

**RESPONSE TO
INTERVENTION**

STATEWIDE GUIDING COALITION

MISSION AND VISION

Mission

To provide support and guidance for Arkansas educators in developing, leading, and sustaining a statewide Professional Learning Community

Vision

To be a high functioning collaborative team that plays an integral part in Arkansas leading the nation in student-focused education.

Goals

1. Implementing and spreading professional learning communities throughout schools and districts (webinars and conferences)
2. Building collaborative teacher and administrator teams
3. Support in developing and growing professional learning communities through modeling and observations - onsite and visiting other schools
4. Partner Model PLC school with other schools
5. Celebrating Statewide PLC successes

HIGH RELIABILITY SCHOOLS FRAMEWORK

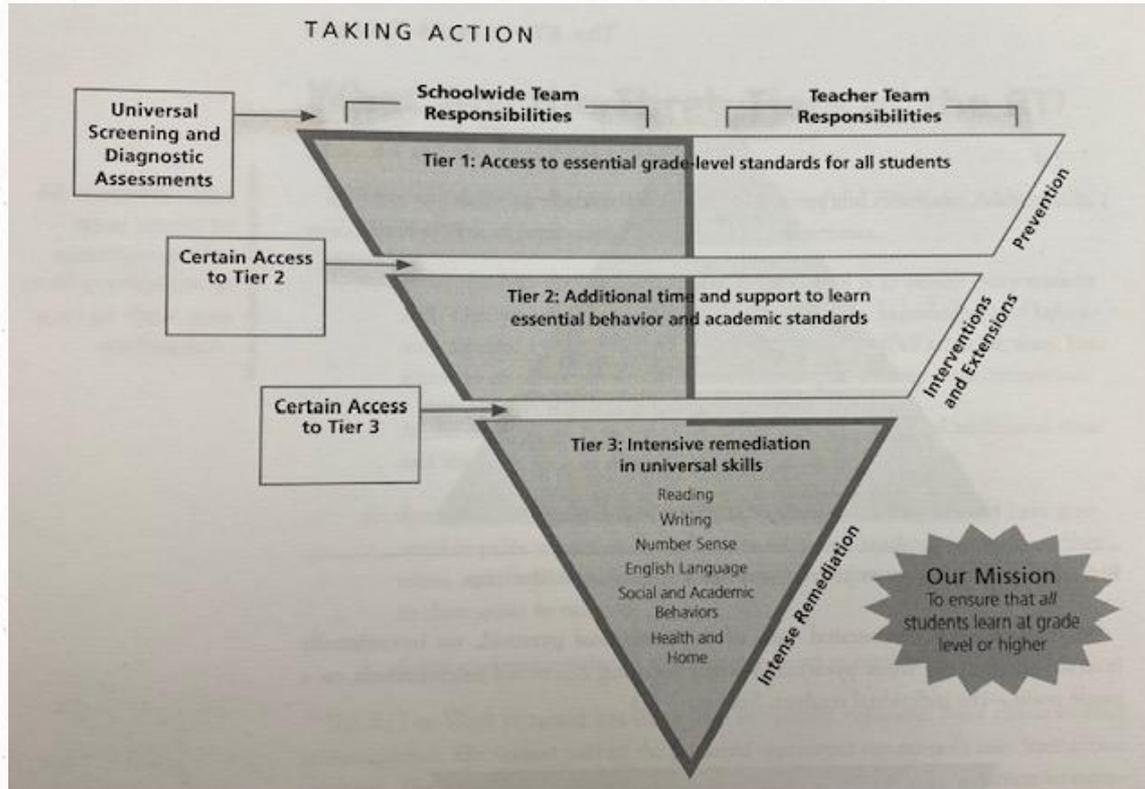
Level 1 - Safe, Supportive, and Collaborative Culture	Level 2 - Effective Teaching in Every Classroom	Level 3 - A Guaranteed and Viable Curriculum	Level 4 - Standards-Referenced Reporting	Level 5 - Competency-Based Education
<p>The school effectively addresses the leading indicators for a safe, supportive, and collaborative culture.</p>	<p>The school effectively addresses the leading indicators for effective teaching in every classroom.</p>	<p>The school effectively addresses the leading indicators for a guaranteed and viable curriculum.</p>	<p>The school effectively addresses the leading indicators for standards-referenced reporting.</p>	<p>The school effectively addresses the leading indicators for competency-based education.</p>
<p>Students have their basic needs met.</p> <p>Teachers have their basic needs met.</p> <p>Parents and guardians have their basic needs for their children met.</p>	<p>Teachers develop and maintain enhanced levels of pedagogical skill.</p>	<p>Teachers are clear about their content to teach and have adequate time and resources to do so.</p> <p>Teachers can design more focused and well-crafted lessons and units.</p>	<p>Teachers track the growth and status of each individual student.</p> <p>Teachers provide specific feedback to each student for each topic in the curriculum.</p>	<p>Teachers take collective responsibility for determining each student's status and growth on specific topics.</p> <p>Teachers take collective responsibility to determine when each student should move to the next level relative to specific topics and subject areas.</p>
<p>Teachers can better focus their attention on instruction.</p> <p>Students can better focus their attention on learning.</p>	<p>Students receive high-quality instruction.</p> <p>Students have a heightened probability of learning the taught curriculum.</p>	<p>Students have increased opportunities to learn the intended curriculum.</p>	<p>Students have a better understanding of what they need to learn or improve relative to specific topics in the curriculum.</p>	<p>Students move through the curriculum at a pace consistent with their development and individual needs.</p> <p>Students do not have gaps in their learning.</p> <p>Students develop an enhanced sense of urgency and responsibility.</p>



THE RTI AT WORK PYRAMID

Overview of the Process

INVERTED PYRAMID



FOUR OUTCOMES OF A MULTI-TIERED, SYSTEMATIC PROCESS

ONE

All students have access to essential grade-level curriculum as part of their core instruction.

TWO

At end of every unit of study, some students need additional time and support to master essential skills.

THREE

Some students enter each year lacking skills from prior years, so they require intensive interventions.

FOUR

Some students require all three tiers to learn at high levels.

Buffom, Mattos, Malone (2018)



There is no level of supplemental or intensive intervention that can compensate for what students miss at Tier 1.



TIER 1

Access to Essential Learning for ALL Students

A Guaranteed and Viable Curriculum

- **Identify essential standards for each grade level or course**
- **Getting insanely clear about what students have to learn**
- **Create unit plans**
- **Assessments- formative and summative- cycle**

CRITERIA FOR SELECTING ESSENTIAL STANDARDS

Endurance

Will this standard provide students with knowledge and skills that are valuable beyond a single test date?

Leverage

Will it provide knowledge and skills that are valuable in multiple disciplines?

Prepare for the next level

Will it provide students with essential knowledge and skills essential for success in the next grade or level of instruction?

Leader's Guide to Standards, Douglas B. Reeves 2002

Kindergarten

Literacy	Math
Letter Knowledge Mastery (recognition, sounds, and writing)	Recognize and Write Numbers 0-20
Decode/Blend CVC words (beginning,middle,ending sounds)	Addition and Subtraction (fluent to 10)
Sight Word Recognition	Place Value (Teen numbers)
Story Comprehension (ask/answer questions, retell)	One-to-One
With Write a simple phrase, with prompting and support	Shapes

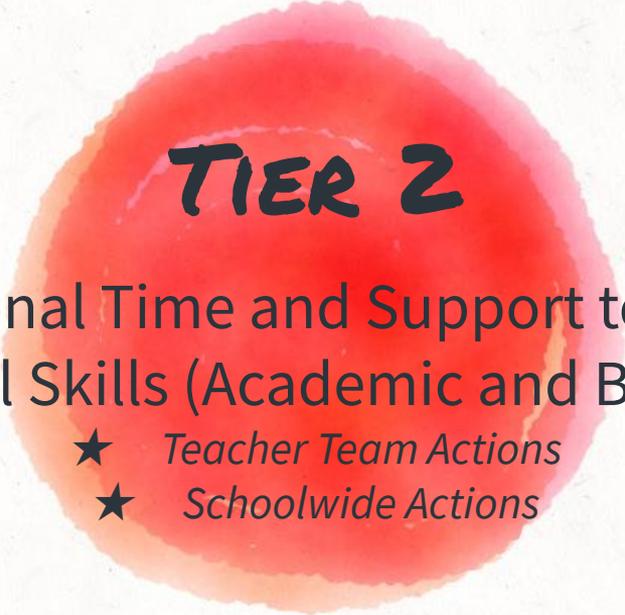
Kindergarten			
Literacy		Math	
On grade means to us...	What I Wish...	On grade means to us...	What I Wish...
<p>Letter Knowledge Mastery (recognition, sounds (short vowels) and writing)</p> <p>RFK1D -Recognize and Name all upper and lowercase letters.</p> <p>RFK3A - Demonstrate Basic knowledge of one-to-one letter sound correspondence by producing the most frequently used sound of each consonant.</p> <p>RFK3B - Associate the long and short sound with the 5 major</p>	<p>Understanding of letter knowledge</p> <p>Correctly writing first name</p> <p>Phonemic Awareness/ Word Play appropriate for early literacy</p>	<p><u>Recognize and write numbers 0-20.</u></p> <p>K.CC.A.3 Read, write, and represent numerals from 0 to 20</p> <p>* Identify numbers 0-20 * Write numbers 0-20</p> <p><u>Addition and Subtraction (fluent to 10)</u></p> <p>K.OA.A.5 Fluently add and subtract within 10 by using various strategies and manipulatives</p> <p>Note: Fluency in this standard means</p>	<p>Number recognition and counting to 5</p> <p>One-to-one correspondence</p>

K - Qrt 3 - Reading Unit Map - Nonfiction - Jan-Mar

<p>Main Content & Concepts Covered</p> <ul style="list-style-type: none">• Snow, Penguins, Dinosaurs, Space, Dental, Valentines, Maps, Land Forms, Life Cycles, Nutrition• Characteristics of nonfiction texts, text features, word meaning, main idea, supporting details, sequence	<p>Essential Standard(s) & Proficiency Levels at End</p> <ul style="list-style-type: none">• RI.K.1-with prompting and support, ask and answer questions about key details in a text• RI.K.2-with prompting and support, identify the main topic and retell key details of a text
<p>Exposure Standard(s)/Lessons</p> <ul style="list-style-type: none">• I can define characteristics of nonfiction texts.• I can use text features to find information.• I can identify word meaning in nonfiction text• I can determine purpose of the text (why author wrote)• I can recognize chronological/time order text structures	<p>Enrichment Standard(s)/Lessons</p> <ul style="list-style-type: none">• TBD•
<p>Unwrapped Standard(s)-Learning Targets or I Can Statements (Lessons Taught) & Assessment Used <input type="button" value="v"/></p>	
<ul style="list-style-type: none">• I can determine the topic of the text.• I can state the main idea.• I can identify key and supporting details.	<p>Blank Checklist Ongoing Results Checklist</p> <ul style="list-style-type: none">• Checklist on 1/29/21• Checklist on 3/12/21• Checklist on 2/26 and 5/14

<p>Unit <u>Snow</u></p>	<p>1/4/21 Day 1 Book: <u>Snow</u></p> <p>I can define characteristics of nonfiction texts.</p> <p>Vocab: crystal, droplets</p>	<p>1/5/21 Day 2: Book: <u>Winter</u></p> <p>I can define characteristics of nonfiction texts.</p> <p>Vocab: pile, warm</p>	<p>1/6/21 Day 3: Book: <u>Winter in Weather</u></p> <p>I can define characteristics of nonfiction texts.</p> <p>Vocab: drift, fluffy</p>	<p>1/7/21 Day 4: Book: <u>Wild Weather: Blizzards</u></p> <p>I can define characteristics of nonfiction texts.</p> <p>Vocab: collapse, collide</p>	<p>1/8/21 Day 5: Book: <u>Seasons: What I See In Winter</u></p> <p>Guided Review Quick Check I can define characteristics of nonfiction texts.</p> <p>Vocab: sled, scarf</p>
<p>Unit <u>Penguins</u></p>	<p>1/11/21 Day 1: <u>Penguins</u></p> <p>Respond/Differentiate results Quick Check</p> <p>I can use text features to find information.</p> <p>Vocab: colony, down</p>	<p>1/12/21 Day 2: Book: <u>The Frozen march of Emperor Penguins</u></p> <p>I can use text features to find information.</p> <p>Vocab: brood pouch, blubber</p>	<p>1/13/21 Day 3: Book: <u>Emperor Penguins</u></p> <p>I can use text features to find information.</p> <p>Vocab: prey, predator</p>	<p>1/14/21 Day 4: Book: <u>Penguin Chicks</u></p> <p>I can use text features to find information.</p> <p>Vocab: fine, thick</p>	<p>1/15/21 Day 5: Book: <u>Penguins</u></p> <p>Guided Review Quick Check</p> <p>I can use text features to find information.</p> <p>Vocab: chick, flippers</p>

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Standards	I can define characteristics of nonfiction texts.	I can use text features to find information.	I can identify word meaning in nonfiction texts.	I can determine the topic of the text.	I can determine the purpose of the text.	I can state the main topic.	I can identify key and supporting details.	I can recognize chronological or time order text structures.				RI.K.1 with prompting and support, ask and answer questions about key details in a text	RI.K.2 with prompting and support, identify the main topic and retell key details of a text	Engagement	Primary Barrier
Date:	1/8	1/15	1/22	1/29	2/5	2/12	2/26	3/5		Key:		A - Advanced	P - Proficient		
S										Green - mastery		B- Basic	BB - Below Basic		
A															
G		Q	Q												
C	Q	Q	Q							M - Modified					
R	Q	Q	Q												
D															
K															
T										Q- Quarantined					
E															
G	M	M	M	M	M	M	M	M							
P															
K															
E															
T															
A															
R															

A large, hand-drawn style red circle with a soft, watercolor-like gradient, centered on the page. The text 'TIER 2' is written in a bold, black, sans-serif font across the top of the circle.

TIER 2

Additional Time and Support to Learn
Essential Skills (Academic and Behavior)

- ★ *Teacher Team Actions*
- ★ *Schoolwide Actions*

TEACHER TEAM ESSENTIAL ACTIONS

- ▶ Tier 2 is the primary reason that the RTI at Work pyramid was divided into two sections;
 - Teacher team responsibilities
 - Schoolwide team responsibilities
- ▶ There are two reasons why students struggle in school;
 - Skill-Interventions target students that have not mastered how to do specific academic essentials.
 - Will-Interventions target students that can acquire the skill, but does not want to or have the will to master it.
- ▶ Guiding Principle
 - Target the cause of the problem, not the symptom.

Buffum, Mattos, Malone (2018)

TIER 2: TEACHER TEAM ESSENTIAL ACTIONS

Essential actions that teacher teams must lead at Tier 2

- ▶ Design and lead supplemental interventions for academic essential standards.
- ▶ Consider screening in immediate prerequisite skills
- ▶ Monitor the progress of students receiving supplemental supports.
- ▶ Extend student learning.

Buffum, Mattos, Malone (2018)

TEACHER TEAM ACTIONS CONT'D

▶ **Design and lead supplemental interventions for academic essential standards**

- Based on learning targets to provide supplemental interventions within a unit based on CFA/CSA data

▶ **Identify Concerns**

- Data review of assessment results

▶ **Determine cause**

- FA+CFA+CSA to determine leading causes

▶ **Target desired outcomes**

- What do we want Ss to be able to do as a result of Tier 2 instruction

▶ **Design intervention steps**

- Brainstorming intervention strategies based on teacher data

▶ **Monitor progress**

- What tool will teams use (data protocol)

▶ **Assign lead responsibility**

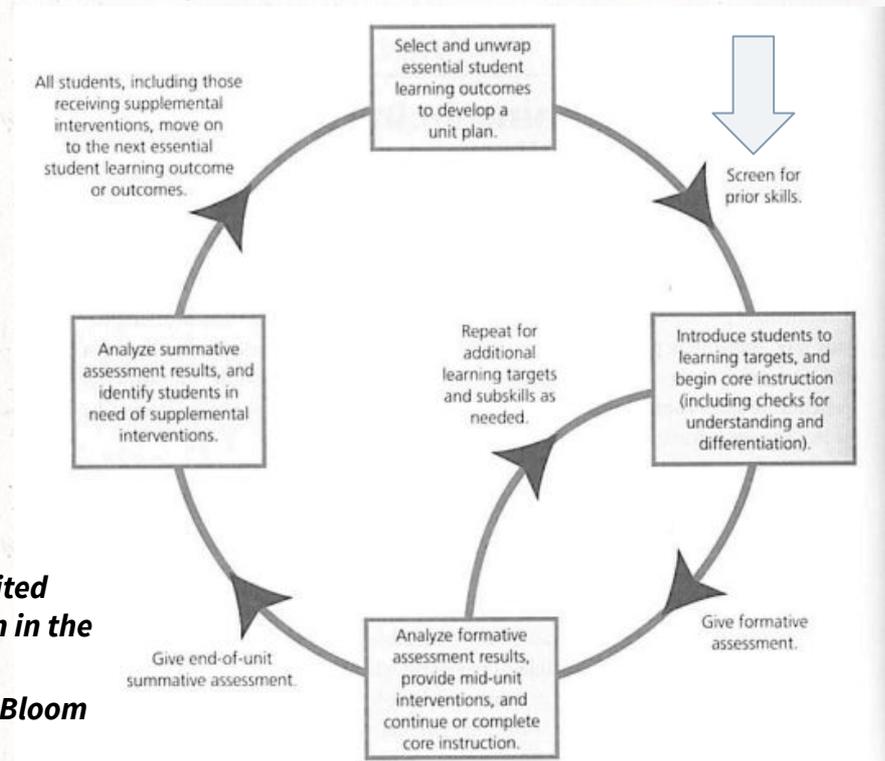
- Who taught the skill the best based on data

Buffum, Mattos, Malone (2018)

TEACHER TEAM ACTIONS CONT'D

- ▶ **Screening in immediate prerequisite skills**
 - Unit by Unit (Not Universal)
 - Typically done 2 weeks prior to new unit
 - Done briefly
 - Tier 1 application
- ▶ The best intervention is prevention=lower number of Tier 2 students to make it doable.

After forty years of intensive research on school learning in the United States as well as abroad, my major conclusion is: What any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning. -Benjamin Bloom



TEACHER TEAM ACTIONS CONT'D

- ▶ **Monitor the progress of students**
 - **Intended, Implemented, Learned Curriculum**
 - ▶ Progress monitoring is an essential component of RTI.
 - ▶ The (R) is how do we as a team respond?
 - ▶ Teams must monitor how students respond to the interventions
 - ▶ Suggested timeline of interventions is 2-3 weeks
- ▶ Collaborative teams should take the following three steps when analyzing results
 - Discuss concerns about students and causes at the learning target level
 - Decide which teacher will work with each group of students based on skill and why.
 - Identify what tools/prompts will be used to monitor student progress

Buffum, Mattos, Malone (2018)

TEACHER TEAM ACTIONS CONT'D

▶ **Extend Student Learning**

- *RTI should never provide extra time and support to struggling students at the expense of our highest achieving students.*
- ▶ Focus on providing choice for extension if possible.
- ▶ Providing students opportunities to pursue interests.
- ▶ Planning for students who need extension to use what they have learned and apply it to different situations or different ways to solve problems.
- ▶ Is held during Flex Time
- ▶ Can be culminating project

TEACHER TEAM ACTIONS CONT'D

Tracking the Work of Teams

	ES Unit Map	SMART Goal	Date Giving CFA/CSA	CFA/CSA Results Spreadsheet CFA=Learning Target CSA=Essential Standard	Team Meeting Date to Review CFA/CSA Results using Data Protocol	Flex Days Dates (Intervention days built in to pacing)
Commitment Due Date						
English						
English 8th	ES L.8.1B	SMART Goal	CFA (3/4, 3/11, 3/18, 4/1) CSA (4/6)	CFA/CSA Results	(3/5, 3/12, 3/19, 4/2)	(3/5, 3/12, 3/19, 4/2)
English 9th	ES7	SMART Goal	CFAs: 1/28, 2/4 CSA: 2/10	CFA/CSA Results	1/29, 2/5, 2/11	1/29, 2/5, 2/11
Math						

TEAM MONITORING OF TIER 1 TO PLAN FOR TIER 2

Essential Standards & Learning Targets	CFA#1: Gerunds	CFA#2: Participles	CFA#3: Infinitives	CFA#4: Active and Passive	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and	CFA#1: Phrases and Clauses
2nd Period	CFA Score	CFA Score	CFA Score	CFA Score	CSA Score	CFA Score
Last Name, First Name						
V Alexander, Aurora	6	6	10	9	29	
V A Beyonce	12	6	12	14	30	9
V A h	8	0	13	12	26	5
V B	12	16	13	13	40	8
V B	12	11	6	13	39	9
V B	10	11	8	12	32	9
V D	12		14		30	9
V D	15	14	13	14	32	10
V E y	14	7	12	9	25	8
V H ia	11	10	15	11	44	8
V H nuel	9	8	13	7	25	3
V H	9	13	14			
V M	13	16	15	12	37	8
V M	5	8	5	6	16	3
V C			10	4		2
V C	10	16	14	14	34	10
V P	12	11	15	13	36	8
V P	11	16	12	10	36	5
V n	5	10	12	6	35	3
V	10	16	13	14		8
V	6	5	0		20	6
V	10	8	13	11	29	8
V	15	14	12	11	38	10

DATA PROTOCOL

"THE LYNCHPIN OF A PLC"

Count to the column of scores you would like to pull names from, enter the number in cell B1. Example: If you wanted to pull names from Column E, you would enter a 5 into the cell B1

3

Team Response for Common Formative Assessment

After implementing and analyzing a common formative assessment, the team identifies students who need additional time and extension (demonstrate strong mastery and beyond). Agree on an instructional activity for each group. Share lesson-plan outlines.

<u>Common Assessment Protocol</u>	
1. Which instructional practices proved to be most effective?	No Assessment
<ul style="list-style-type: none"> -review (maybe not right before assessment) -allocate more time to assessed problem types and less time to problems not assessed -make table w/ geometric pattern 	<ul style="list-style-type: none"> • Teachers enter their student names under each performance level for a minimum of one CFA/CSA • Teachers make an instructional plan for each achievement level to plan for Tier 2. • Discuss Tabs
2. What patterns can we identify from the student mistakes?	
<ul style="list-style-type: none"> -selecting exponential expression -not using distributive property -function notation -recognizing "# of items" expression 	
3. How can we improve this assessment?	
<ul style="list-style-type: none"> -more questions for each learning target -different types of scenarios resulting in different types of paper vs. computer?? 	
4. What interventions are needed to provide failed students additional time and support?	
<ul style="list-style-type: none"> -start w/ reteach on 3.0 target (dif. strategies: academic games, group work, etc) -Leigh take 2.0 targets for intervention on Monday -Michele take 3.0 targets for intervention -Jordan take extension 	
5. How will we extend the learning for students that have mastered the standard(s)?	

Essential Standard:			Instructional Activity
Students Who Need Additional Time and Support	Mastered 2.0 Skills (Haven't met proficiency)	Students Who Need Extension	Students Who
Oliver, Serban	Abumehar, Livan	Abbott, Bruce William	Abernathy, Kathryn Jane
H			
M			e
M			e
A			
B			am Garrett
H			
L			
T			len
A			
S			licole
G			e
M			abeth
O			
W			d
B			ook
E			
G			
M			
M			ose
R			Daniel
T			
B			ox
B			e

+
☰
Math Data Protocol ▾
8th Grade ▾
Deweber ▾
Hall ▾
Manzer 8 ▾
Calico 8 ▾

SCHOOLWIDE ESSENTIAL ACTIONS

- ▶ **Creating a master schedule that allows access to students for Tier 1 and Tier 2 requires a schoolwide effort.**
- ▶ **Should not be left up to individual teachers to determine**
- ▶ **The primary responsibility falls on the school leadership team**

Criteria to consider....

- ▶ **Frequency**
 - twice per week(atleast)
 - Time carved out of school day
- ▶ **Duration**
 - 30 minutes
- ▶ **Available to all students**
 - Must be during school day to open for all
- ▶ **Not time to introduce new curriculum**
 - This time is focused on reteaching essentials

Buffum, Mattos, Malone (2018)

SCHOOLWIDE ESSENTIAL ACTIONS

- ▶ **Developing a process for identifying students who need help.**

Identification Processes

- ▶ Universal Screening
 - Used to develop master schedule based on need.
- ▶ Common Assessments
 - Teacher teams
- ▶ Staff Recommendations
 - Guiding SEL Behaviors and Interventions

Buffum, Mattos, Malone (2018)

TIER 2: SCHOOLWIDE ESSENTIAL ACTIONS

Planning and Implementing Supplemental Interventions for Essential Social and Academic Behaviors

- ▶ Leadership teams responsibility to plan and implement the supplemental behavior interventions
- ▶ Interventions should target
 - Social Behaviors
 - Staying on task, using appropriate language, making friends, being on time, etc.
 - Academic Behaviors
 - Completing assignments, staying organized, good effort, etc.
 - Health and Home
 - Focusing on school due to problems at home

Buffum, Mattos, Malone (2018)

COORDINATING INTERVENTIONS FOR SKILL AND WILL STUDENTS

- ▶ Issues schools face....
 - Logistics
 - When will we provide Tier 2 Interventions?
 - Who will provide the interventions?
 - What if students have multiple academic areas to address?
 - How do we hold students accountable?

- ▶ Software for tracking and assigning students to interventions/extensions.



TIER 3

Intensive Support

IDENTIFY STUDENTS NEEDING INTENSIVE SUPPORT

Universal Screening Planning Guide

Helps teams determine which criteria, personnel, and processes to use to screen students needing remediation

At-Risk Criteria	Screen
not showing up to Zoom meetings, not turning in any assignments, not coming for testing each month	Observation Attendance
not being consistently engaged in virtual lessons (like not participating during discussions) which is resulting in not showing growth on assessments	
entry based on 2nd grade data: DSA: A, B, C, E (2021-2022 add F)- not astered	
indicators: NSW- CLS- 35 or less WWR 6 • less DORF WC 37 or less Accuracy % or less Retell: 8	

CREATE A SITE INTERVENTION TEAM

Essential Role	Recommended
Administration	Principal
Reading	Reading specialist
Writing	English language arts specialist
Mathematics	Mathematics specialist
English language	English learner specialist
Language	Speech and language pathologist
Teaching differentiation	Special education teacher
Behavior	Psychologist
Social-family	Counselor
Instructional resources	Librarian
Community resources	Community resource officer, social worker, counselor

Purpose

Focus on the individual needs of the most at-risk students

Frequency

Norms

PRIORITIZE RESOURCES

Utilize the best resources available and think outside the box as we prioritize



PRIORITIZE RESOURCES - PROSOLVE PROCESS

HOW DOES IT WORK?

1. Teachers recommend
2. Entered on Master List
3. Team meets and uses Prosolve Process

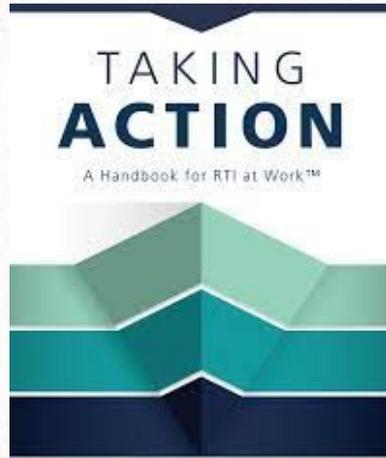
ent		
ted mes	Concerns	Cause of
s		
te site		

THIRD EDITION

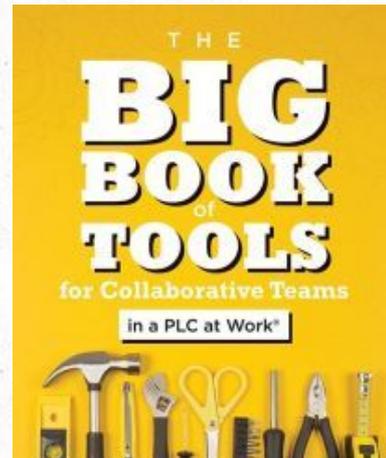
Learning by Doing

A Handbook for Professional Learning Communities at Work™

Richard DuFour
Rebecca DuFour
Robert Eaker
Thomas W. Many
Mike Mattos



Austin Buffum • Mike Mattos • Janet Malone



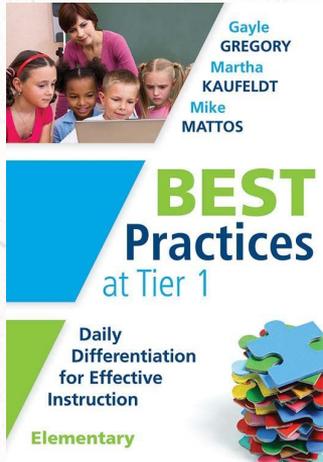
WILLIAM M. FERRITER

Uniting Academic and Behavior Interventions

SOLVING THE SKILL OR WILL DILEMMA



Austin Buffum | Mike Mattos | Chris Weber | Tom Hierck

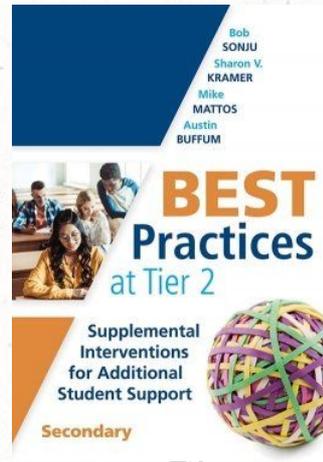


Gayle GREGORY
Martha KAUFELDT
Mike MATTOS

BEST
Practices
at Tier 1

Daily Differentiation
for Effective
Instruction

Elementary

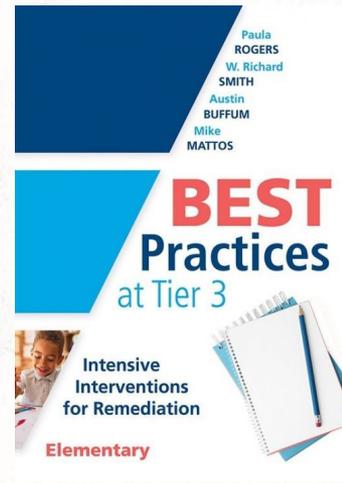


Bob SONJU
Sharon V. KRAMER
Mike MATTOS
Austin BUFFUM

BEST
Practices
at Tier 2

Supplemental
Interventions
for Additional
Student Support

Secondary



Paula ROGERS
W. Richard SMITH
Austin BUFFUM
Mike MATTOS

BEST
Practices
at Tier 3

Intensive
Interventions
for Remediation

Elementary

REFLECTING ON TODAY'S LEARNING

We are doing this!



This is a
new idea
for me.

SO WHAT?

What are our next steps?

QUESTIONS AND CONTACT INFORMATION

- ▶ Jana Wilson (Blytheville) - jwilson@blythevilleschools.net
- ▶ Jason Selig (Lake Hamilton) - jason.selig@lhwolves.net
- ▶ Shandee Gordon (Wonderview) - shandee.gordon@wonderviewschools.org
- ▶ Missy Walley (ADE) - missy.walley@ade.arkansas.gov