

Surviving and Remaining Sane... While Implementing RTI



FOSTER-GLOCESTER REGIONAL SCHOOLS



Ponaganset Middle School

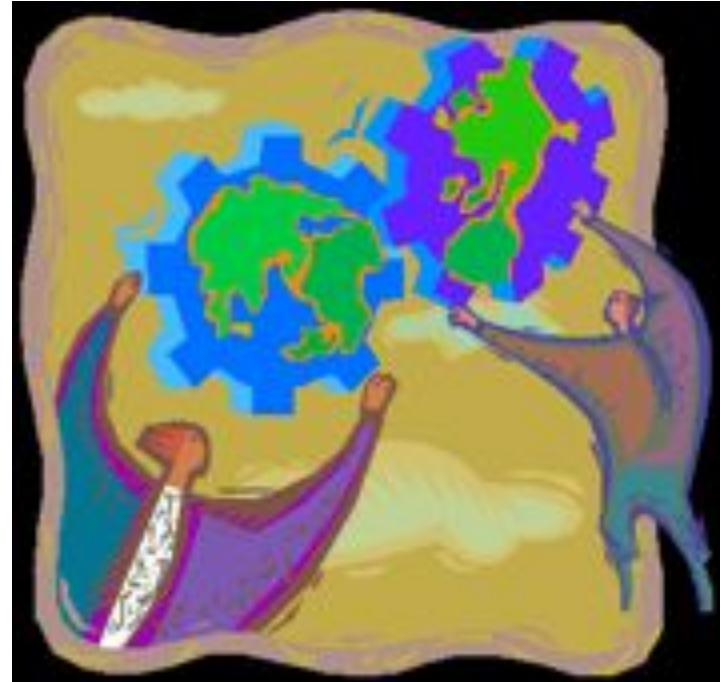


Ponaganset High School



Collaboration

- ▶ Grades 6-12
Building Based
- ▶ Small District
- ▶ Seamless Transition
- ▶ Reality
\$\$\$
No District Rtl Coordinator



District Rtl Leaders

Patricia Marcotte
Principal—Ponaganset Middle School

Sandy Nolan
Principal—Ponaganset High School



Turn and Talk



Reflect on the relationship between the middle and high school(s) in your district.

Is there communication (who and when)?
How can communication be improved?

PONAGANSET MIDDLE SCHOOL

- ▶ 487 Students
- ▶ 10 % IEP
- ▶ 0 % ELL
- ▶ 20 % Free and reduced lunch
- ▶ 1 Sixth, 2 Seventh, and 2 Eighth Grade Teams
(ELA, SS, Science, Math, Resource)
- ▶ PST- (2 Administrators, Psychologist, Social Worker, 3 Grade Level Teachers, 1 Special Educator, Guidance Counselor)
- ▶ Evaluation Team- (Special Education Director, Speech and Language, Psychologist, Special Educators, Building Administrators)
- ▶ Rtl Grade Level Team- (Rtl Facilitator, Grade Level Team)

PONAGANSET HIGH SCHOOL

- ▶ 750 Students
- ▶ 8 % IEP
- ▶ < 1 % ELL
- ▶ 13 % Free and Reduced Lunch
- ▶ 2 Ninth Grade Teams
- ▶ Rtl Team (Special Education Director, Psychologist, Special Education Department Chair, Guidance Counselors & Building Administrators)
- ▶ PBIS Team



Big Ideas

- ▶ 1.2 Personalization & Relevance
- ▶ 2.2 School Culture
- ▶ 2.4 Transitions
- ▶ 2.5 Interventions & Support

93% graduation rate; however, in 2014 students who do not score a “2” on NECAP (partially proficient) will not graduate. It is imperative that we have a personalized learning environment that provide supports and interventions to ensure all students meet the requirements.


Policy—Severe Discrepancy Model Basis: Criteria for Determination of Learning Disability

Achievement Gap Evidence from multiple reliable and valid sources indicate that the student's current achievement* of State-approved Grade Level/Span Expectations and English Language Proficiency Standards is significantly different than his/her peers relative to national normative data with consideration of state and local data when provided with learning experiences and instruction appropriate for the child's age or state approved grade level/span expectations. English Language Learners shall additionally be provided with instruction appropriate for their English language proficiency. (*after provision of appropriate general education learning experiences including at least two periods of intensive interventions implemented with fidelity).

PONAGANSET MIDDLE SCHOOL

- ▶ Teachers wanted to focus the work.
- ▶ Revise School Improvement Plan.
- ▶ Leadership Team reviewed the entire GBP tool.
- ▶ Leadership Team group discussion.
- ▶ Identified major areas of concern.
- ▶ Curriculum priorities.
- ▶ Bring to the faculty (input from teachers).

PONAGANSET HIGH SCHOOL

- ▶ Teachers wanted a voice in school improvement.
 - ▶ June 30, 2011—Professional Development Day
 - ▶ Small groups worked through the entire GBP tool.
 - ▶ Large group discussion.
 - ▶ Identified major areas of concerns.
 - ▶ Consensus—final priorities
 - ▶ Buy-in from teachers.
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PONAGANSET MIDDLE SCHOOL

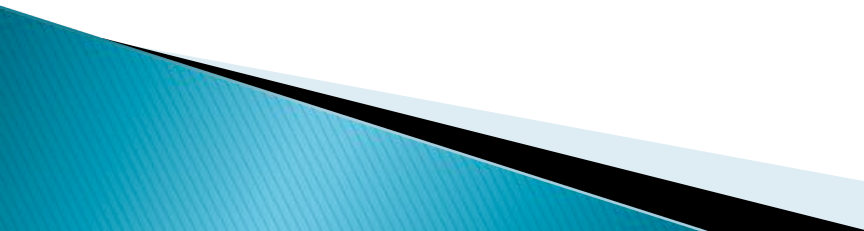
HISTORY

- ◆ PBIS
- ◆ Problem Solving Team
- ◆ Rtl



PONAGANSET HIGH SCHOOL

HISTORY

- ◆ ARTS—Regular Education Problem Solving Team
 - ◆ ALP
 - ◆ Literacy and Numeracy Ramp-UP
 - ◆ Rtl
- 

Turn and Talk



How is your school implementing RtI?

Beginning Discussion—Who, What, When,
and How?

Universal Screening



- ▶ PST / RtI Concerns
- ▶ Teacher Request
- ▶ Research Based
- ▶ RIDE Regulations
- ▶ School Mission

Systemic Change

- ▶ PLC Accomplishments and Needs
- ▶ Summer Work Session
- ▶ First day PD
- ▶ Leadership Meetings
- ▶ Team Meetings
- ▶ Evaluations



Systematic Change Based on Screening

Screening Tools

- ▶ NECAP
- ▶ MAP
- ▶ IXL (Web Based Math Tool)
- ▶ Common Task
- ▶ SWIS
- ▶ Endangered Team List
- ▶ Attendance
- ▶ Gizmos (Science)
- ▶ Diagnostic Reading Screenings



Systemic Changes

Scheduling

- ▶ Rtl Grade Level Team Meetings
- ▶ Rtl Facilitators
- ▶ Enrichment
- ▶ Rtl Block (Interventions)



HS Systemic Changes

- ▶ Rtl Team Meets Bi-Weekly
- ▶ 9th Grade Teams
- ▶ Literacy Ramp-Up 3 Tiers
- ▶ Numeracy Ramp-Up 9th/10th Grades
- ▶ Consumer Math—NECAP
- ▶ Science—Chemistry Concepts
- ▶ Senior Exhibition
- ▶ Academic Seminar
- ▶ ALP



Special Education Eligibility

Protocols and Procedures

Special Education

Alignment K-12

Flowchart

Tier II & III interventions

Ownership



Turn and Talk



What systemic changes have already occurred at your school?

OR

What systemic changes need to be considered?

Transformation Strategies

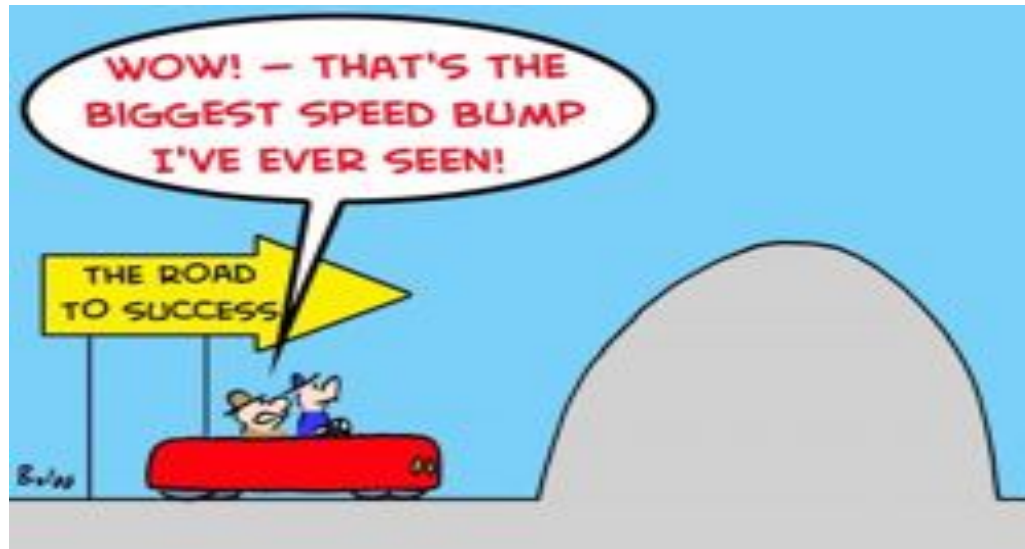
RTI / PBIS

- ◆ Grade Level Team
- ◆ 9th Grade Teams
- ◆ Tier 1 Interventions
- ◆ Enrichment Period / Academic Seminar
- ◆ ALP
- ◆ Numeracy & Literacy Ramp up
 - MAP Testing—Universal Screening
- ◆ NECAP Practice
- ◆ Senior Exhibition
- ◆ Digital Portfolio

Transformation Strategies



- ▶ Rtl Documentation
Rtl Facilitator, Team Leader,
Excel File
- ▶ Joining Cohort



- ▶ Developing Interventions (Academic)
- ▶ Entrance/Exit Criteria for Interventions

CHALLENGES

- ▶ Time
- ▶ No Contract
- ▶ Resources
- ▶ Handle Data Collection?
- ▶ Rhode Island Evaluation Model
- ▶ Paradigm Shift
 - Failure is not an option.
 - Realizing the work does not end.
- ▶ RIDE's move to the Common Core State Standards



Evidence of Successful Transformation?

- ▶ Alternate Learning Programs
- ▶ Behavior
- ▶ Attendance
- ▶ State Assessments
- ▶ Grade 6-8 Team Failures
- ▶ Freshmen Failures
- ▶ Academic Seminar Failures
- ▶ PBGR: Students Not on Track to Graduate
- ▶ Proactively Identifying, Creating & Implementing Supports



Next Steps

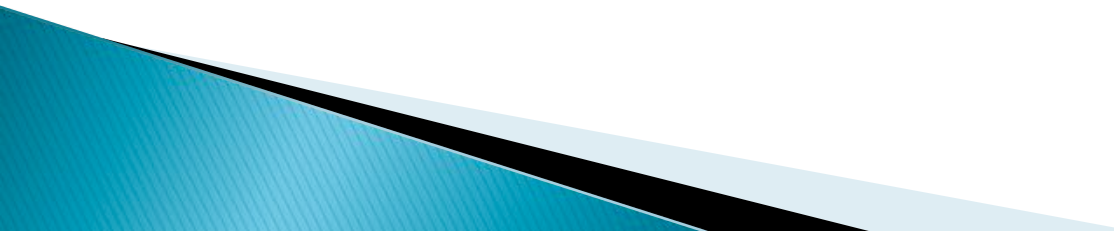
- ▶ Collect and Analyze Data
iWALK
- ▶ Review Processes and
Current Interventions
- ▶ Revise Plan for Next Year
- ▶ On-Going Training



iWALK

- ▶ Generates a comprehensive data profile that schools can use to inform instructional-improvement efforts, lesson design, and professional development.
- ▶ Fosters a more trusting and collaborative culture in which teachers regularly observe one another, share successful instructional strategies, and discuss student learning needs.
- ▶ Fits easily into busy schedules, encouraging every administrator and teacher in a school to participate in the observation and analysis process.

iWALK

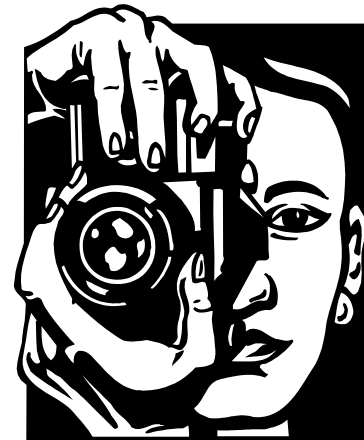
- ▶ Provides both real-time and long-term feedback, allowing schools to track progress over time.
 - ▶ Gives educators secure, 24-hour access to the online reporting system from anywhere in the world.
 - ▶ Gives educators control over their own professional growth by helping them identify specific needs and customize professional development.
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iWALK Benefits

- ▶ Provides a practical structure for conversation and reflection
- ▶ Relates to work that is already occurring—PBIS, RTI, multiple pathways, rigor, leadership, etc.
- ▶ Springboard for discussion & brainstorming
- ▶ Tool can be used as a formal and also informal assessment throughout the year.

How Does iWALK Work?

- ▶ 3 to 5 minute observations
- ▶ Smartphones, Mobile computers, & iPADS
- ▶ Hundreds of snapshots help uncover issues and patterns that might have gone unnoticed



Getting Started



- ▶ Training
- ▶ Willing Faculty and Staff
- ▶ Time: Reschedule and/or Manage
- ▶ Using Existing Data (to begin)
- ▶ Using Existing Resources (to begin)
- ▶ Partnership and Working Relationship Between the Middle and High Schools
- ▶ Support of Superintendent and/or the School Committee



Turn and Talk

What could you implement during the next month...two months...three months?

QUESTIONS?



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GOOD LUCK!