Lee Pesky Learning Center

Improving the lives of people with learning disabilities

RtI in Middle School Series Agenda

- Examining RtI: Components at Middle School

- Assessment Considerations

- Scheduling Considerations in Middle School

- What does Tier 2 look like?

- How do we know if RtI works?

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RtI Purpose at Middle School

- Prevention
  - At-risk for dropping out
  - Late-emergent learning disabilities
  - English Language Learners
- Intervention
  - Ongoing support for struggling learners
  - Temporary support for skill mastery

Resources that Informed today's Presentation

- http://www.rti4success.org/resources/publications

- Johnson, Smith & Harris (2010). How RTI Works in Secondary Schools

- http://www.rtinetwork.org/checklists

- http://www.nysrti.org/page/middle-school/

Scheduling Considerations*

- RtI Leadership Team Meetings
- Assessment schedule
- Needs of students
- Restructuring class schedule
- Frequency and length of classes
- Who provides intervention?

*NCRTI (July 2011)

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RtI Leadership Team

- Purpose is to manage implementation of the RtI process

- Considerations –

  - Summer meeting time to prep for school year

  - Weekly meetings

  - Representation

  - Standing Agenda (example)

RtI Leadership Team

- Guiding Questions* (Does this work?)
  - Does everyone attend all meetings
  - Is meeting time used as designed
  - What major accomplishments result from the meetings?
  - Are the 'right' positions represented on the team?

*NCRTI (2011) RtI Scheduling Processes for Middle Schools

Assessment Schedule

- Screening –
  - Three dates per year scheduled in advance
  - Allow time for diagnostic assessments

- Progress monitoring – put on the calendar
  - Tier One – Common Assessments/EOC exams
  - Tier Two – Progress Monitoring (weekly/bi-weekly)
  - Tier Three – Progress Monitoring (weekly)

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Assessment Schedule

- Data Analysis –

  - Screening data review time – put on the calendar

    - Is that an RtI leadership function? If so, longer meeting time after screening data collected may be needed

    - Determine intervention needs based on screening and diagnostic results

  - Progress Monitoring Data Review – put on the calendar!

    - Intervention providers and one member (minimum) from RtI leadership team

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Assessment Schedule

- Sample Assessment Meeting Agenda
  - When reviewing Screening Data
    - Someone brings aggregated results to the meeting
    - Number of kids meeting benchmark (by grade, by content)
    - Number of kids not meeting (slightly discrepant)
    - Number of kids not meeting (large discrepancy)
    - Number of students needing further diagnostics – and develop the plan

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Assessment Schedule

- ## Sample Assessment Meeting Agenda
  - ### When reviewing Diagnostic Results
    - Someone brings aggregated results to the meeting
    - Construct should be broken down into components – e.g. reading comprehension, fluency, decoding
    - Number of kids per component
    - Goal is to prioritize and inform intervention planning

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Assessment Schedule

- Sample Assessment Meeting Agenda
  - When reviewing Progress Monitoring (Tier 2) Results
    - Someone brings aggregated results to the meeting
    - Number of kids meeting goals
    - Number of kids ready to exit Tier 2 (and develop plan for support)
    - Number of kids needing instructional change (and ensure these are discussed with plan for implementation)

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Assessment Schedule

- Sample script for facilitating assessment meetings

http://www.rtinetwork.org/essential/assessment/data-based/teamprocess

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Determine Student Needs

- Prioritize your data to inform intervention planning – for example:
  - Is reading a concern? If so, what areas of reading need support? What is the severity of need?
  - What supports will be needed? Push-in, pull-out?
  - How many sections of an intervention will be needed?

Determine Student Needs

- Prioritize your data to inform intervention planning – for example:
  - Maintaining appropriate teacher:student ratio
  - Is there a need for multiple intervention types across grade levels (e.g. reading, writing, math)

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Restructuring the Class Schedule

- Finding time within different scheduling options to provide intervention
  - 'skinny' periods – trim minutes from each existing block period to create intervention time
  - Zero hour intervention
  - After school supports
  - Intervention as elective
  - Push-in models for reteaching skills
  - Four day standard week with Friday for collaboration

Restructuring the Class Schedule

- Essential Skills

- Exploratory Periods

- Before/After School

6th	7th	8th
A/G · 60 CORE 1 8:45-9:45	50 Exploratory 1 8:45 - 9:35	60 CORE 1 8:45-9:45
55 CORE 2 9:50-10:45	A · 60 CORE 1 9:40-10:40	45 Exploratory 1 9:50-10:35
LUNCH 10:45-11:15	55 CORE 2 10:45-11:40	G · 60 CORE 2 10:40-11:40
45 Exploratory 1 11:20-12:05	LUNCH 11:40-12:10	55 CORE 3 11:45-12:40
45 Exploratory 2 12:10-12:55	Essential Skills AVID · 40 12:15-12:55	LUNCH 12:40-1:10
50 CORE 3 1:00-1:50	45 Exploratory 2 1:00-1:45	Essential Skills AVID · 40 1:15-1:55
55 CORE 4 1:55-2:50	55 CORE 3 1:50- 2:45	45 Exploratory 2 2:00-2:45
50 Essential Skills 2:55-3:45	55 CORE 4 2:50-3:45	55 CORE 4 2:50-3:45

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Restructuring the Class Schedule

90/90 Block

Period	Time	Minutes	Course
1	7:30-8:25	55	English
2	8:30-8:50/ 8:50-9:25	20/35	English/Literacy Intervention*
3	9:30-10:25	55	Literacy Intervention*
4	10:30-11:25	55	Science
5	11:25-11:55	30	Lunch A
	12:00-12:55	55	Physical Education/Elective
5	11:30-12:25	55	Elective
	12:25-12:55	30	Lunch B
6	1:00-1:55	55	Social Studies

*Students not enrolled in Literacy Intervention take two periods of electives and one period of English.

Restructuring the Class Schedule

Zero Hour

Period	Time	Minutes	Course
0	7:25-8:00	35	Literacy Intervention*
1	8:00-8:55	55	Literacy Intervention*
2	9:00-9:55	55	Math
3	10:00-10:55	55	Social Studies
	11:00-11:30	30	Lunch
4	11:35-12:30	55	English
5	12:35-1:30	55	Science
6	1:35-2:30	55	Physical Education/Elective

*Students not enrolled in Literacy Intervention tak an elective for first period

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Restructuring the Class Schedule

4 X 4 Block

Period	Time	Minutes	Semester 1 Course	Semester 2 Course
1	7:30-9:00	90	English	Math
2	9:05-10:35	90	Literacy Inter*	Literacy Inter*
3	10:40-12:10	90	Science	Elective
Lunch	12:15-12:45	30		
4	12:50-2:20	90	Physical Education/ Elective	Social Studies

* Students not enrolled in Literacy Intervention take another elective course for one block.

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Frequency and Duration

- Should be determined by goals of the intervention and severity of need

- If you are remediating foundational skill gaps, you may be better off doing more frequent, shorter interventions

- If you are concentrating on learning and applying strategies, a combination of pull-out and push-in strategies might apply

- How fluid will your system be?

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Who will provide intervention?

- Best practice – pair your best teacher with your hardest to teach students

- Reading intervention – while you may not have a reading specialist, someone knowledgeable of reading instruction is important

- Same goes for math! And writing!

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Intervention Schedule

	1st Period	2nd Period	3rd Period	4th Period	5th Period		6th Period	7th Period
8th Grade Math Interventionist	PLAN	Math Tutorial 8	Co-teach	Co-Teach	Math Tutorial 8	LUNCH	PLAN	Math Tutorial 8
Literacy Coach	PLAN	Literacy Tutorial 8	DATA/Co-teach	DATA/Co-teach	Literacy Tutorial 8	LUNCH	PLAN	Literacy Tutorial 8
7th Grade Math Interventionist	Math Tutorial 7	Co-Teach	PLAN	Math Tutorial 7	PLAN	LUNCH	Co-Teach	Math Tutorial 7
7th Grade Reading Interventionist	Literacy Tutorial 7	Co-Teach	PLAN	Literacy Tutorial 7	PLAN	LUNCH	Co-Teach	Literacy Tutorial 7
6th Grade Math Interventionist	Co-Teach	PLAN	Math Tutorial 6	PLAN	Co-Teach	LUNCH	Math Tutorial 6	Math Tutorial 6
6th Grade Reading Interventionist	Co-Teach	PLAN	Literacy Tutorial-6	PLAN	Co-Teach	LUNCH	Literacy Tutorial 6	Literacy Tutorial 6

For Next Time

- What questions/concerns do you have regarding intervention so that we can be sure to address those on October 29?

Thank You!

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