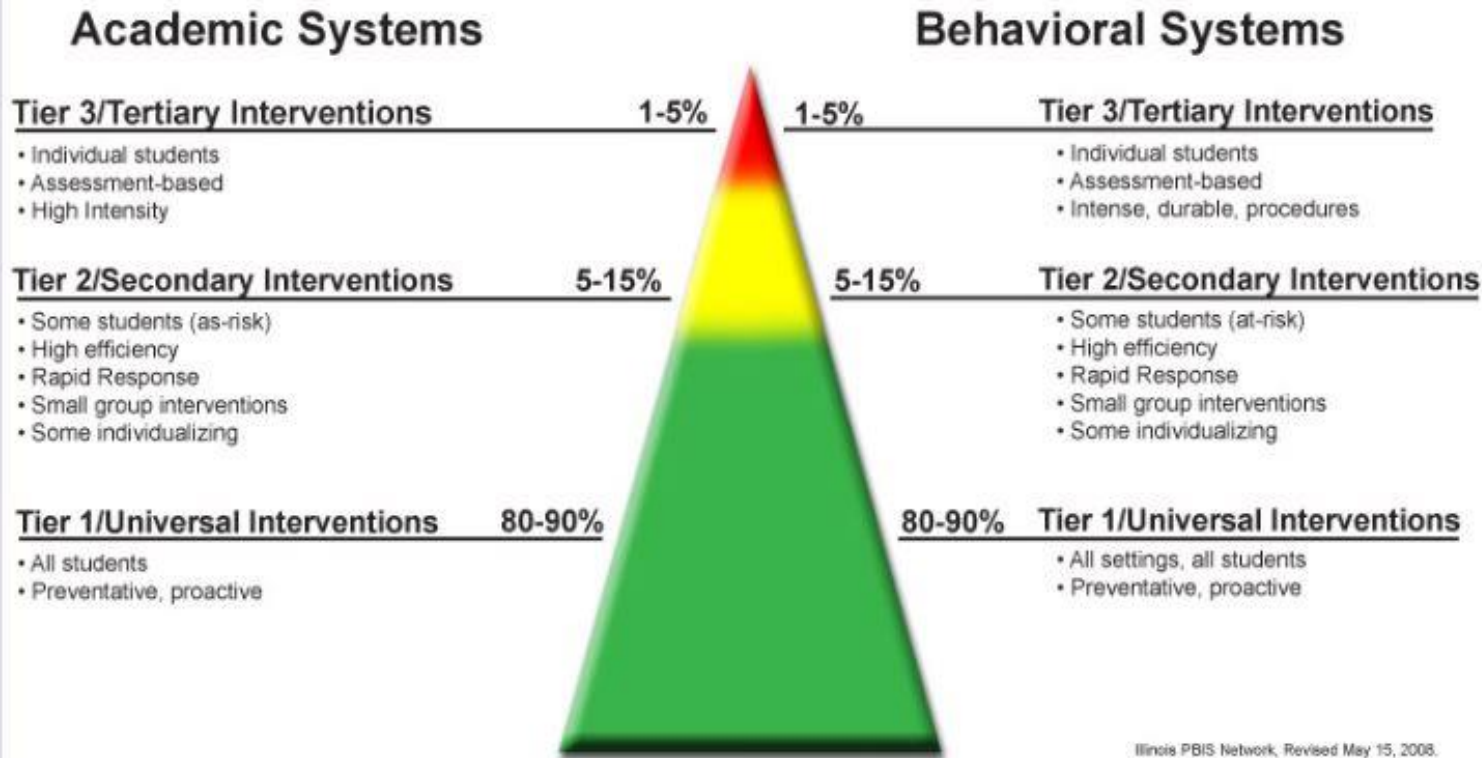
Why RtI?

- Addresses all students' needs
- Increases students' academic and behavioral performance
- Many of its components are recommended or required by federal and/or state legislation:
 - *ARS 15-701.01: Move on When Reading
 - *ARS-704: Implement comprehensive K-3 assessment system, research-based reading curriculum, explicit instruction, and intensive intervention to students reading below grade level
 - *ARS-756: English Language Learners must have 4 hours/day of English Language Development instruction in a Structured English Immersion program



Three-Tier Model

School-Wide Systems for Student Success: A Response to Intervention (RTI) Model



Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBIS?"
OSEP Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/school-wide.htm>



Three-Tier Model



| Tier | What is it? | Students | Structure | Timing | Assessment |
|------|---|---|---|--|---|
| I | <p><u>Universal</u>, core, explicit, systematic, research-based instructional program with differentiation</p> <p>Takes place for every student, every day, in every classroom, and for every subject</p> <p>Preventative & proactive</p> | <p>All</p> <p>Goal of 80 – 90% students respond (at or above grade level)</p> | <p>Whole and flexible small groups in general education classroom</p> | <p>Daily all year</p> <p>Minimum of 60-90 minutes in that subject area</p> | <p>Universal screenings</p> <p>Benchmark assessments 3-4 x year</p> |
| II | <p><u>Targeted</u> interventions per skill deficits in addition to instruction in general curriculum</p> <p>Focused, supplemental materials aligned with core</p> <p>Ongoing fine-tuning based on students' response</p> | <p>If do not make adequate progress in Tier I</p> <p>Goal of 5 – 15% students needing (at-risk)</p> | <p>Small, homogeneous groups</p> <p>6-8 students with 10 at the most</p> | <p>6-10 weeks</p> <p>At least 30 minutes/day</p> <p>During or outside of the school day</p> | <p>At least bi-weekly progress monitoring</p> |
| III | <p><u>Intensive</u>, individualized interventions targeted to skill deficits in addition to instruction in general curriculum</p> | <p>If do not make adequate progress in Tier II</p> <p>Goal of 1-5% students needing</p> <p>Students may have an individualized plan</p> | <p>Small, homogeneous groups or one-on-one</p> <p>3-5 students in a group</p> | <p>6-10 weeks or daily all year dependent on qualification</p> <p>At least two 30-min. sessions/day</p> <p>During or outside of the school day</p> | <p>Weekly progress monitoring</p> |



Enrichment

- Based on the Tier II/III intervention timings, a school may provide enrichment for Tier I-only students at the same time as intervention
- Usually the size of a whole class
- Can be structured in different ways based on student needs and staffing
- Still based on curriculum of core subject area (i.e. reading) but involves challenge and can be interdisciplinary



RtI Currently at MMES

- All 2nd and 3rd grade students at the same time
- Tier 2 groups and enrichment classes
- First cycle October 20 – December 18
- Second cycle January – March
- Likely to have 3rd cycle March - May
- 12:15 – 1:00 on Mondays, Tuesdays, Thursdays, and Fridays
- During school so it is not a pull-out program and no student will miss core instruction
- Very simply, it is an additional reading group for students.
- Every group came up with their own team name.



RtI Currently at MMES

Tier 2 teachers for groups of 4 – 9 students:

- 2nd and 3rd grade
- Title I, Title VII, and Fort McDowell
- Special education

Enrichment teachers for classes of 20 – 25 students:

- One 2nd grade teacher
- Art, Music, PE, and Technology
- 3rd grade Honors Class

All teachers engaged in multiple training sessions, data analysis meetings, and collaborative planning in September – October before starting.



RtI Process

| Steps | Description |
|--------------|---|
| 1. Screen | Valid, universal screenings and data analysis |
| 2. Teach | Tier I instruction |
| 3. Intervene | Tier II and/or Tier III instruction |
| 4. Probe | Progress monitoring to assess ongoing student progress as well as the effectiveness of instruction/intervention |
| 5. Chart | Progress regularly charted to provide visual record and assist with data analysis |
| 6. Adjust | Based on students' progress, manner and intensity of intervention will be adjusted |



RtI Process: Screen

August Universal Screenings at MMES:

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - *Nonsense Word Fluency (2nd grade only)
 - *Oral Reading Fluency (wpm and accuracy)
 - *Retell (wpm and quality of response)
 - *Daze (3rd grade only)
 - *Composite
- Star Reading from Renaissance Learning
- Phonics screeners and spelling inventories
- Other reading inventories



RtI Process: Probe

Ongoing:

- DIBELS progress monitoring
- Running records
- Weekly standards-based reading and early literacy assessments
- Phonics and spelling assessments
- Other Tier 2 group assessments

December:

- DIBELS Mid-Year Benchmark
- ATI Galileo Benchmarks 1 and 2



Tier 2 intervention

Explicit and Systematic:

- Purposeful, sequential lessons focused on objectives with carefully designed plan
- Concepts/skills/strategies are concrete and visible
- Teacher models, explains clearly, provides multiple examples, and reteaches/clarifies as needed
- Tasks broken into manageable steps; scaffolding
- Guided practice and opportunities to apply
- Teacher gives specific corrective feedback, specific praise, monitoring, and support



Tier 2 intervention

Targeted:

- Small group of 6-10 students
- Texts at the appropriate level of difficulty:
instructional level: 90 – 94% accuracy
- Students actively engaged in learning, practicing, and applying essential reading/ELA skills for a large part of each lesson
- Skills according to their specific needs (i.e. r-controlled vowels; reteaching main idea)
- Bi-weekly progress monitoring
- Guided Reading and/or skill-focused lessons



Tier 2 Resources at MMES

- Leveled readers from a variety of programs
- Orton-Gillingham phonics/spelling method
- Words Their Way
- Essential Word Sorts
- Scholastic Core Clicks
- High Noon Intervention Reading
- Text Evidence Reading Passages
- Sight Word Fluency Passages



Other Student Interventions

- Title I Reading Specialist
- Title VII reading and math
- Fort McDowell reading and math
- Before school homework lab with Waterford and SuccessMaker
- Individualized Language Learner Plans (ILLPs) for English Language Learners
- Individualized Education Plans (IEPs) with services for special education students



2nd/3rd Grade Enrichment Units & Rotations

6-day units rotating through 5 groups October 20-December 18

| Classes | October 20/21/23/24 27/28/30 | November 3/4/6/7 10/13 | November 14 17/18/20/21 24 | November 25 December 1/2/4/5 8 | December 9/11/12 15/16/18 |
|--------------|---|---|---|---|---|
| 203 | <u>Bovinette</u> U.S. Symbols | <u>Rubino</u> Applying ELA Skills with Technology | <u>Meiers</u> Star Spangled Banner | <u>Serrano</u> Local Fall Sports in the News | <u>DeBoard</u> Study of Two Artists |
| 204 & 304 | <u>Rubino</u> Applying ELA Skills with Technology | <u>Meiers</u> Star Spangled Banner | <u>Serrano</u> Local Fall Sports in the News | <u>DeBoard</u> Study of Two Artists | <u>Bovinette</u> U.S. Symbols |
| 205 & 305 | <u>Meiers</u> Star Spangled Banner | <u>Serrano</u> Local Fall Sports in the News | <u>DeBoard</u> Study of Two Artists | <u>Bovinette</u> U.S. Symbols | <u>Rubino</u> Applying ELA Skills with Technology |
| 201 & 303 | <u>Serrano</u> Local Fall Sports in the News | <u>DeBoard</u> Study of Two Artists | <u>Bovinette</u> U.S. Symbols | <u>Rubino</u> Applying ELA Skills with Technology | <u>Meiers</u> Star Spangled Banner |
| 202 & 301 | <u>DeBoard</u> Study of Two Artists | <u>Bovinette</u> U.S. Symbols | <u>Rubino</u> Applying ELA Skills with Technology | <u>Meiers</u> Star Spangled Banner | <u>Serrano</u> Local Fall Sports in the News |



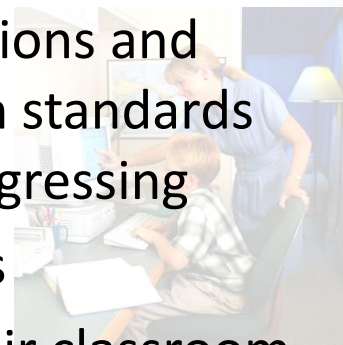
2nd / 3rd Grade Enrichment Units & Standards

| Teacher | Topic | English Language Arts Standards possibly including but not limited to: |
|----------------|-------------------------------------|---|
| Mrs. Serrano | Local Fall Sports in the News | Read fluently; ask/answer questions about articles; use photographs from articles to show understanding; participate in collaborative conversation; write articles through the writing process; and use grade-appropriate grammar, capitalization, punctuation, and spelling. |
| Mrs. DeBoard | Study of Two Artists | Determine word/phrase meanings; explain relationships; participate in collaborative conversation; write an opinion piece with main idea/introduction, supporting details, linking words, and conclusion; and use grade-appropriate grammar, capitalization, punctuation, and spelling. |
| Mrs. Bovinette | U.S. Symbols | Ask/answer questions about key details; identify author's main purpose; and describe the main connection between a series of historical events. Featured symbols include: the American flag, Presidential Seal, White House, George Washington, Abraham Lincoln, Martin Luther King Jr., Statue of Liberty, and other U.S. monuments. |
| Mrs. Rubino | Applying ELA Skills with Technology | Read fluently; ask/answer questions; write informative text; and use grade-appropriate grammar, capitalization, punctuation, and spelling. |
| Mrs. Meiers | Star Spangled Banner | Read fluently; apply grade-appropriate phonics/word analysis skills; ask/answer questions about the song/poem; determine word/phrase meanings; identify author's main purpose; write an opinion piece with main idea/introduction, supporting details, linking words, and conclusion; and orally describe key details using adjectives and adverbs. |



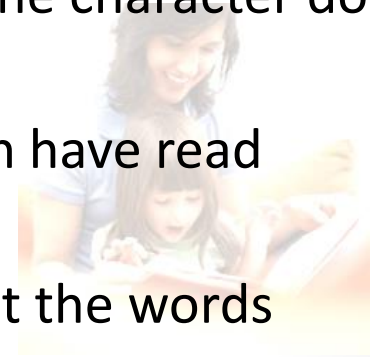
How do I help my child?

- Access online and/or print and refer to the English Language Arts (ELA) standards for your children's grade levels at www.azed.gov/azccrs/elastandards
- Watch for classroom newsletters/other communications and assessment results from teachers that tell you which standards students are learning and how your children are progressing
- Contact your children's teachers with your questions
- Ask your children what they learned each day, in their classroom and in Rtl.
- Help your children with their homework. If it is not clear which ELA standards apply, ask them more about it.
- If you have access to the Internet, engage your children in practicing skills with school-purchased online software and other sites.
- Visit the public library regularly.



How do I help my child?

- Read to/with or listen to your children read every day. Read a variety of genres (i.e. realistic fiction, fairy tales, poems, kids' science articles, etc.)
- Ask your children to retell to you the stories read.
- Ask them reading questions based on their grade level's standards. Don't ask only factual questions. Be sure to ask them higher level questions such as predictions ("What do you think will happen next? How do you know?") and analysis ("Why did the character do that?")
- Watch movies based on books you and your children have read together and compare/contrast the two.
- Listen to favorite songs together and talk about what the words mean and how the songs make the children feel.
- Help your children practice foundational reading skills with visuals and manipulatives such as flashcards, letter magnets, and individual whiteboards.



Questions?

