

An Innovative Way of Identifying and Supporting All Students

An RtI Model at the Middle School Level

PTSA Meeting

March 2, 2011

Alan Shawn Feinstein Middle School

Coventry, Rhode Island

Agenda

- I. RtI Defined
- II. Continuum of Support for All Students
- III. Embedded RtI Block
- IV. Redesigned CPT Meetings
- V. RtI Process – Forms & Protocols
- VI. Questions

Rhode Island Criteria and Guidance for Identification of Specific Learning Disabilities

*RTI involves a shared responsibility
between general education and
special education.*



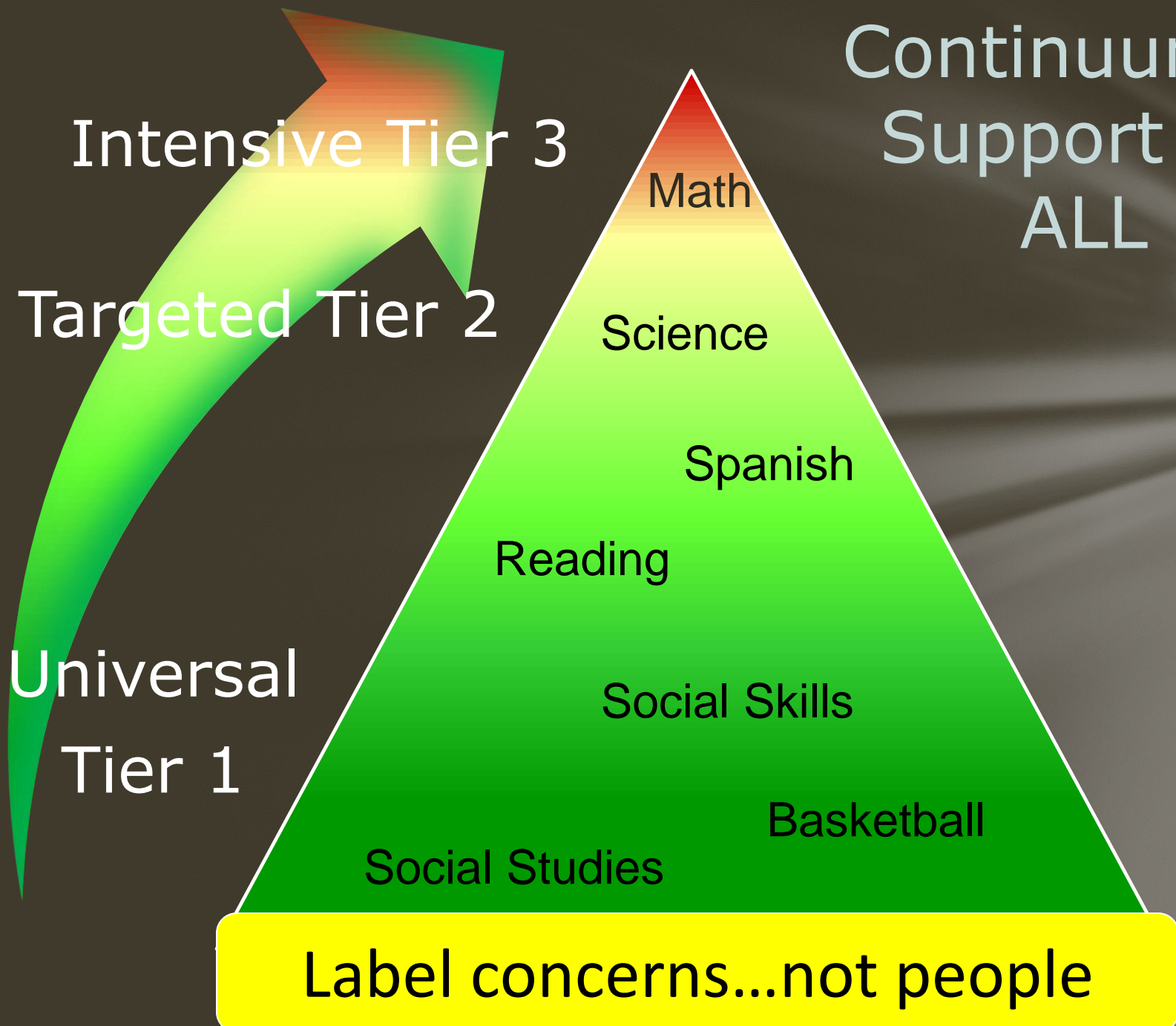
What is at the heart of RTI?

PURPOSE:

- provide all students with the best opportunities to succeed
- identify students with learning or behavioral problems
- ensure students receive appropriate instruction and supports

GOALS:

- integrate all the resources to minimize risk for the long-term negative consequences associated with poor learning or behavioral outcomes
- strengthen the process of appropriate disability identification



Continuum of Support for ALL

Intensive Tier 3

Math

Targeted Tier 2

Science

Spanish

Reading

Universal Tier 1

Social Skills

Basketball

Social Studies

Label concerns...not people

Data Collection as a Foundation

Set student **outcomes**

Select **evidence based interventions**

Implement with **fidelity**

Monitor progress

RtI BLOCK EMBEDDED

Research supported our need for change

Redesigned master schedule

Opportunity exists for **ALL** students

Old schedule

Feinstein Middle School

Master Elective

	Day 1 Day 6	Day 2 Day 7	Day 3 Day 8	Day 4 Day 9	Day 5 Day 10
7:55					
		Advisory			
8:20					
8:50	A	F	E	D	C
9:20					
	B	A	F	E	D
10:20					
	C	B	A	F	E
11:20					
	6	6	6	6	6
11:50					
11:55	7	8	8	8	7
	D	C	B	A	F
12:25					
12:30					
	8	7	7	7	8
1:00					
	E	D	C	B	A
1:30					
	F	E	D	C	B
2:25					

Lunches

New schedule

Feinstein Middle School

2010-2011

Master Elective

	Day 1 Day 6	Day 2 Day 7	Day 3 Day 8	Day 4 Day 9	Day 5 Day 10
7:55	Advisory	RtI BLOCK	RtI BLOCK	RtI BLOCK	RtI BLOCK
8:20					
8:50	RtI BLOCK				
9:20	B	A	F	E	D
9:50					
	C	B	A	F	E
10:50					
	6 ↑	6 ↑	6 ↑	6 ↑	6 ↑
11:20					
11:25	7 D	8 C	8 B	8 A	7 F
11:55					
12:00	8 ↓	7 ↓	7 ↓	7 ↓	8 ↓
12:30					
	E	D	C	B	A
1:30					
	F	E	D	C	B
2:25					

Lunches

Some RtI Block Grouping Patterns

Academic

Enrichment
Peer tutoring
Revision
Quote sandwich
Grammar
Reflection
Math computation
Math problem solving
Science research

Learner Quality

Organization
Peer tutoring
Homework
Work completion
Revision
Reflection
Study habits

What can we do to address our failing students?

IDENTIFYING INDIVIDUAL STUDENT NEED

Student Name	ELA	MATH	SCI	SS	Academic (A) or LQ Concern	Academic(s) or Specific Learner Quality Concern	Rtl – Block Assignment
John	X	X	X	X	A	Skill Deficit	KS (Support)
Jane	X	X	X	X	L	Work Completion	LM (Work)
Gina	X	X	X		L	Work Completion	LM (Work)
Nicole	X	X	X		A	Skill Deficit	LT (Math)
Mike	X	X			L	Work Completion	CM (ELA)
Danny	X	X			A	Skill Deficit	KS (Support)
Greg	X		X	X	A	Skill Deficit	KS (Support)
Alex		x	X	X	A	Skill Deficit / Test & Quizzes	KS (Support)
Sandy		X	X	X	A	Skill Deficit	CM (ELA)
Debra		X		X	L	Homework	CM (ELA)
Andrea		X			L	Organization	LM (Work)
Bill						Enrichment	EC (Enrichment)

Redesigned CPT to Embed RtI Process

Structure:

Thurs/Fri RtI CPT

Facilitators & Guidance – Administrators

Master CPT Schedule

Process:

Roles & Responsibilities

Reviewing & reprioritizing students

CPT Team Schedule - Thursday/Friday
Supporting Struggling Students CPT

Time	Day 4 Thursday		Day 5 Friday	
8:20-8:50	8A Pegasus	Smith/LeBrun	6C Polar Bears	Bernardi/Fram
8:50-9:50	7D Polaris	Palys/Dorchies	8B Scorpius	Vesey/LeBrun
9:50-10:50	8D Phoenix	Ricci/LeBrun	7C Sirius	Hitchener/Dorchies
10:50-12:30	6B Red Wolves	Clunan/Fram	8C Draco	Pietros/LeBrun
12:30-1:30	7B Omega	Chauvette/Dorchies	6A Sea Turtles	McCarthy/Fram
1:30-2:25	6D Squirrel Monkeys	Albrecht/Fram	7A Zodiac	Printer/Dorchies
Time	Day 9 Thursday		Day 10 Friday	
8:20-8:50	8B Scorpius	Vesey/LeBrun	6D Squirrel Monkeys	Albrecht/Fram
8:50-9:50	7C Sirius	Hitchener/Dorchies	8A Pegasus	Smith/LeBrun
9:50-10:50	8C Draco	Pietros/LeBrun	7D Polaris	Palys/Dorchies
10:50-12:30	6A Sea Turtles	McCarthy/Fram	8D Phoenix	Ricci/LeBrun
12:30-1:30	7A Zodiac	Printer/Dorchies	6B Red Wolves	Clunan/Fram
1:30-2:25	6C Polar Bears	Bernardi/Fram	7B Omega	Chauvette/Dorchies

Roles & Responsibilities

RtI Facilitators	RtIm Direct Interventionist	School Counselors	Administrators / Professional Development Coordinator
<p>Work closely with the assigned team to assist with creating intervention plans during the assigned RtI/CPT</p> <p>Attend after-school monthly grade-level meetings</p> <p>Research practices and other, alternative intervention strategies</p> <p>Be familiar with the PRIM and be able to offer the team a variety of possible interventions and strategies</p> <p>Be able to facilitate structured conversation and be able to summarize and synthesize key points in the discussion to reach group consensus.</p> <p>Share responsibility for record keeping of targeted students and the interventions; entries may be electronic to facilitate and expedite team processing of intervention</p> <p>Be accessible to the team should the need arise</p> <p>Be involved in progress monitoring</p> <p>Deliver timely reports that indicate effectiveness of intervention strategies</p> <p>Undergo professional development to utilize RtIm Direct, a software program to assist in the collection of data to monitor progress</p>	<p>Support RtI Facilitators in utilizing the PRIM Manual</p> <p>Attend after-school monthly meetings as needed</p> <p>Review the Level 1 Referral/Intervention Plan and provides feedback to the RtI Facilitator</p> <p>Research practices and other, alternative intervention strategies</p> <p>Provide training and support on RtIm Direct</p> <p>Oversees data input and creates intervention reports for Facilitators</p> <p>Deliver timely RtIm Direct reports on effectiveness of intervention strategies</p> <p>Maintain the state log on all formal RtI referrals by reviewing the drive cases</p> <p>Determine a consistent time each week to meet with PDC</p>	<p>Attend every grade-level RtI/CPT team meeting</p> <p>Attend after-school monthly grade-level RtI meetings</p> <p>Work closely with the assigned teams and the RtI member to assist with creating intervention plans</p> <p>Responsible for completing the electronic Student History/Data Form</p> <p>Responsible for contacting parent/ mailing of RtI informational letter of identified students</p> <p>Share responsibility for record keeping of targeted students and the interventions; entries may be electronic to facilitate and expedite team processing of intervention</p> <p>Be accessible to the team should the need arise</p> <p>Be involved in progress monitoring</p> <p>Undergo professional development to utilize RtIm Direct, a software program to assist in the collection of data to monitor progress</p>	<p>Overall program support and oversight of the restructured RtI/CPT program</p> <p>Attend grade-level RtI/CPT team meetings</p> <p>Attend after-school monthly grade-level RtI meeting</p> <p>Participate in grade-level teams to assist in identifying students and with creating intervention plans</p> <p>Be accessible to teams</p> <p>Work closely with the RtI Coordinator to identify additional resources, training, and support for RtI teams</p> <p>Work to maintain the fidelity of the RtI/CPT program, including oversight of the digital storage of RtI data</p> <p>Develop system of review to assess the RtI program periodically assess the RtI Program</p>

**FEINSTEIN MIDDLE SCHOOL
SUPPORTING STRUGGLING STUDENTS PLAN**

RtI ACTIONS happening on Team

**RtI
PRE-LEVEL
Protocol**

Identify students (ongoing)

Prioritize students

Teams design and monitor pre-level interventions

***If there is no improvement/progress move to RtI Level 1 Protocol**

**RtI
LEVEL 1
Protocol**

Request student history

Problem solving process

***If there is no improvement/progress move to RtI Level 2 Protocol**

**RtI
LEVEL 2
Protocol**

Change intervention

What other data is needed?

QUESTIONS?

References and Web Resources

- "Pyramid Response to Intervention", Solution Tree
- "What every school leader needs to know about RtI", M. Searle
- "Enhancing RtI", D. Fisher and N. Frey
- www.coventryschools.net/RTI
- www.RTINetwork.org
- <http://www.rti4success.org/>
- <http://www.studentprogress.org/>
- <http://www.interventioncentral.org/>
- <http://easycbm.com/>
- www.nasponline.org
- www.pbis.org
- www.behaviordocor.org