



Building an Intervention Model

School Schedules

*Schedules should be based on what is best for academics
not what is best for specialists or lunch*

- Academic Blocks:
 - Literacy (uninterrupted 90 min in grades K-2)
 - Math
 - Writing
 - Science/Social Studies



Building an Intervention Model

School Schedules cont.....

Intervention Blocks

- Literacy intervention 45 minute blocks
- Math

Creating Schedules:

- Begin with 1st grade and work up
- Grades 3-5 needs at least 30-45 minutes for literacy block before intervention block
- 1st grade intervention works well in the afternoon
- K-shorter intervention block (20-30 min)

Sample Schedule

		8:40 AM	8:50 AM	9:00 AM	9:10 AM	9:20 AM	9:30 AM	9:40 AM	9:50 AM	10:00 AM	10:10 AM	10:20 AM	10:30 AM	10:40 AM	10:50 AM	11:00 AM	11:10 AM	11:20 AM	11:30 AM	11:40 AM	11:50 AM	12:00 PM	12:10 PM	12:20 PM	12:30 PM	12:40 PM	12:50 PM	1:00 PM	1:10 PM	1:20 PM	1:30 PM	1:40 PM	1:50 PM	2:00 PM	2:10 PM	2:20 PM	2:30 PM	2:40 PM			
	K													Lunch																											
	Grade 1	M	Lit Block					Grammar			Int				Specials			Math			Lunch			Sci/SS			Dis-														
	Grade 2	M	Math				Specials			Lit Block				Int				Lunch		Grammar			Sci/SS		Dis-																
	Grade 3	M	Lit Block				Grammar				Math					Lunch		Specials			Int			Sci/SS		D															
	Grade 4	M	Specials		Math						Lunch*		Sci/SS			Lit Block			Grammar 3 PO		Int			D																	
	Grade 5	M	Int			Lit Block				Grammar 2			Lunch**		Math			Sci/SS			Specials		D																		



Building an Intervention Model

Intervention Schedules

- Identify total number of interventionists available at each grade level to deliver intervention
- Identify total number of students requiring intervention at each grade level
- Organize on interventions schedule



Building an Intervention Model

- Special Education:
 - Organize special education IEP requirements for each student on a grid
 - Create special education/intervention teacher schedules based on IEP requirements and intervention schedule



Building an Intervention Model

Grade Level Team Meetings

- Who: regular education teachers, interventionists that support that grade level, administration
- When: 1-2 x per month

Purpose:

- Improve Tier 1 implementation
- Improve alignment between Tier 1 and Tier 2 instruction
- Communication between grade level and literacy team



Building an Intervention Model

Data Meetings (grade level)

- Who: regular education teachers, interventionists that support that grade level, administration
- When: Every 10 Weeks (follow intervention schedule)

Purpose:

- Review progress monitoring data
- Make adjustments to intervention groups based on data



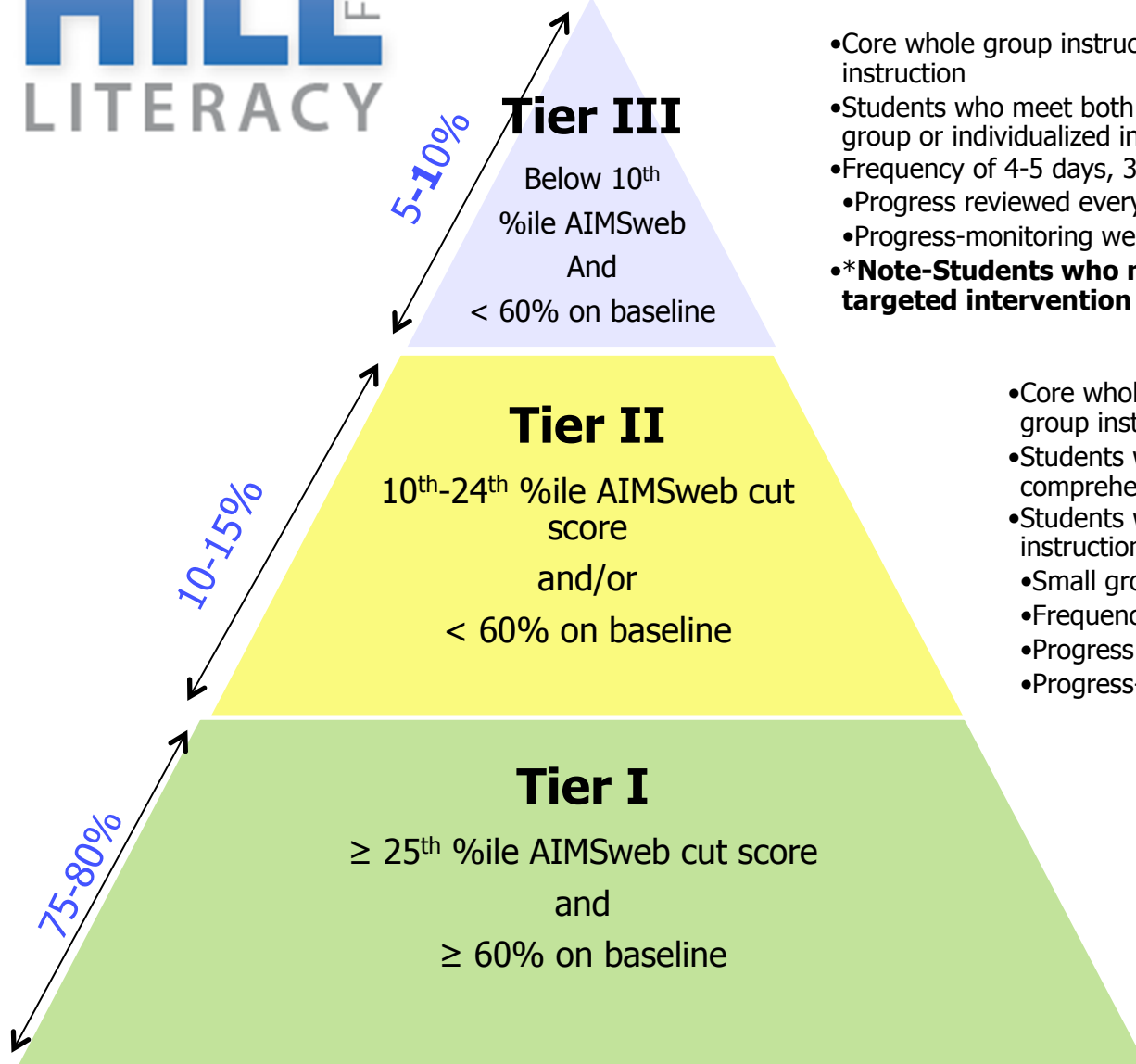
Cumberland, RI Elements of RtI

- New core reading program K-5 (Reading Street)-2nd year of implementation
- Benchmark Screening and Progress Monitoring—data meetings every 6 wks
- Implementation meetings with coaches
- Coaches meetings with principals 1x mo
- “Double-dose” for all tier 2 & 3 students
- Intervention blocks across grades
- Interventions semi-targeted

New this year:

- Tiered services streamlined to match RTI framework and combine benchmarking and core program data
- Interventions targeted and comprehensive-pinpointed needs
- Common differentiated centers in all grades

Cumberland's Three-Tier Literacy Plan



- Core whole group instruction & differentiated small-group instruction
- Students who meet both criteria will receive comprehensive small-group or individualized intervention
- Frequency of 4-5 days, 30-40 minutes
 - Progress reviewed every 6-8 weeks
 - Progress-monitoring weekly, minimum of one probes
- *Note-Students who meet 1 criteria will receive Tier II targeted intervention based on area of need**

- Core whole group instruction & differentiated small-group instruction
- Students who meet both criteria receive comprehensive small-group intervention
- Students who meet 1 criteria will receive targeted instruction based on area of need
 - Small group instruction with interventionist
 - Frequency of 2-3 days
 - Progress reviewed every 6-8 weeks
 - Progress-monitoring weekly, minimum of one probe

- Core whole group instruction
- Differentiated small-group instruction
- Differentiated practice stations
- Students between 25th and 45th percentile 25th-35th percentile for early literacy) will be placed on a "**Tier I Monitor**"
 - Progress-monitoring weekly with 1 probe, or bi-weekly with a median of three probes

Exit criteria from Tier III to Tier II

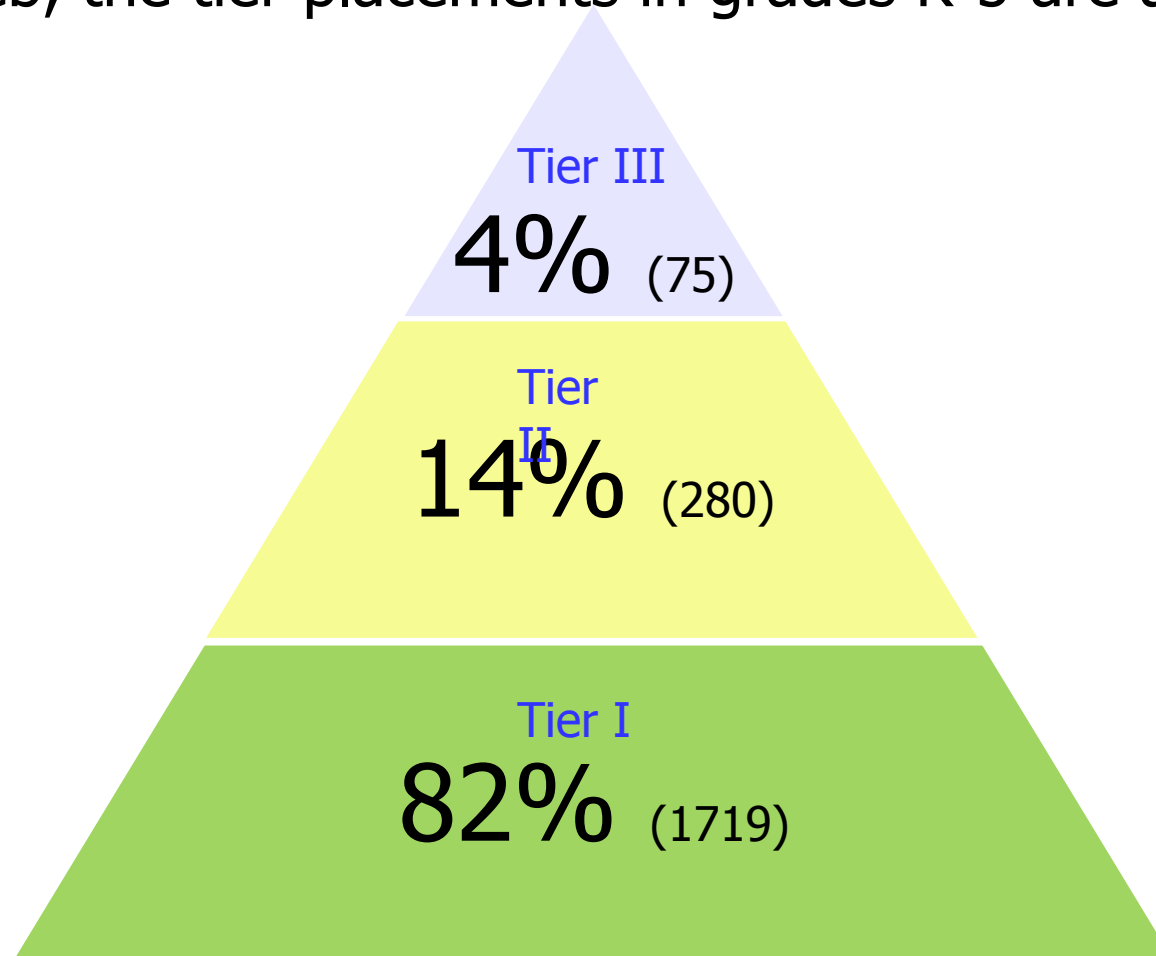
Meeting benchmark with ambitious growth or meets unit re-grouping criteria of 60% or greater (also consider other assessments)

Exit criteria from Tier II or Tier III to Tier I

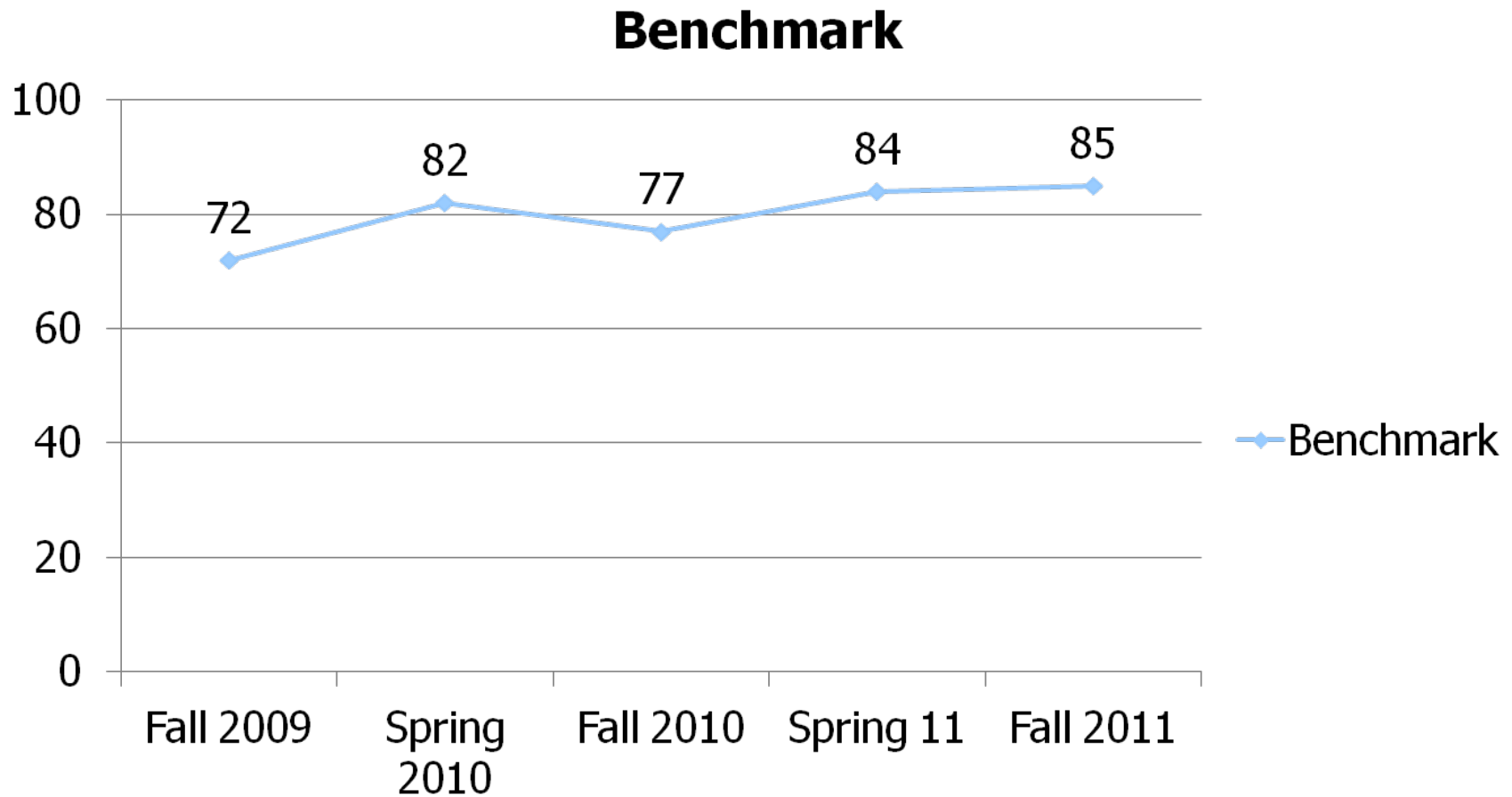
Meeting benchmark with ambitious growth and meets unit re-grouping criteria of 60% or greater (also consider other assessments)

Three Tier Placement

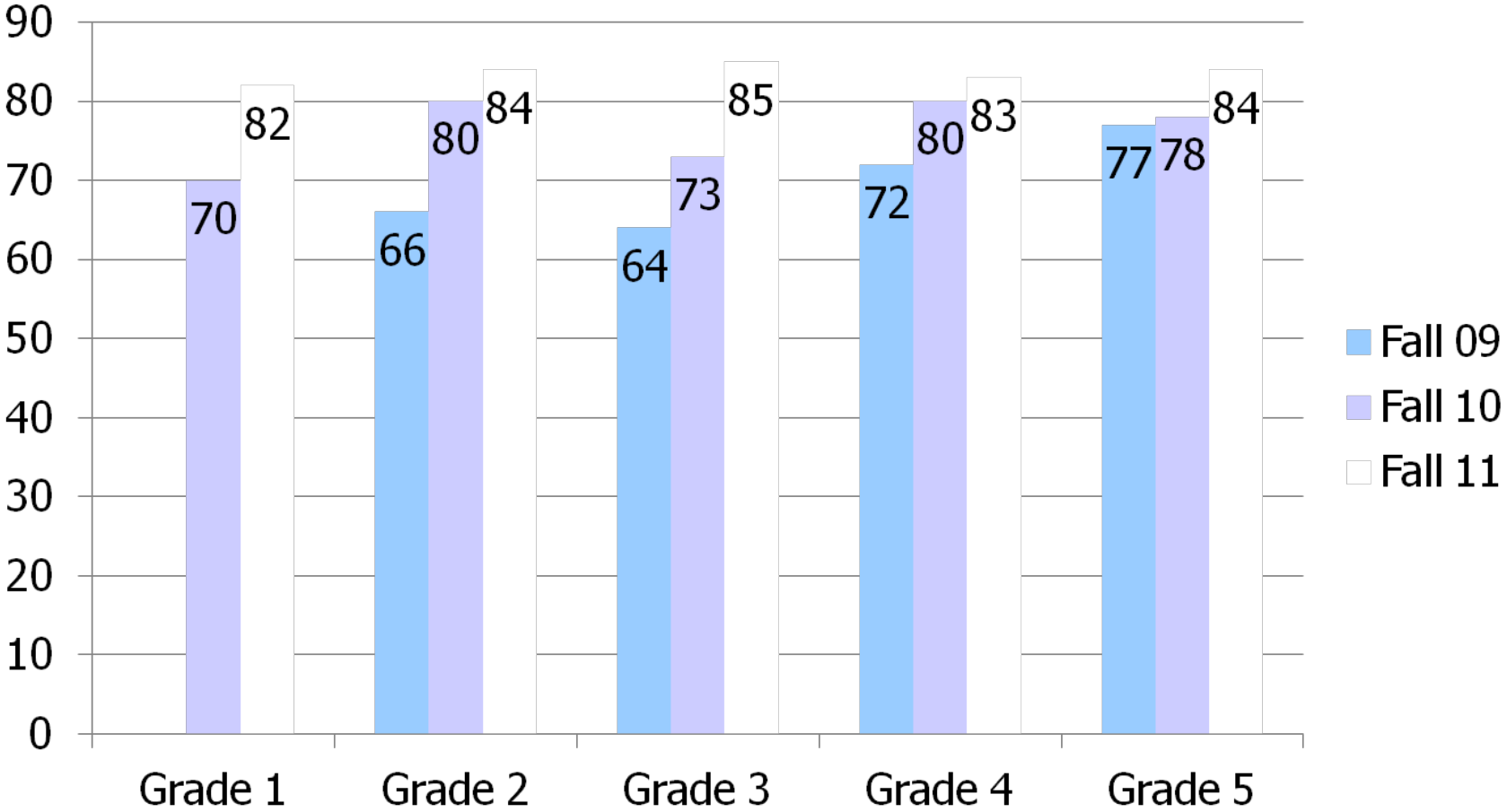
After combining data from the Reading Street Baseline and AIMSweb, the tier placements in grades K-5 are as follows:



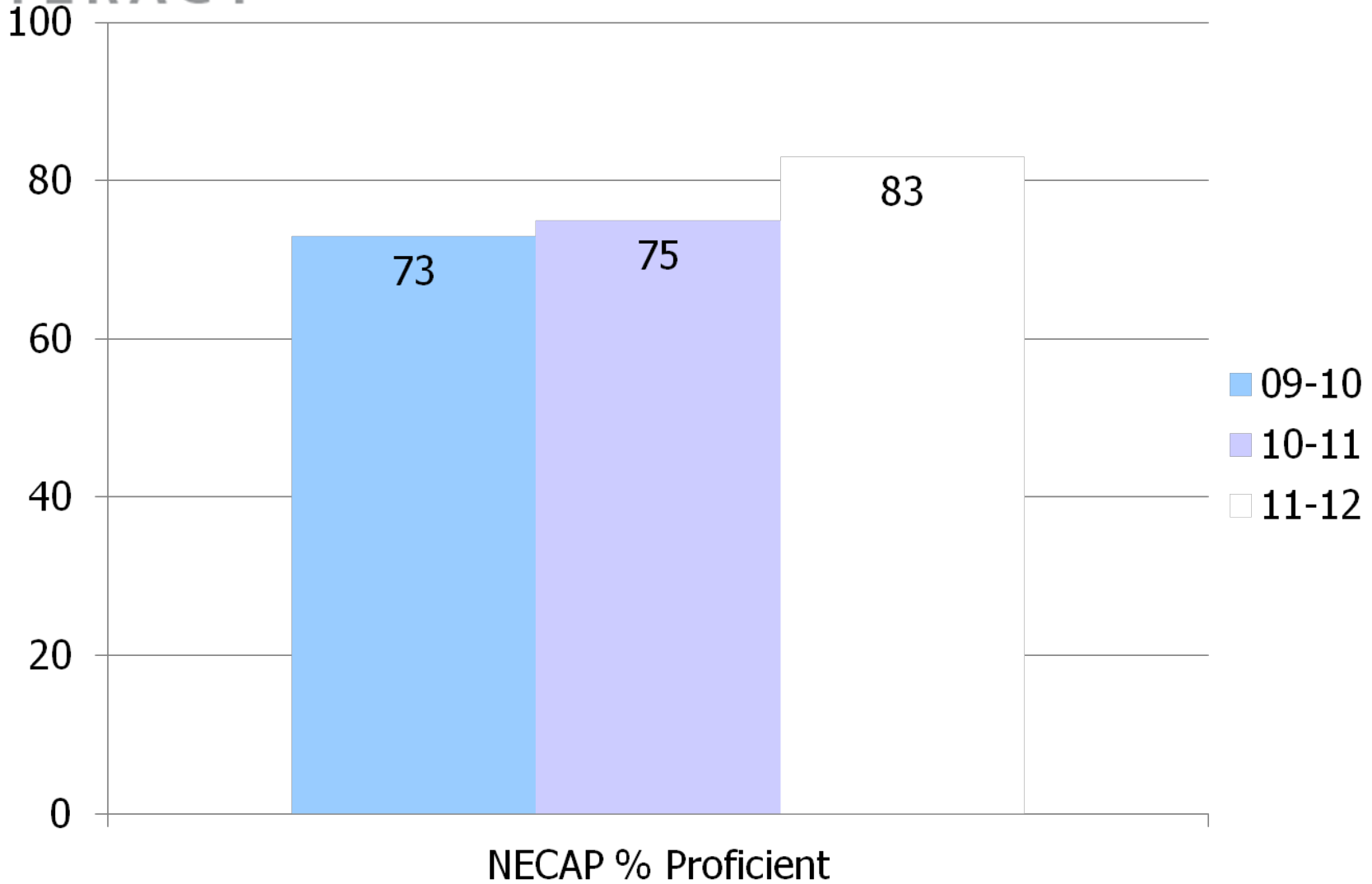
Cumberland, RI District Data Percent of Students at Benchmark



District Cohort Data Fall '09-Fall '11

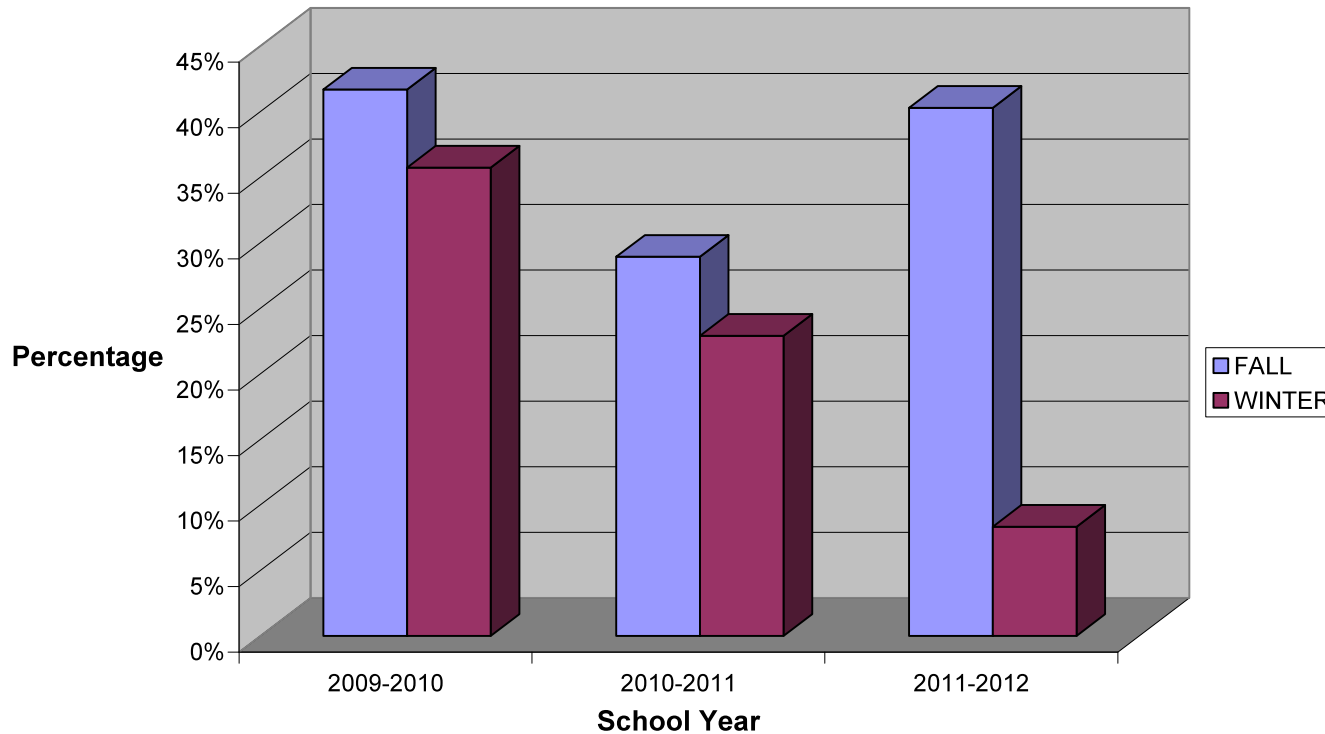


Elementary NECAP Data

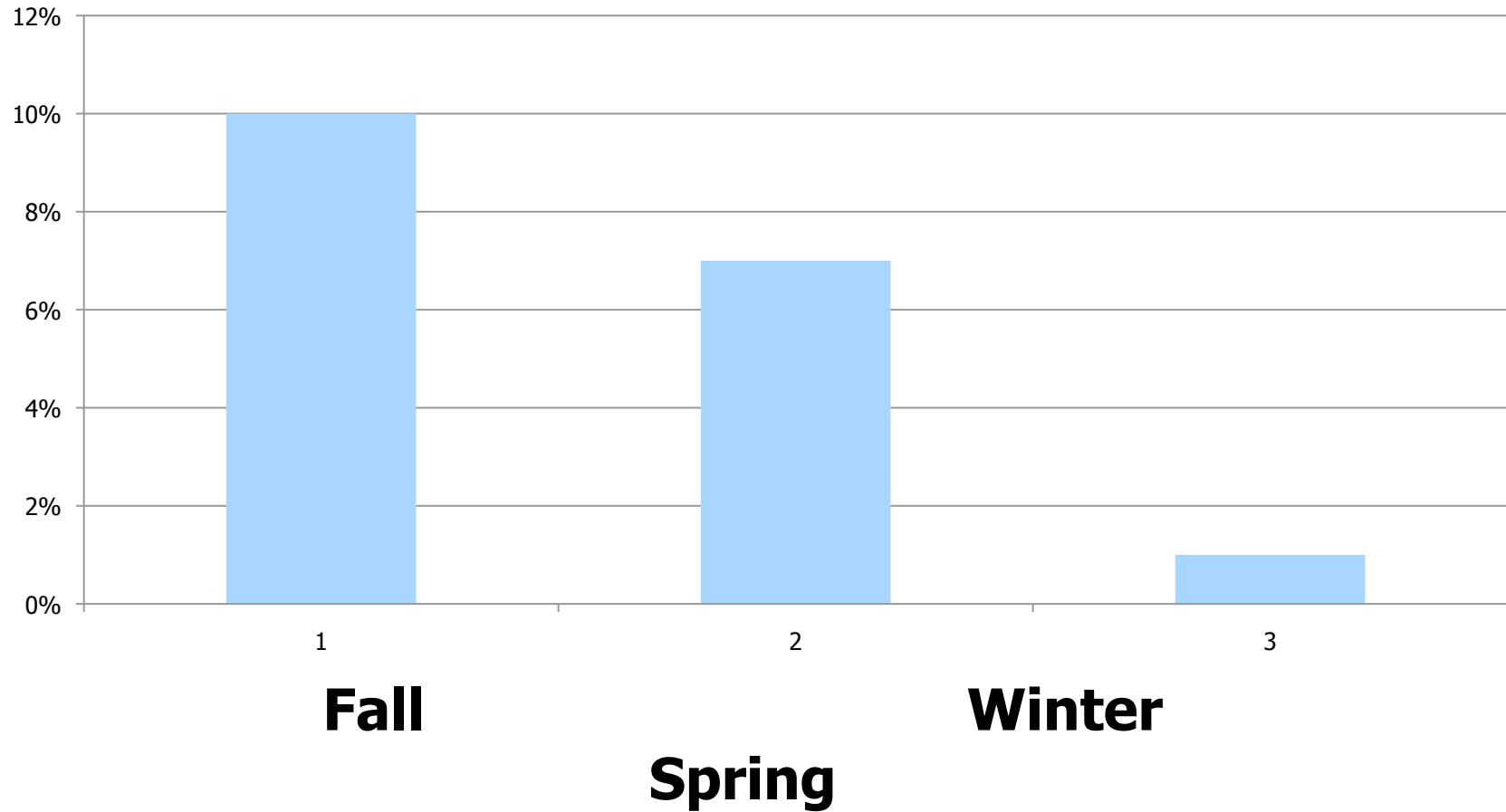


Wayland, MA – Data Meetings

Percent Below Benchmark on DIBELS NWF-CLS



- Summer 3-day voluntary institute
- Formative assessment K-5
- Voluntary progress monitoring
- Weekly data mtgs
- Embedded coaching





Wellesley RtI Elements

- Formative assessment
- Progress monitoring
- Data mtgs 3-6x yearly

- Raveo
- Reader's Theatre



Spelling Interventions

Research has found vast differences in spelling scores in same schools across different classrooms. (AEI, 2010)

Teacher is key – over program.

Fundations vs. Words Their Way

11-5.7/100 vs **11-6.5/100**

Decoding + Fluency

RAVEO

1. 60-68 (fall-spring) Hit 102 in 4 wks MW
2. 40-60s (all year) Hit 110 in 4 wks
3. 40-60s (all year) Hit 90 in 4 wks
4. 50-60 (all year) Hit 92 in 4 wks
5. 60-70 (all year) Hit 110 in 3 wks LLI
6. 40-60s (all year) Hit 84 in 3 wks



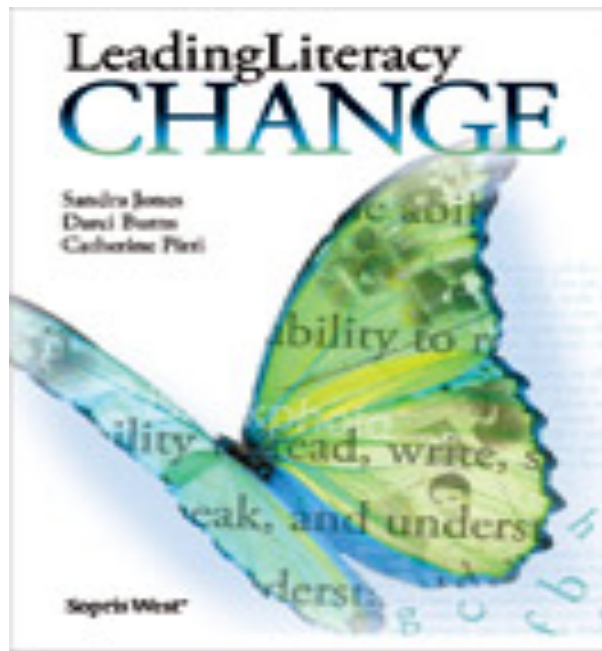
Leading Literacy Change

Strategies and Tools for Administrators,
Teachers and Coaches.

Jones, S., Burns, D., and Pirri, C.

www.sopriswest.com

www.hillforliteracy.org





Web Sites to Note

- www.doe.mass.edu/mtss/
- www.Dibels.uoregon.edu
- www.rti4success.org
- www.fcrr.org
- [http://ies.ed.gov/ncee/wwc/
publications_reviews.aspx](http://ies.ed.gov/ncee/wwc/publications_reviews.aspx)

HILL FOR Relentless Commitment
LITERACY



Don't Ever Give Up!