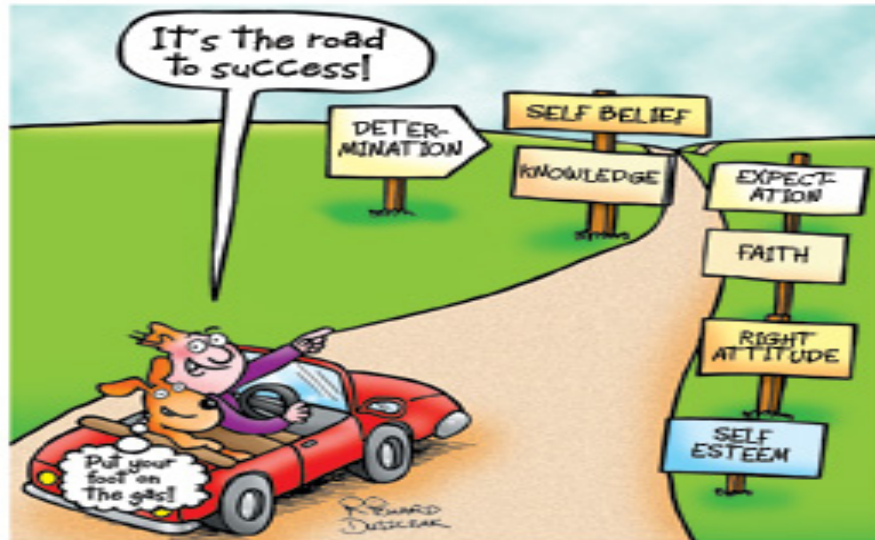


Marshall School's Journey Putting the RtI Model into Practice



Marshall Kindergarten Center is a
real school with...
real classrooms filled with...
real students

Presented by: Sheryl McBeth, Principal Marshall School
Jillian Horan, RtI Coach Marshall School

Marshall School



- One of 7 elementary schools in Hempstead Union Free School District
- The total enrollment is approximately 220 -240 students
- The student body is comprised of:
 - 55% Hispanic/Latino
 - 44% African American
 - Less than 1% of Asian decent

Hempstead – Rtl Pilot School

- 2010- Received a five year grant from SED to serve as a pilot school
- \$100,000 per year for five years



New York State Response to Intervention

Technical Assistance Center

MISSION

Support capacity-building efforts of NYS schools to implement proven and promising practices within a Response to Intervention model.

GOALS

Compile/disseminate relevant & useful information, resources, and tools relative to RtI

Provide indirect technical assistance (TA) & professional development (PD) to NYS schools on RtI-related topics

Provide direct technical assistance & professional development to 14 NYSED, P-12, Office of Special Education-identified schools on RtI programs

STRATEGIES

Establish & maintain NYS RtI-Website

Provide electronic access to RtI web-based library

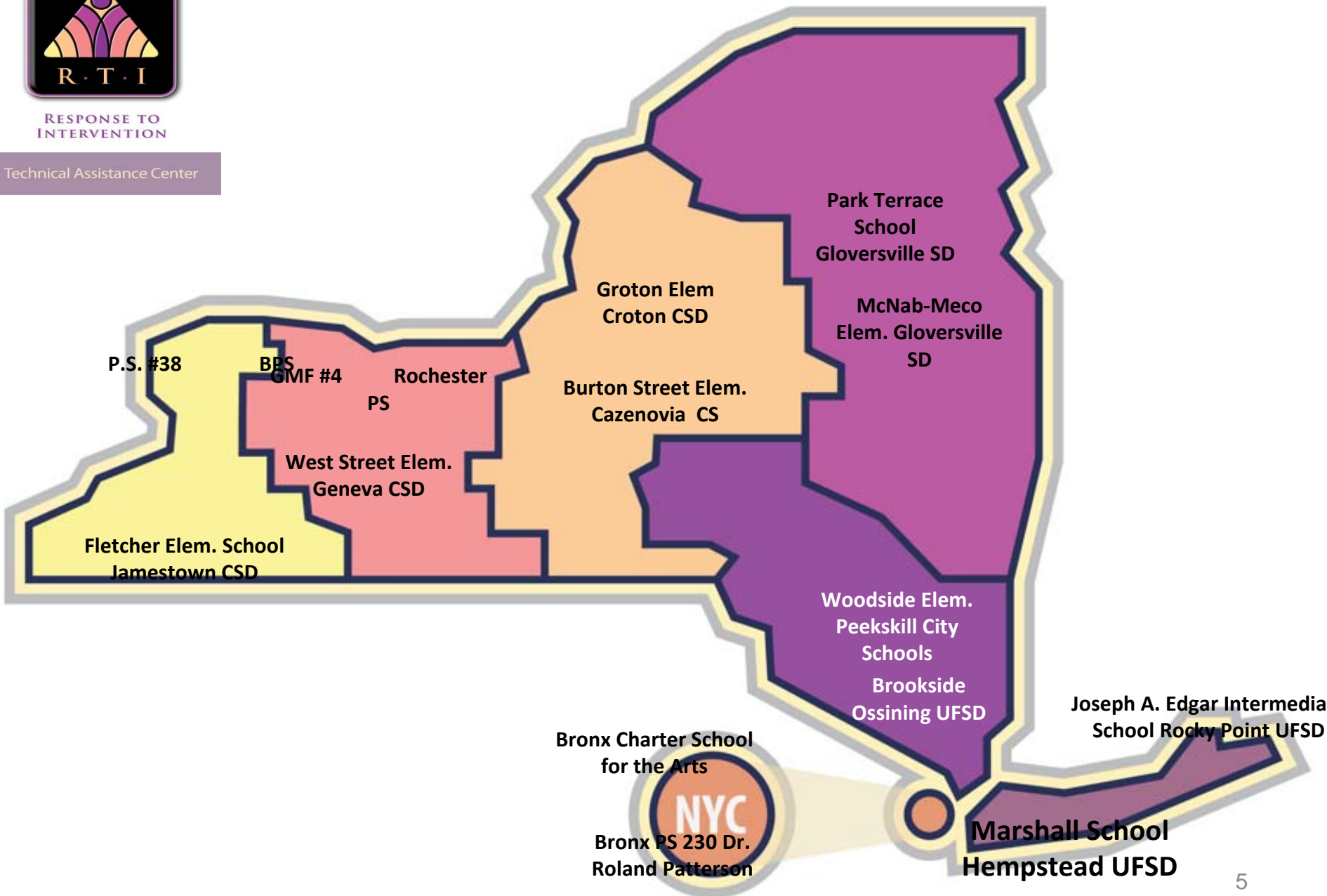
Provide indirect Technical Assistance & Professional Development to NYS schools via access to NYS-RtI web-site

Provide direct Technical Assistance & Professional Development to 14 New York State P-12, Office of Special Education-identified schools NYS schools over 5 year



RESPONSE TO INTERVENTION

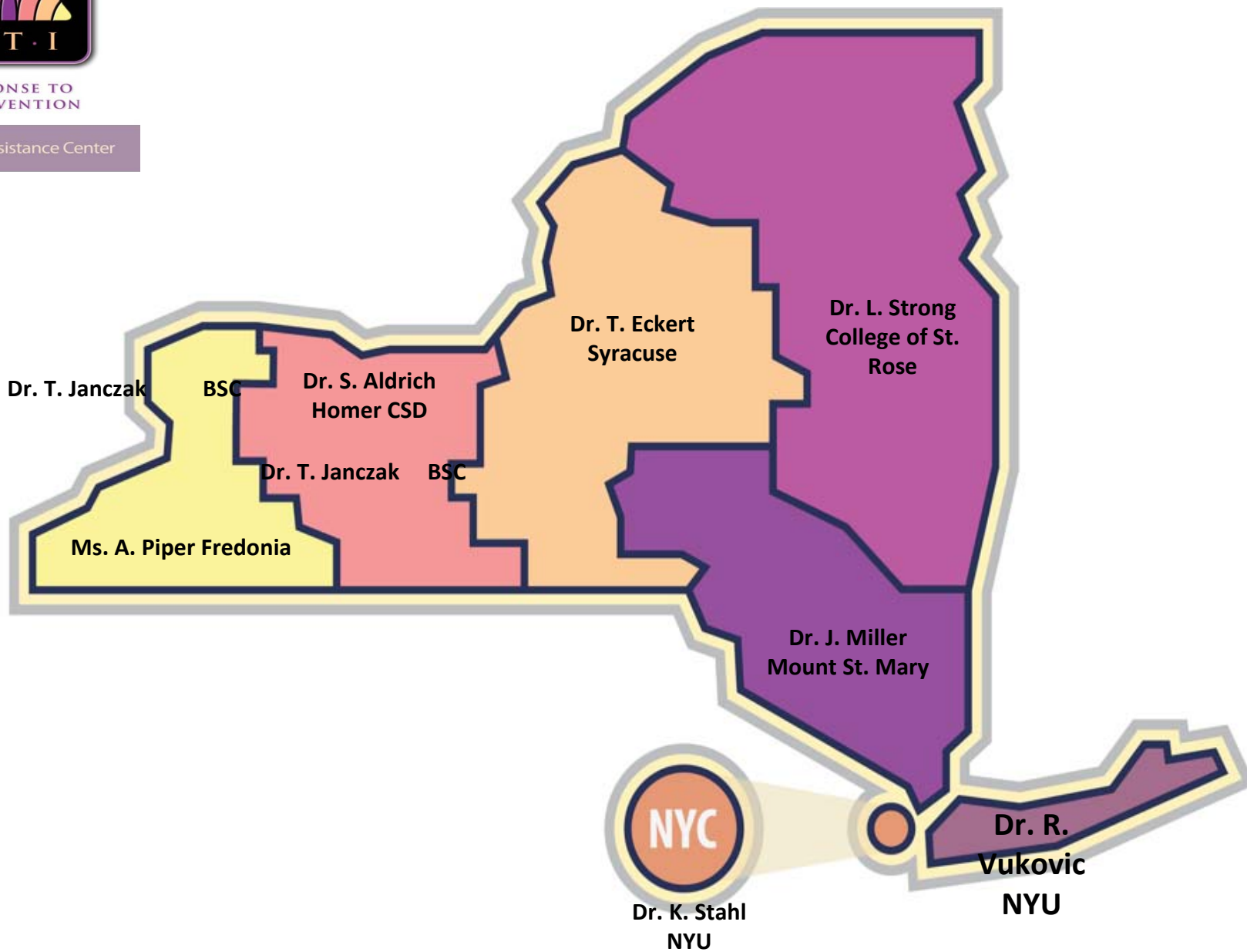
Technical Assistance Center





RESPONSE TO INTERVENTION

Technical Assistance Center



The Five-Year Plan

Year	Focus	Accomplishments/Tasks
1 2009- 2010	Infrastructure	Establishing infrastructure <ul style="list-style-type: none"> • hire Rtl Literacy Coach • establish Rtl Core Team • self-assess Rtl Readiness • select screening and progress monitoring tool • train staff on screening & PM measures
2 2010- 2011	Assessment	Establishing an assessment system <ul style="list-style-type: none"> • administer universal screening 3x per year • conduct fidelity checks on universal screening assessments • PM students receiving Tier 2 & Tier 3 interventions • establish decision rules • conduct assessment audit • gather baseline data to determine efficacy of Rtl process
3 2011- 2012	Core Instruction	Strengthen Core Instruction of Tier 1 <ul style="list-style-type: none"> • analyze core reading program • differentiate instruction in Tier 1 • conduct fidelity checks on core instruction @ Tier 1 • re-assess Rtl readiness & implementation
4 2012- 2013	Tiered Intervention	Strengthen interventions of Tiers 2 & 3 <ul style="list-style-type: none"> • create Intervention menu for tiers 2 & 3 • provide training on all interventions • conduct fidelity checks on implementation of all interventions
5 2013- 2014	Sustaining Rtl	Institutionalizing the Process <ul style="list-style-type: none"> • planning for the long term

Rtl Core Team



Name of School: Marshall School
District: Hempstead



	Name	Position
1	Sheryl McBeth	Principal
2	Jillian Horan	RtI Coach
3	Marla Alvarez	Reading Teacher
4	Nancy Bayat	Classroom Teacher
5	Jaelle Mann Tineo	Bilingual Classroom Teacher
6	Bernardo Flores	Special Education Teacher
7	Myra Kennett	ESL Teacher
8	Carole Eason	Staff Developer

Decisions need to be made regarding components of the Rtl framework. For example, core instruction, universal screening / progress monitoring, professional development, criteria and decision rules for determining levels of intervention, parent involvement, action plan, etc...

NYS Self-Assessment of RtI Readiness & Implementation

- Administered every two years to all school personnel
- Developed by RtI consortium members; peer reviewed by SED personnel and outside RtI experts
- **Purposes:**
 - Identify strengths and areas of need relative to the RtI process
 - Use results to construct yearly RtI action plans

- **Components**

❖ Tiered Instruction (Tiers 1, 2, 3)	❖ Assessment: universal screening & pm
❖ Infrastructure	❖ Professional Development
❖ Teaming/Collaboration	❖ Leadership
❖ Parent Involvement	

- Accessible:
[http://www.nysrti.org/docs/NYS RtI TAC Self Assessment Readiness To ol.pdf](http://www.nysrti.org/docs/NYS_RtI_TAC_Self_Assessment_Readiness_To_ol.pdf)

Planning for RtI Implementation

- RtI Action/Implementation Plan
- Incorporates:
 - results from most current RtI Self-Assessment
 - results from Universal Screening and PM data
 - Results from other assessments (optional)
 - feedback from school personnel
- Developed yearly – during summer (June – August) for following school year
- Accessible: <http://www.nysrti.org/page/rti-pilot-school-forms/>

RtI Action Plan

2010 - 2011

Name of School: **MARSHALL SCHOOL**

District: **HEMPSTEAD**



Key RtI Element/Feature: ASSESSMENT: UNIVERSAL SCREENING							
Specific Indicator	RtI	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
<ul style="list-style-type: none"> ●Fidelity of screening procedures or administration is conducted on a regular basis ●"Refresher" or booster practice sessions are provided prior to each screening administration 		<p>DIBELS</p> <p>Checks of fidelity not routinely done</p>	<ul style="list-style-type: none"> ●RtI coach will monitor SWAT Team when assessing ●Review purpose of DIBELS ●Conduct "refresher" course for SWAT Team ●Checklist procedure for testing 	<p>Grant funding</p> <p>RtI Coach</p> <p>Professional Development and SWAT Team</p>	<p>Mid. September 2010</p> <p>↓</p>	<p>RtI Coach</p> <p>RtI Coach SWAT Team</p> <p>↓</p>	<p>Improved administration fidelity</p> <p>↓</p>
Key RtI Element/Feature: ASSESSMENT: PROGRESS MONITORING							
Specific Indicator	RtI	Current Status	Action	Resources	Timeline	Who's Responsible	Evidence of Change
<ul style="list-style-type: none"> ●Progress monitoring data are routinely shared at each grade level with teachers, administrators, and parents 		<p>DIBELS</p> <p>Curriculum Coach/ principal only members able to print up PM results</p>	<ul style="list-style-type: none"> ●Allow RtI Coach / reading teacher access to print up PM results ●Implement additional Data Meetings ●Establish universal Data Notebooks 	<p>Grant funding</p> <p>Notebooks</p>	<p>Begin Oct. 2010</p> <p>Continue 2010-2011 school year</p>	<p>RtI Coach</p> <p>Reading Teacher</p> <p>Principal</p>	<p>Improved outcomes/scores</p> <p>Improved classroom instruction</p> <p>Improved tier 11 and tier 111 instruction</p> <p>Evidence of PM in DIG (Differentiated Instruction Group) Notebooks</p>



Year 1 Assessment

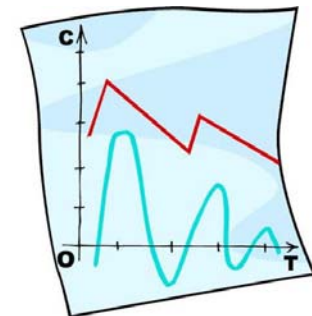


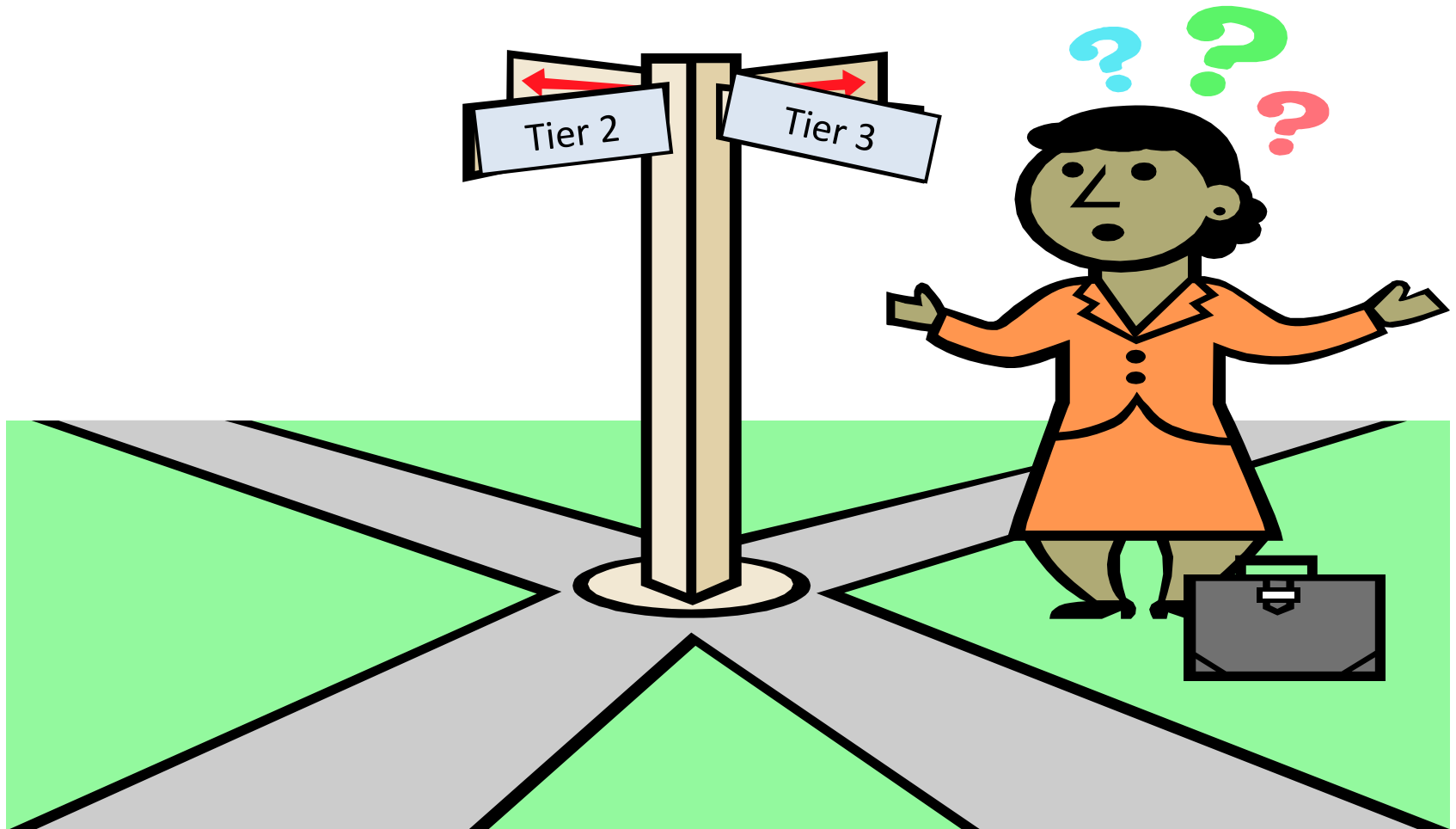
Universal Screening – DIBELS

- SWAT Team - fidelity of screening procedure
- “Refresher” sessions prior to each screening
- Decision Rules

Progress Monitoring –DIBELS

- Data
- Data Notebooks
- Data Meetings
- Decision Rules





Decision Rules for Determining Movement Through Tiers

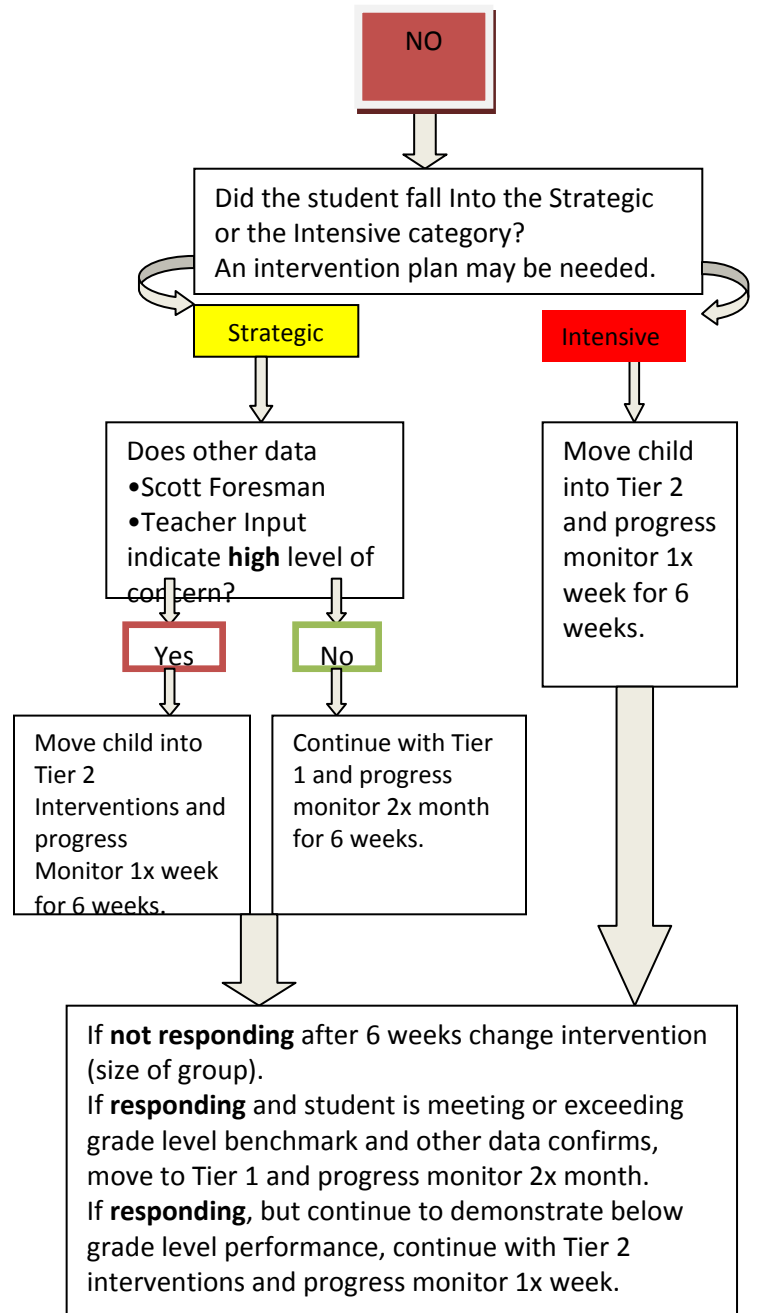
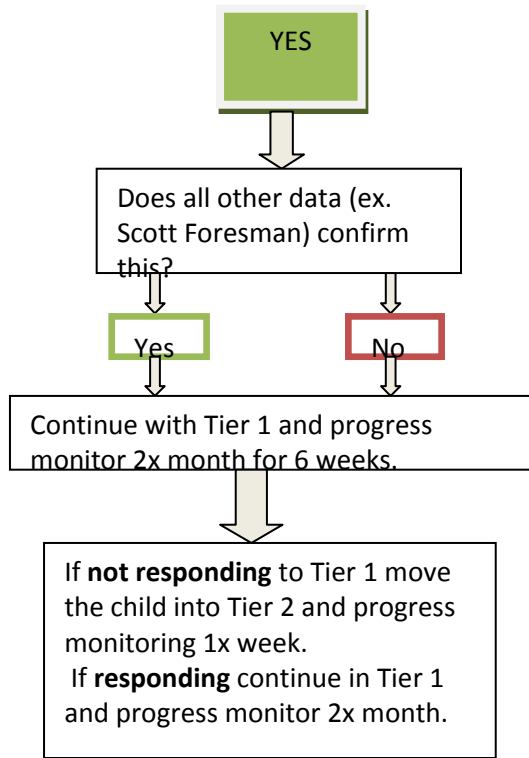
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Progress Monitoring

Plan out **who** will test the students

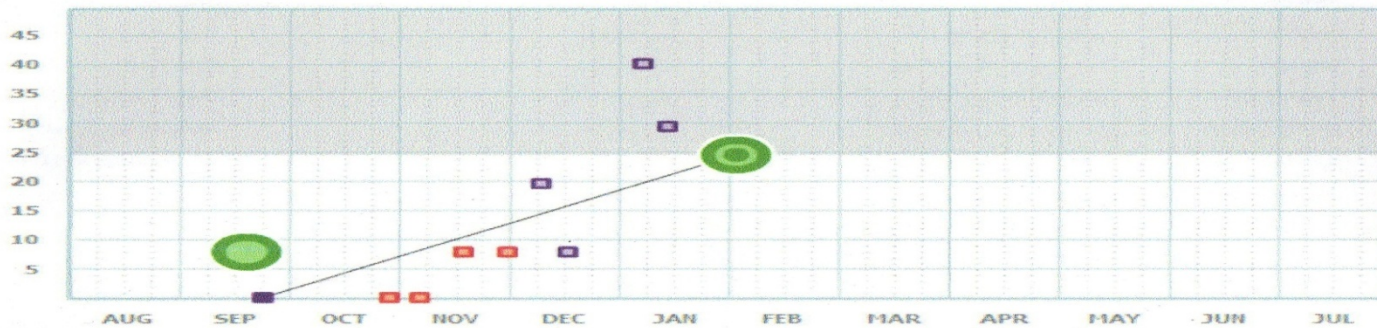
How often the students will be tested

Where to keep the data

Progress Monitoring Data Display

Progress Monitoring Graph

ISF Initial Sound Fluency



What does student screening and progress monitoring look like ?

Before	In Progress
Benchmark assessments administered 3x/year ...linear approach	Benchmark assessment administered 3x year ... cyclical approach
SWAT Team	SWAT Team approach..."refresher" sessions are provided prior to each screening...fidelity
Progress Monitoring done by teaching assistant or teacher	Progress Monitoring only done by teacher
Progress Monitoring done for benchmark students 1x month, strategic 2x month, intensive 1x week	Beginning of Year Progress Monitoring is done for Tier 1 students 2xmonth, Tier 2 students 1x week
Progress Monitoring data was not routinely looked at and analyzed	Progress Monitoring data is printed up on a weekly basis, results are analyzed and kept in the teacher's Data Notebook
Data Meeting after each benchmark period (3x / year)	Data Meeting after each benchmark period (3x/year) and after each 6-8 week intervention period

What does Tier 1 look like?


Before	In Progress
Decision rules were not in place to establish who required additional interventions	Decision rules identify students who may require additional interventions and establish student movement through tiers
Scott Foresman Reading Street was the Core	The core reading program is a set of instructional practices and materials informed by scientifically based reading research...a core reading program is a road map that directs teachers in the same school to provide children in the same grade with a particular sequence of learning opportunities <i>Incorporating Differentiating Reading Instruction by Sharon Walpole and Mike McKenna</i>
Many teachers felt they needed to “do” everything in Scott Foresman	A core program always includes vocabulary and comprehension instruction, and also includes types and amounts of phonemic awareness instruction, phonics, word recognition instruction, and fluency instruction appropriate to the grade level.
Many assistants were doing “paper work” during core instruction	Assistants are providing small group instruction

What does Tier 2 look like?

Before	In Progress
Student data was not always analyzed or used in instructional planning	Student data is consistently reviewed and used to plan instruction
Students pulled out during “core” instruction to receive services (i.e.. reading, ESL, Speech) Core Instruction was interrupted by specials (i.e.. music, PE, art)	Uninterrupted 90 minute block (no pull outs, no specials)
Specialists were disconnected for the classroom teacher’s curriculum (i.e.. ESL)	ESL teachers and special area teachers push in during small group time
Some years Reading Specialist created own interventions; not necessarily based on research	<i>My Sidewalks Early Reading Intervention</i> is used for all Tier 2 instruction (Standard Protocol)
Reading specialist was the only staff member providing Tier 2 interventions	Reading Specialist, RtI Literacy Coach, and 8 Teaching Assistants are trained to deliver Tier 2 interventions
Students not placed into interventions in a systematic way	Students are placed into Tier 2 following the Decision Tree Rules

What does Tier 3 look like?

Before	In Progress
Progress Monitoring data was not used to determine if student was responding to interventions	Progress Monitoring Data is looked at weekly to determine if students are responding to interventions
Students pulled out of core reading instruction to receive additional instruction	Supplemental instructional time is given in addition to the 90 minute core instruction
Interventions not always implemented with fidelity	Interventions are implemented on a consistent basis at a level that is specified by research and the program
Students not making gains were referred to special education	Students not making gains are given additional interventions, data is collected Interventions are monitored to make sure the correct interventions are being used



SUCCESS

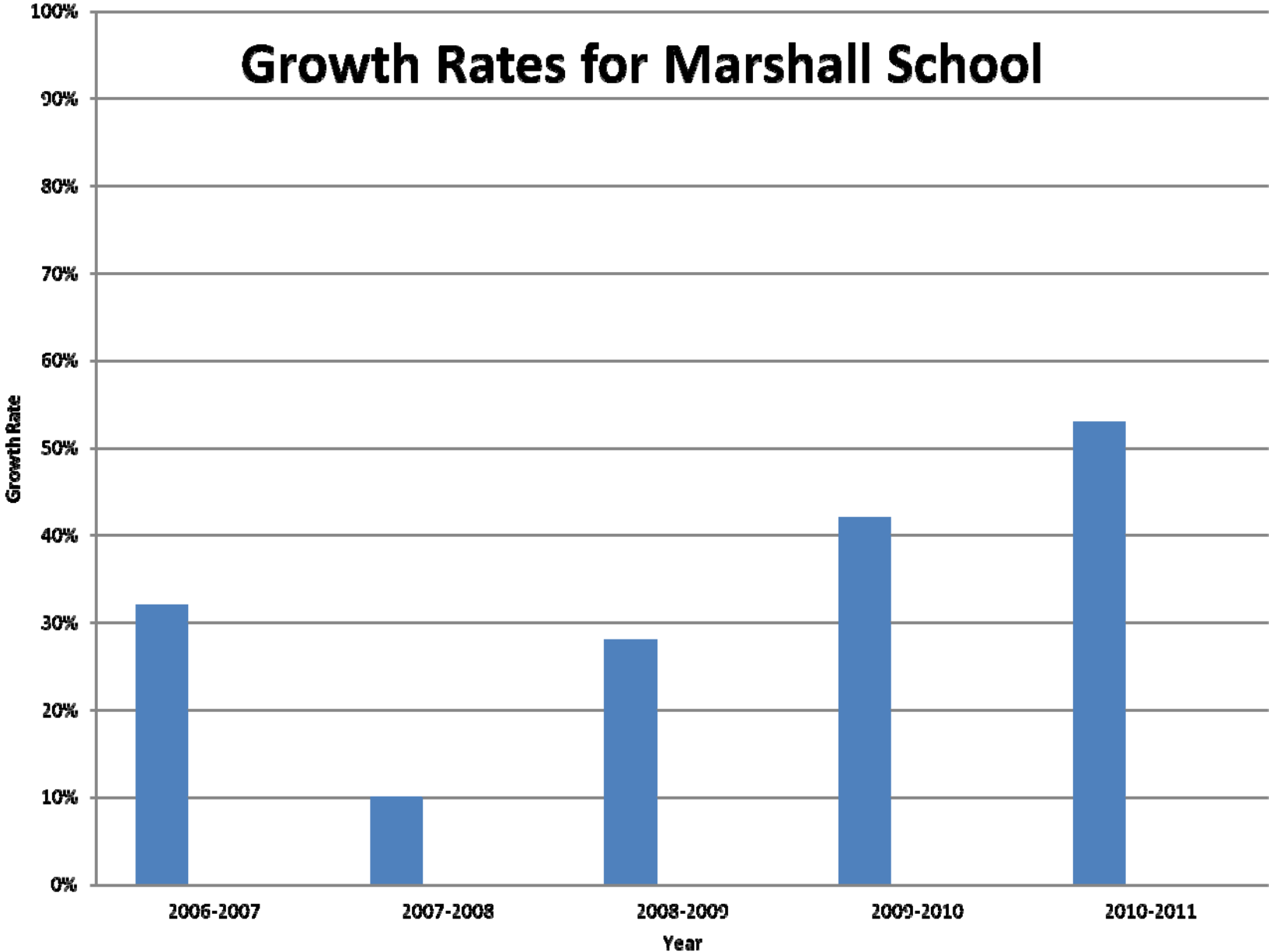
- **The building is starting to build capacity for an effective program**
- **Data meeting discussions are focused on student outcomes**
- **Schedules are starting to support interventions**
- **Teacher "buy-in"**
- **Relationships, Trust, and Ownership has increased**
- **Process of building community**
- **Reflecting on our instructional practices**
- **Improved results**

Our Roadblocks - Challenges

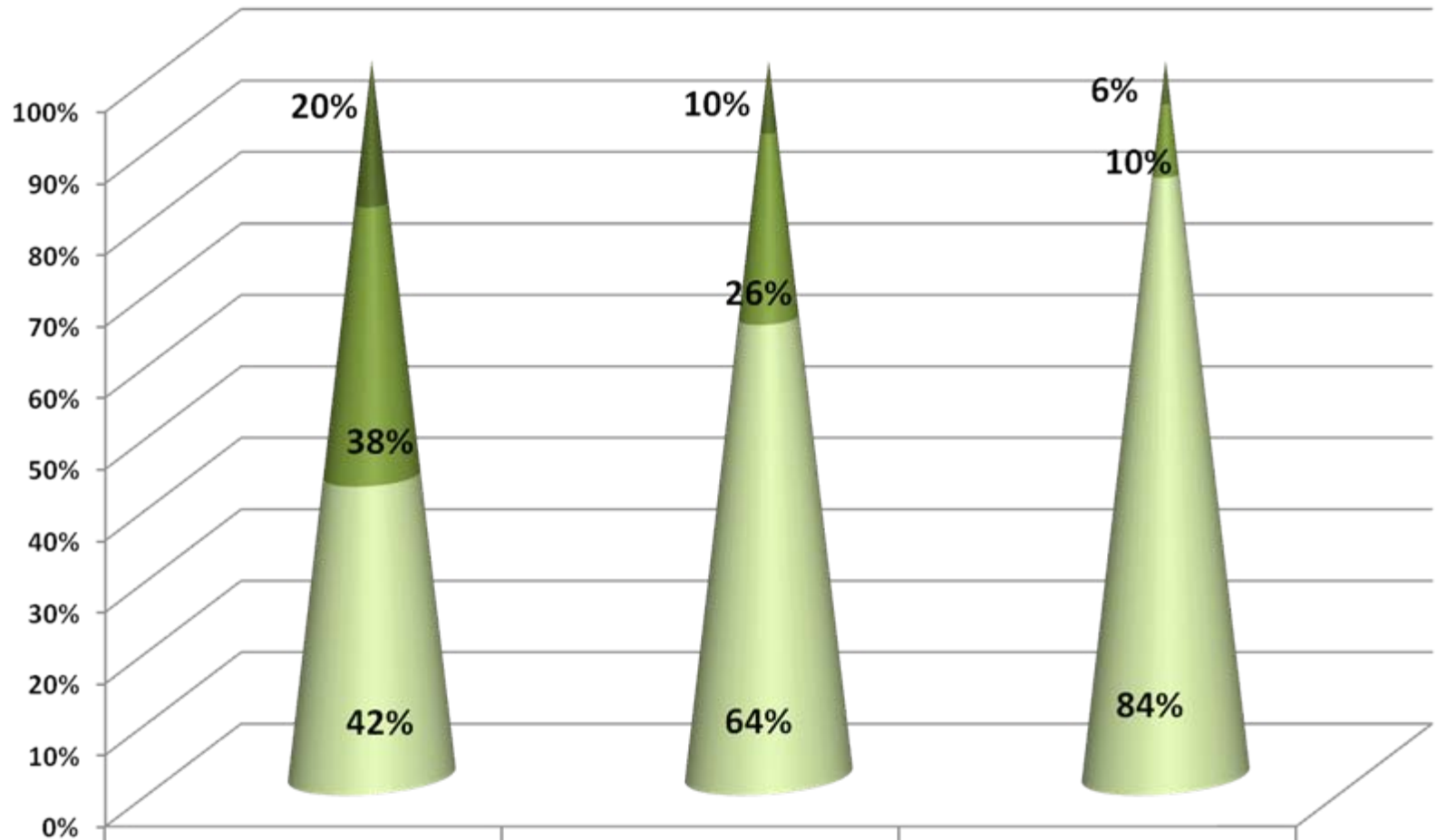


- **Limited resources**
(including personnel, finances, other)
- **Schedules**
- **Morale**
- **Disconnect between building/district**

Growth Rates for Marshall School

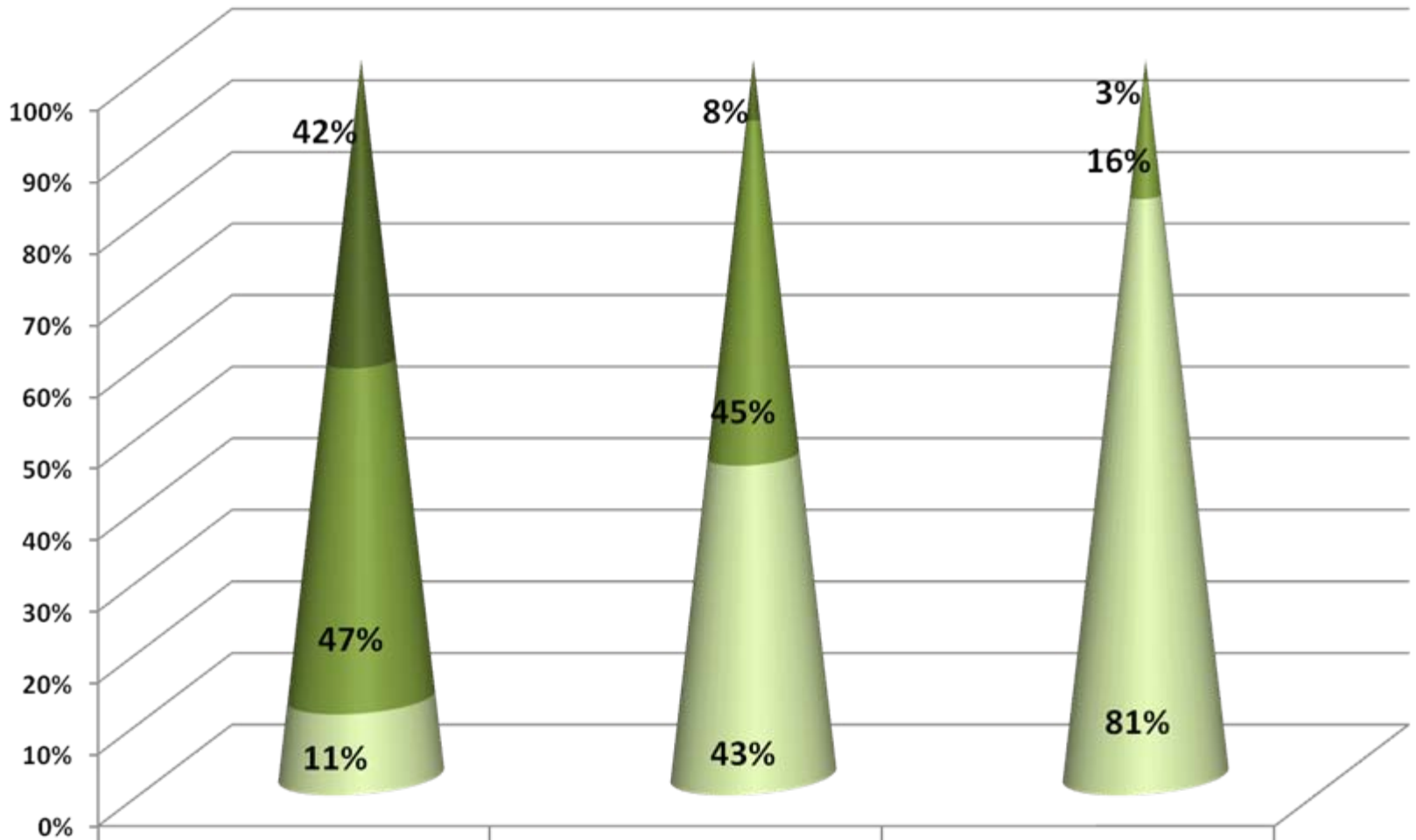


GEN. ED. RISK STATUS – KINDERGARTEN



	Fall 2010	Winter 2010	Spring 2010
■ At-Risk	20%	10%	6%
■ Some Risk	38%	26%	10%
■ Low Risk	42%	64%	84%

ELL RISK STATUS – KINDERGARTEN



	Fall 2010	Winter 2010	Spring 2010
■ At-Risk	42%	8%	3%
■ Some Risk	47%	45%	16%
■ Low Risk	11%	43%	81%