A County by County Perspective of RtI through the Central Florida Region

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Orange County; Seminole County; Brevard County; Osceola County; & Volusia County

Welcome to RtI in Brevard County

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4/1/11

Infrastructure
What are the Components?

• Multi-Tiered Level of Services
  Tier 1 – core
  Tier 2 – supplemental instruction/intervention
  Tier 3 – extensive intervention

• Problem Solving Process
  • Building Teams – Harnessing Collective Intelligence
    School Leadership Team
    Teacher Data Team
    Individual Problem Solving Team
  • Professional Development

Teacher Data Team Meetings

• Student Achievement
• Collaborate to problem solve and plan interventions both at Tier 1 and Tier 2 level
• Monitor student progress
• Learn from each other

RTI TEAM Process:

- Identify students early.
- Ensure that students’ difficulties are not due to a lack of alignment between the instruction, curriculum, environment, and learner (I.C.E.L.).
- Modify instruction and implement evidenced-based interventions based on individual needs.
- Make informed decisions about what resources are needed to ensure student success.
Types Of Assessments

1. Screening Assessments – assessments used to determine if additional investigation is warranted
   - Answers the question: is there a possible problem?
   - Examples: FCAT, FAIR etc.

2. Diagnostic Assessments: more in-depth analysis of a student’s strengths and weaknesses

3. Progress Monitoring Assessments: Sensitive to small increments of growth
   - Examples include Running Records, PASI, ORF, FAIR OPM

Universal Screeners

- District Assessments
- FAIR
- SRI
- Running Records

Diagnostic Assessments

- PSI
- PASI
- Running Records
- TDI
- Maze/Word Analysis

Progress Monitoring Tools

- Must match intervention/instruction
- Should be a quick tool
- Curriculum Based Measurement – Short, quick probes based on skills

- Examples:
  - Running records
  - PASI
  - PSI
  - Math Probes
  - Common Formative Assessments
Computer Programs used to track data District Wide

Progress Monitoring via Data Boards

- Each schools’ RtI implementation plan will differ based on their student population; thus, some school leaders choose to use data boards.
- Give a great visual as to student progress.
- Opens up dialogue during teacher data team meetings.
- Coded by teacher/ skill/ student
Walk to Intervention

- Each school’s RtI implementation plan will differ based on their student population; thus, some school leaders choose to practice Walk to Intervention.
- Ensures efficacy.
- Demands fidelity of teachers to set aside the time for the intervention to occur.
- Requires strict scheduling.

3 Major Initiatives in Brevard Public Schools

1. RtI
2. PLCs
3. B.E.S.T
B.E.S.T
Brevard Effective Strategies for Teaching

- B.E.S.T. is about good pedagogy – the art and science of teaching students.
- B.E.S.T. is a complete pedagogical model. All six modules are about HOW the student learns.

How B.E.S.T relates to RtI

- As we implement B.E.S.T. throughout Brevard County we will in turn be strengthening our core.
- B.E.S.T. requires teachers to examine the relationships between the ICEL (Instruction, Curriculum, Environment, and Learner).

Welcome to RtI in Orange County

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4/1/11

Response to Intervention

- Beginning of year Progress Monitoring Meetings
- Progress Monitoring Data Collected during intervention
- Continual Progress monitoring meetings
- What if I don’t see improvement?
A School Level Perspective

- Teachers administer common grade level assessments in math, reading, and writing.
- Most utilize FAIR and Houghton Mifflin as their reading assessment and an end of the year math assessment as a formative evaluation.
- A common writing prompt is given to all students and scored using a rubric based on what skills/standards students need to meet at different points in the year.

- All of this information is compiled into a spread sheet by teacher. Every other month, they (administration and teacher) meet to discuss where each student is. The spreadsheet also tells them what AYP subgroup someone is in.
- As they discuss each child individually we determine what type of intervention they may need based on the results. They utilize READ 180, Reading Resource, Early Interventions in Reading, Read Well, and After School Tutoring. They will also pull FCRR activities.

- The school has 2 reading specialists that serve students throughout the day as well as 2 paraprofessionals.
- On going Progress monitoring is completed throughout the intervention.
- Every other month they meet again to see how the student is progressing and if adjustments need to be made.

- For students who this does not work for, we meet again with the school psychologist, SLD teacher, and Speech/Language therapists.
- This team develops an even more intense focused intervention in which some utilize special education services.
- Based on their progress monitoring and data collection the team can determine an appropriate intervention or if special education needs consideration.
Key Personnel for RTI Implementation in Osceola County

District Contacts:
Yara Taveres-De La Fuentes, Curriculum Specialist and RTI K-12
tavarezy@osceola.k12.fl.us
407-870-4856

Robert Noll, District Counselor, Student Services
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407-870-4897

School Contacts:
Principal, Assistant Principal, RTI Coordinators/Teams

Resources in Osceola

Although implementation of RTI varies based on the needs of the students at schools, Osceola County has established support structures to assist schools with the RTI process.

These supports include:
• On-line resources which outline the RTI process and requirements
• Professional development for staff on how to effectively use the resources
• RTI Team Support through a district level RTI Resource Specialist and Student Services District Counselors and Psychologists
Welcome to RtI in Seminole County

Jordan Rodriguez
Assistant Principal
Seminole High School

We ID students based on fitting 2 or more of the criteria below:

- lowest 25% academic
- count AYP 3-4 times
- GPA lower than 2.0
- teacher, guidance, discipline recommendation

We have a total of about 225 in the RtI group. The way we handle it is by sending the teachers a tabbed binder (8 tabs). There is one tab for each period, plus the 8th tab is a list of interventions for common issues. Depending on which period the teacher has students identified; they find a table of contents up front with individual information behind the appropriate tab. The information provided is:

- FCAT scores
- FAIR scored
- attendance info
- specific area of need (subjects)
- class schedule
- current report card

We also provide blank log sheets for the teachers to document specific issues (academic, behavior), specific response, and if the response was effective or not. All this info is then transferred every 9 weeks into the students’ individual yellow district RtI folder.
Students in need of potential intervention are identified by instructor, guidance counselor, or parent recommendation.

- Conference with student (target subjects / difficulties identified.)
- Mentoring / tutoring suggested (if not already in place); referral to behavioral specialist (if needed).
- Potential schedule modification
- In class accommodations; preferential seating, extended time, resubmission to mastery.
- If prior interventions are ineffective, 504 discussed (if applicable), conference with teachers / representative of county level ESSE (discussion of possible placement into ESE).

Under Construction: Building a Pyramid of Success at AHS
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VOLUSIA COUNTY PYRAMID OF INTERVENTION MODEL

PROFESSIONAL LEARNING COMMUNITY (PLC)

Essential Questions for Professional Learning Communities
1. What is it we expect students to learn?
2. How will we know when they have learned it?
3. How will we respond when they don’t learn?
4. How will we respond when they already know it?
Is this an individual student problem or a larger systemic problem?

Decision Making Rubric for use with School-Wide Screening

- Are over 20% of students struggling?
- Are between 5% and 20% of students struggling?
- Are 5% or fewer students struggling?

Examine instructional, curricular, and environmental factors and develop group interventions.

Go to problem definition.
Go to intervention evaluation.

Atlantic’s Construction Project

- Saw need for:
  - Integration of existing interventions
  - Interdisciplinary input
  - Development of school-wide approach to behavioral & academic supports
- Formed Behavioral Leadership Team (BLT)
  - Consultant, district Staff, school-based representation
  - Site review, data Analysis
  - Began plans for “Summer Construction”

Atlantic’s Construction Project, cont’d

- 2-Week “Summer Construction” Project
  - Led by Dr. Alicia Parker
  - 1st week RtI-B, 2nd week RtI-A
  - Developed school-wide pyramid of interventions
  - Interdisciplinary participation & input from variety of stakeholders
- BLT Fall data review
  - Examine 1st quarter data
  - Refine nomination process for Behavioral Support
Total Referrals for Gender
1st Qtr 10-11

Total Referrals by Race
1st Qtr 10-11

Total Referrals by Grade Level
1st Qtr 10-11

Total Referrals by Day
1st Qtr 10-11

Guiding Questions for Tier 1
Atlantic High RtI

- Tier 1 – Classroom environment
  - 4Qs of PLCs
  - Clear objectives, guaranteed & viable curriculum, student engagement, differentiation
  - Formative assessments w/ appropriate classroom-level interventions
  - Management, Instruction, Procedures

- Tier 2 – Additional supports
  - S.O.S. (Save Our Sharks)
  - Contact: parent, fellow teachers, guidance, academic coach
  - Referral for mentor, guidance conference, learning contract, academic intervention

Atlantic High RtI cont’d

- Tier 3 – BLT, PST
  - Nomination to Behavioral Leadership Team
  - Referral from BLT to:
    - Problem-Solving Team (attendance, discipline)
    - Guidance Services (social/emotional, family)
    - Mandatory Learning Labs (academic)
  - BLT reviews nominations for trends

- Tier 4 – Progress Monitoring/Referral for Eval
  - Highest level of frequency, intensity, duration

Atlantic High - Next Steps

- Review / clarify roles & responsibilities
- Develop specific progress monitoring structures
- Add interventions for acceleration & enrichment
- Provide quality professional development
- Increase compliance with interventions
- Streamline access to supports

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# Thank You

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