

CELEBRATIONS

- We decided to hold BBT meetings differently. Melanie Rice and I meet with the SAS teachers on Wednesday Mornings to discuss their students and progress. We then met with the Counselors on Fridays to fill them in and get input. Jeff Belvel and Cassie Hanson were only called in to meet when we had a Tier 3 concern.
- We had 6 Tier 3 concerns this year. 3 were moved to an IEP; 1 qualified for an IEP, but refused services; and two are still a work in progress (1 of the two will be tested for a learning disability in Fall 2016).
- Created a recognition method for positive increases in academic and behavioral success.
- Feedback was more direct and efficient with smaller groupings specialized teams.
- There was constant once per week check in which meant more reflection on student progress or lack thereof with appropriate stakeholders.
- The model used was more of a "solution-focused" and "strengths-based" model.
- Accountability was higher among staff involved with frequent check-ins.
- The support varied in the way it "looked" and it was creative and innovative in different ways.
- Counselors do a great job supporting and intervening with Tier 3 behavioral support.

CHALLENGES

- We have struggled to collect the data we need in order to come to our Tier 3 meetings with the necessary information that Cassie and Jeff require.
- We have struggled with some behavioral issues in SAS that have resulted in students with academic needs being pulled to ensure learning for the rest of the group. These students are still struggling academically and behaviorally.
- Once a student is recommended for Tier 3, we have had a hard time getting the supports we need to collect further information and move forward into a solution.
- Teachers at the high school level want to help, but don't know how. There are questions about accommodation vs. interventions, fluency and comprehension, etc. (We are going to try to address some of this at the beginning of the year institute days. TLT has asked Cassie to present to GMS and GHS faculty.)
- Data collection..what do they want? Who will do it? How will it be done?
- Trial and Error is cumbersome and feels "slow".
- More Staff communication at Faculty meetings regarding RTI pieces and data.
- Data Points that need to be collected? What are they? What does everyone need?
- There needs to be a sturdier bridge between RTI Tier III Supports and Special Education referral process.
- There needs to be a pre-test/post-test of skills, behavioral screener that will lead to a Tier III Personal Development Class and/or Study Skills class giving these students the opportunity to learn different supports that will help them be successful freshman year and beyond.
- Evidenced based interventions for Tier III Supports, academic as well as behavioral.

WISH LIST

- We need training on data collection programs (AIMS Web) that we can use to benchmark and record necessary information.
- We need access to the program licenses and someone who is able to meet with students regularly to get enough information that we can use.
- We need a data person.
- We need reading interventions that are evidenced based.

RTI Successes and Challenges for GMS 2015-16

RTI Google Spreadsheet

Successes

- Documentation is provided of the students' deficit area(s), intervention(s), intervention results, parent contacts, adult mentor, tier status and next steps.
- Next year's teachers will be able to see this information to facilitate planning.

Challenges

- Access to teachers is limited at this time.
- Counselors' communication with the teachers to ensure up-to-date documentation is infrequent
- Intervention results documented on the sheet are general

Building Based Team (BBT)

Successes

- Meet monthly to evaluate RTI programs
- Identify students needing interventions
- Direct researched-based tiered supports to students in need

Challenges

- Time for the monthly meetings has been constrained with other meetings
- Not all agenda items are able to be discussed fully with limited meeting time

Academic Student Assistance Period (ASAP)

Successes

- RTI interventions take place 4 days a week for 24 minutes each day
- ELA and Math teachers conduct Learning Centers

Challenges

- Build RTI program around 5 student outcomes: (1) Executive Functioning Skills (2) Social Emotional Outcomes (3) Self Advocacy (4) Independent Learner (5) Reading/Math Proficiency
- Match adults with students' needs and adapt at least every four and half weeks, ASAP time increased to 5 days a week for 30 minutes each day

Strategies for Academic Success (SAS)

Successes

- Students met with high school counselors one-on-one to work on their 2016017 schedules and learned more about the high school
- A safe environment helped the students to discuss their barriers to becoming successful, positive problem solving and strengths they possessed.
- Ten Tier III 8th grade students received the following interventions: check and connect and executive functioning skills supports with the social worker
- Nine out of the ten students were able to maintain and/or improve their grades

Challenges

- Start at the beginning of the school year with student progress monitoring, communication with all stakeholders, and setting up of reward system
- Prioritize what students deserve and adapt their interventions (i.e. SAS vs. Reading Learning Centers)
- "Buy in" was difficult for some students with academic support

Millikin - RTI Report

Current Numbers as of May 10th 2016

Kindergarten-

6 Total Students in RTI. (5-Reading, 1-math, 0 both)

Reading- 2 boys and 4 girls. 4 tier II, 2 tier III

Math- 1 boy and 0 girls 1 tier II

1st Grade-

8 Total Students in RTI. (3-Reading, 0- math, 5 both)

Reading- 4 boys and 4 girls. 4 tier II, 4 tier III

Math- 2 boys and 3 girls. 5 tier III

2nd Grade-

7 Total Students in RTI. (7-Reading, 4-math, 0 both)

Reading- 3 boys and 4 girls. 5 tier II, 2 tier III

Math- 3 boys and 1 girl 0 tier II, 4 tier III

3rd Grade-

8 Total Students in RTI. (8-Reading, 0-math, 0 both)

Reading- 3 boys and 5 girls. 5 tier II, 3 tier III

Math- 0 boys and 0 girls 0 tier II, 0 tier III

4th Grade-

5 Total Students in RTI. (3-Reading, 5-math, 2 both)

Reading- 2 boys and 3 girls. 4 tier II, 1 tier III

Math- 4 boys and 3 girls 7 tier II, 0 tier III

5th Grade-

3 Total Students in RTI. (1-Reading, 2-math, 0 both)

Reading- 1 boy and 0 girls. 0 tier II, 1 tier III

Math- 2 Girls. 2 Tier II

Personnel Involved with RTI

Tier 2 Reading Instruction. (small group 3-5 students)

Classroom Teachers provide intervention

Built into classroom schedules

Tier 3 Reading Instruction. (one to one or two to one setting)

K-5- Jodi D'Hondt (full time all day one to one setting approx. 15-20 min per student)

Tier 2 Math Instruction (small group 3-5 students)

K-5- Classroom teachers

Built into classroom schedules.

Tier 3 Math Instruction (one to one or two to one setting)

K-5- Blake VanHyfte

Assessments Used for Progress Monitoring

Universal Screener K-5- CBM's – Journey's and GoMath

Reading 1st-5th- Fountas and Pinnell and Aimsweb

Math- K-5 – Aimsweb

Indicators of Success Achieved

<u>Reading</u> –	"1 Years Growth" Goal according to F&P test. Grade Level Attainment
1 st Grade-	75% reached their goal of 1 years growth. 50% of students reached grade level attainment 2 Students referred for Special Education
2 nd Grade	75% reached their goal of 1 years growth. 75% of students reached grade level attainment 0 Students referred for Special Education
3 rd Grade	100% reached their goal of 1 years growth. 67% reached grade level attainment. 1 Student referred for Special Education
4 th Grade	100% reached their goal of 1 years growth. 40% reached grade level attainment. 0 Students referred for Special Education
5 th Grade	100% reached their goal of 1 years growth. 100% reached grade level attainment. 0 Students referred for Special Education

90% of all students in Reading RTI met their goal of making "One Years Growth"

60% of all students in Reading RTI met grade level attainment by the end of the year.

Math- 30% of students have been dismissed out of RTI due to meeting their goal of 3 consecutive data points at the 40%ile on both Comp and Cap tests (The national norm is 25%ile).

We plan to use end of year RTI lists as our start up year list and will not add any additional students to RTI until midway through the 1st QTR based on additional Data. **This will help account for the "summer slump" some students go through.

Northside - RTI Report

Current Numbers as of May 16th

Kindergarten-

9 Total Students in RTI. (9 Both)

Reading- 7 tier II, 2 tier III

Math- 9 tier II

1st Grade-

11 Total Students in RTI. (9-Reading, 0- math, 2 both)

Reading- 1 tier II, 10 tier III

Math- 2 tier II

2nd Grade-

6 Total Students in RTI. (6-Reading)

Reading- 3 tier II, 3 tier III

3rd Grade-

2 Total Students in RTI. (2-Reading, 0-math, 0 both)

Reading- 2 tier II, 0 tier III

4th Grade-

3 Total Students in RTI. (3-Reading, 0-math, 0 both)

Reading- 3 tier II, 0 tier III

5th Grade-

4 Total Students in RTI. (2-Reading, 1-math, 1 both)

Reading- 3 tier II, 0 tier III

Math- 2 Tier II

Personnel Involved with RTI

Tier 2 Reading Instruction. (small group 3-5 students)

Classroom Teachers provide intervention

Built into classroom schedules

Tier 3 Reading Instruction. (one to one or two to one setting)

K-3- Paula Vermost (full time all day one to one setting approx. 15-20 min per student)

Tier 2 Math Instruction (small group 3-5 students)

K-5- Classroom teachers

Built into classroom schedules.

Tier 3 Math Instruction (one to one or two to one setting)

K-5- Kelly Williams

Assessments Used for Progress Monitoring

Universal Screener K-5- CBM's – Journey's and GoMath

Reading 1st-5th- Fountas and Pinnell and Aimsweb

Math- K-5 – Aimsweb

Indicators of Success Achieved So Far

<u>Reading</u> –	"1 Years Growth" Goal according to F&P test. Grade Level Attainment
1 st Grade-	81% reached their goal of 1 years' growth. 27% of students reached grade level attainment 1 Student referred for Special Education
2 nd Grade	50% reached their goal of 1 years growth. 83% of students reached grade level attainment 0 Students referred for Special Education
3 rd Grade	0% reached their goal of 1 years growth. 0% reached grade level attainment. 0 Student referred for Special Education
4 th Grade	100% reached their goal of 1 years growth. 100% reached grade level attainment. 0 Students referred for Special Education
5 th Grade	100% reached their goal of 1 years growth. 100% reached grade level attainment. 0 Students referred for Special Education

78% of all students in Reading RTI met their goal of making "One Years Growth"

62% of all students in Reading RTI met grade level attainment by the end of the year.

****We plan to use end of year RTI lists as our start up year list and will not add any additional students to RTI until midway through the 1st QTR based on additional Data. **This will help account for the "summer slump" some students go through**.**

Southwest - RTI Report

Current Numbers as of May 10th

Kindergarten-

4 Total Students in RTI. (0-Reading, 0-math, 4 both)

Reading- 1 boys and 3 girls. 1 tier II, 3 tier III

Math- 1 boy and 3 girls 4 tier II

1st Grade-

6 Total Students in RTI. (2-Reading, 3- math, 1 both)

Reading- 2 boys and 1 girl. 3 tier II, 0 tier III

Math- 1 boys and 3 girls. 2 tier III, 2 tier III

2nd Grade-

10 Total Students in RTI. (6-Reading, 0-math, 4 both)

Reading- 1 boys and 9 girls. 5 tier II, 5 tier III

Math- 0 boys and 4 girl 0 tier II, 4 tier III

3rd Grade-

4 Total Students in RTI. (3-Reading, 1-math, 0 both)

Reading- 2 boys and 1 girl. 3 tier II, 0 tier III

Math- 0 boys and 1 girl. 1 tier II, 0 tier III

4th Grade-

6 Total Students in RTI. (1-Reading, 5-math, 0 both)

Reading- 1 boy and 0 girls. 0 tier II, 1 tier III

Math- 2 boys and 4 girls 2 tier II, 4 tier III

5th Grade-

3 Total Students in RTI. (3-Reading, 0-math, 0 both)

Reading- 3 boys and 0 girls. 3 tier II, 0 tier III

Math- 0 students

Personnel Involved with RTI

Tier 2 Reading Instruction. (small group 3-5 students)

Classroom Teachers provide intervention

Built into classroom schedules

Tier 3 Reading Instruction. (one to one or small group setting)

K-5- Sue Berry (full time all day one to one setting approx. 15-20 min per student)

Tier 2 Math Instruction (small group 3-5 students)

K-5- Classroom teachers

Built into classroom schedules.

Tier 3 Math Instruction (one to one or two to one setting)

K-1- Sara Wirth

2-5- Pam Lowe

Assessments Used for Progress Monitoring

Universal Screener K-5- CBM's – Journey's and GoMath

Reading 1st-5th- Fountas and Pinnell and Aimsweb

Math- K-5 – Aimsweb

Indicators of Success Achieved So Far

Reading – “1 Years Growth” Goal according to F&P test.
Grade Level Attainment

1st Grade- 83% reached their goal of 1 years growth.
50% of students reached grade level attainment
0 Students referred for Special Education
1 Student Retained

2nd Grade 23% reached their goal of 1 years growth.
8% of students reached grade level attainment
3 Students referred for Special Education
1 Student moved from the district

3rd Grade 100% reached their goal of 1 years growth.
50% reached grade level attainment.
0 Student referred for Special Education

4th Grade 75% reached their goal of 1 years growth.
75% reached grade level attainment.
0 Students referred for Special Education

5th Grade 100% reached their goal of 1 years growth.
100% reached grade level attainment.
0 Students referred for Special Education

66% of all students in Reading RTI met their goal of making “One Years Growth”

44% of all students in Reading RTI met grade level attainment by the end of the year.

Math- 33% of students have been dismissed out of RTI due to meeting their goal of 3 consecutive data points at the 40%ile on both Comp and Cap tests (The national norm is 25%ile).

****We plan to use end of year RTI lists as our start up year list and will not add any additional students to RTI until midway through the 1st QTR based on additional Data. **This will help account for the “summer slump” some students go through**.**