

MAKING A DIFFERENCE

MEANS

MAKING IT DIFFERENT



Prince William County

PUBLIC SCHOOLS

Providing A World-Class Education

Response To Intervention

Williams Elementary School

June 22, 2010

P. Jackson

Principal

J. Sinclair

School Counselor

L. Ball

Gifted

C. Willever

4th

M. Hagardorn

4th



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The purpose of today's session is to share with you how we use the RtI model and implement it at Mary Williams Elementary.



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MARY F. WILLIAMS ELEMENTARY

- SUBURBAN COMMUNITY
- 720 STUDENTS
- 30.6% MOBILITY INDEX
- 43% ECONOMICALLY DISADVANTAGED
- 89% MINORITY
- 48% AFRICAN AMERICAN
- 27% HISPANIC
- 11% CAUCASIAN
- 28 % LEP



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WHY RTI?

Einstein's definition of insanity: "doing the same thing over and over again and expecting different results"



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RtI: What are we doing?

- Results of universal screening are analyzed in the fall and winter.
- Teachers provide the first line of early intervention.
- Teachers provide instruction that is standards-based, student-centered, and rooted in assessment..
- Progress of all students is monitored closely in the regular classroom.



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- Teachers work collaboratively with colleagues to address instructional options for those learners who consistently demonstrate the need for additional support.
- Supplemental, regularly-scheduled, small-group instruction is provided to students who require additional support.
- Teachers teach in ways that fit learners



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HOW DO WE INVOLVE SPECIALISTS?

- Specialists (psychologists, SpEd teachers, ESOL teachers, counselors, reading/math specialists, etc.) do more observing and consulting.
- Specialists (including encore specialists) assist with universal assessments and progress monitoring.
- Specialists' current roles/routines modified to support RtI.



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CFA DATA-TALKS TRACKING FORM

GRADE LEVEL _____ SKILL(S) BEING ASSESSED _____

(This form is to be completed during team data meeting and submitted by the team leader following each CFA assessment)

STUDENT		MASTERY LEVEL (1 st administration)			MASTERY LEVEL (following reteaching)		
		(85-100%)	PARTIAL (75-84%)	NON (0-74%)	(85-100%)	PARTIAL (75-84%)	NON (0-74%)

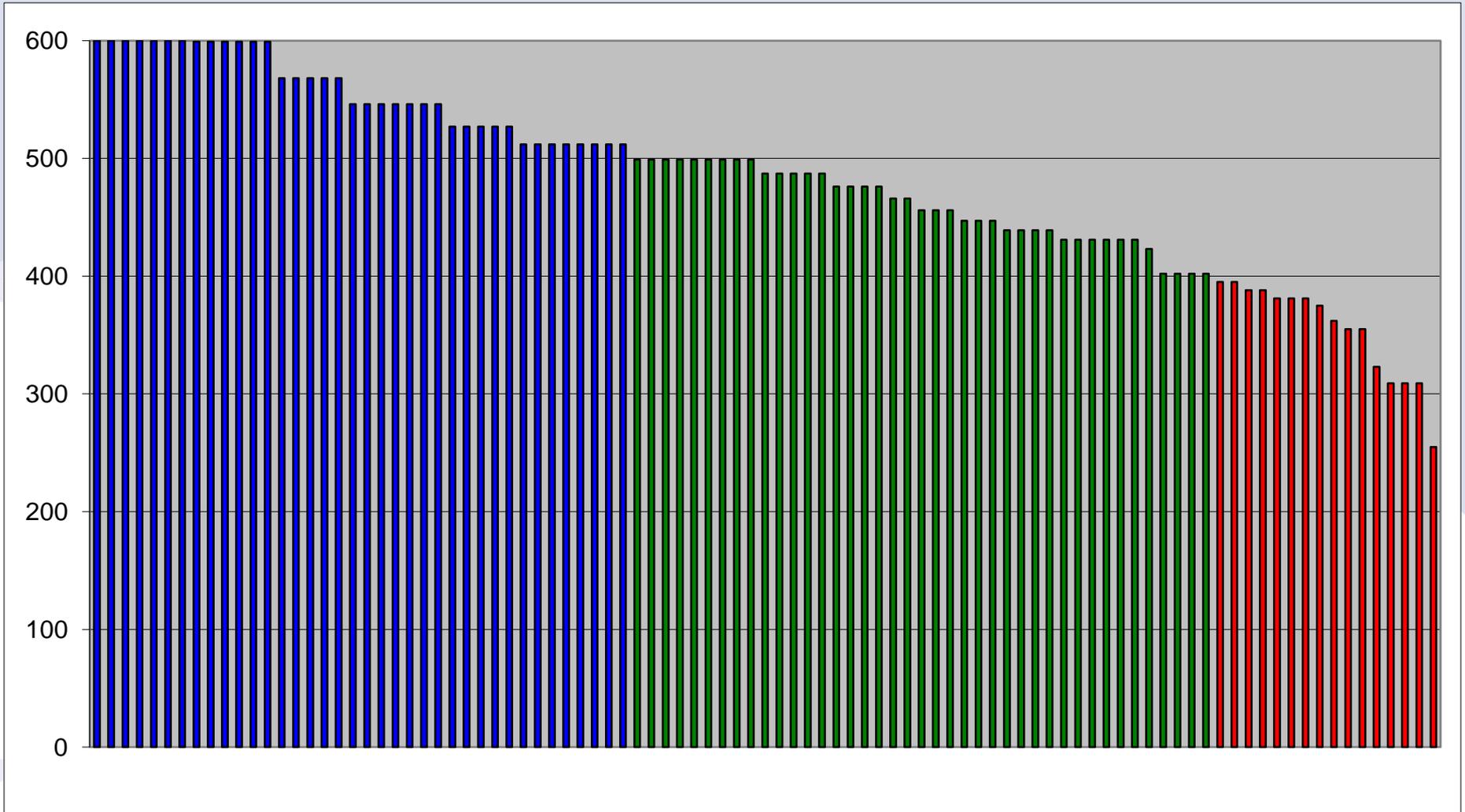


CFA Data

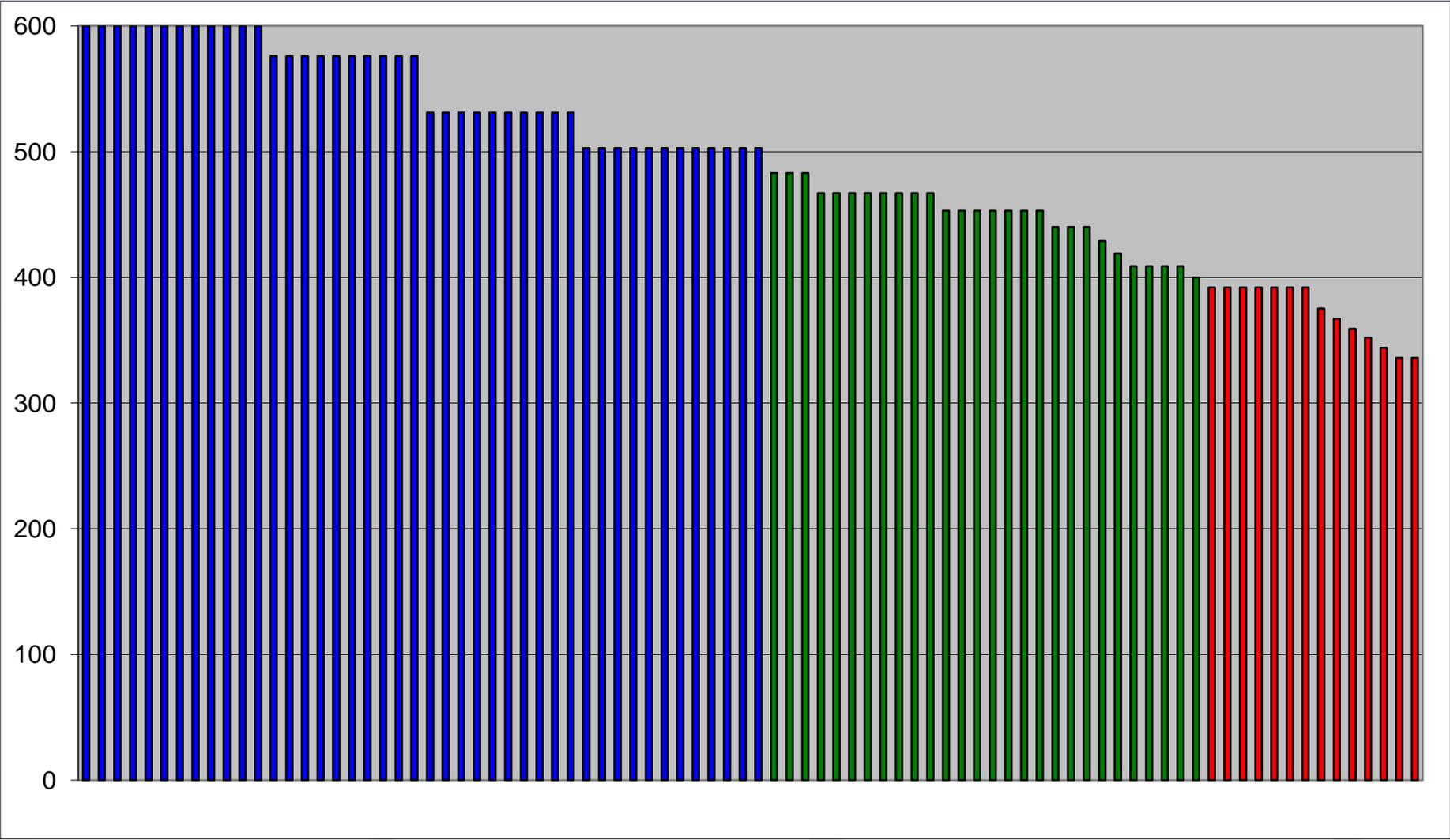
								LA	LA	LA	LA	LA	LA	LA
Ethnicity	S. I.	RTI	ESOL	SPED	Teacher	Student Last Name	Student First Name	Main Idea 10/2	Context Clues	Using Resources 01/22	Reading Charts 2/26	Writing CFA 4/16	Inference 4/23	LA Average
Asian/PI	.	.	M1	.	Ames			90	75	100	100	100	100	91
White	.	.	.	.	Ames			100	83	100	100	100	100	97
Hispanic	X	.	4	6	Ames			90	80	93	100	100	80	90
Black	X	.	.	.	Hagardorn			75	70	71	90	91	90	86
Black	.	.	.	.	Hagardorn			75	60	86	70	82	80	81
Black	.	.	.	.	Morin			80	92	86	92	100	100	88
Hispanic	X	.	M1	.	Morin			92	80	100	90	91	100	91



Real Math Scores



Real L.A. Scores



RtI: Our Long-Term View

- RtI isn't a one-time event; it's a way of "doing school."
- We will continue what we're already doing to support RtI expectations.
- We must continue growing a culture in which we serve as problem-solvers who collaborate to foster student success.
- Preparation and the development of responsive routines and procedures to support RtI are critical.
- Results will come through responsive or "prescriptive" instruction in the regular classroom.

