

Response to Intervention (RTI)

Office of Intervention Programs

Dr. Antoinette Adams, Director

Kimberly Morris, RTI Math Coordinator, K-8

Donna Mullaney, RTI ELA Coordinator, K-8

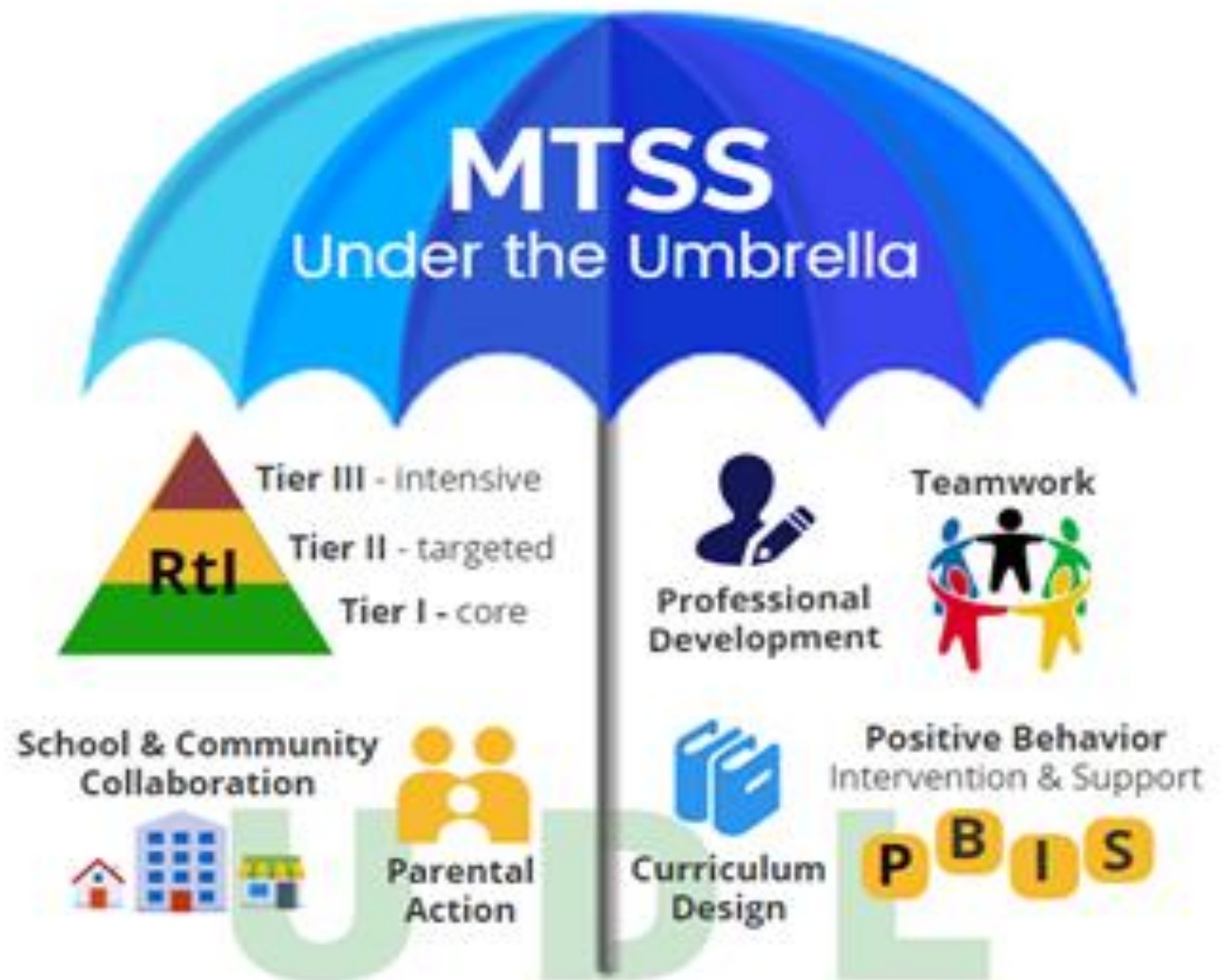
Akia N. Roché, Administrative Assistant

What is RTI?



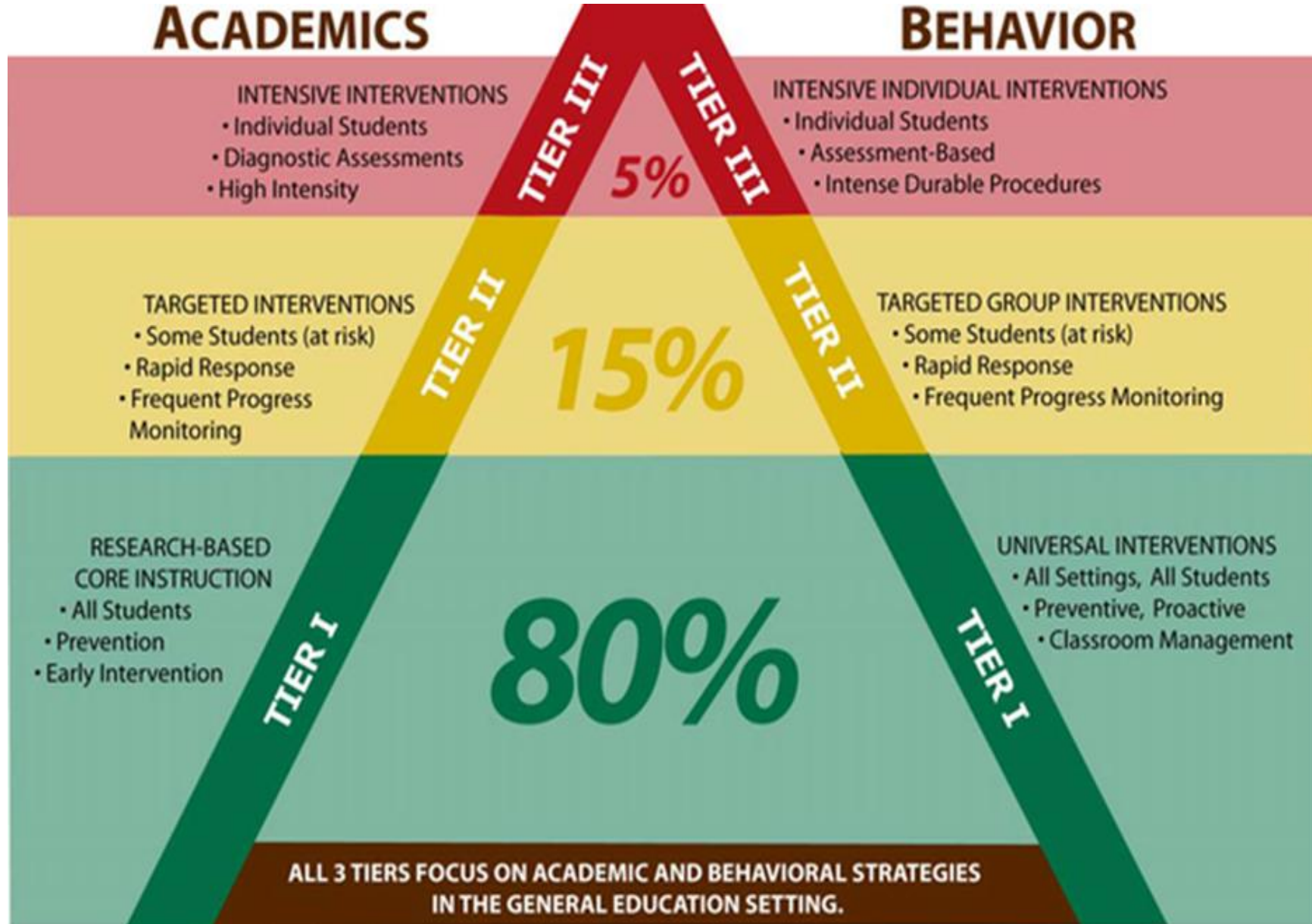
RTI OVERVIEW

Multi-Tiered System of Supports (MTSS)



ACADEMICS

BEHAVIOR

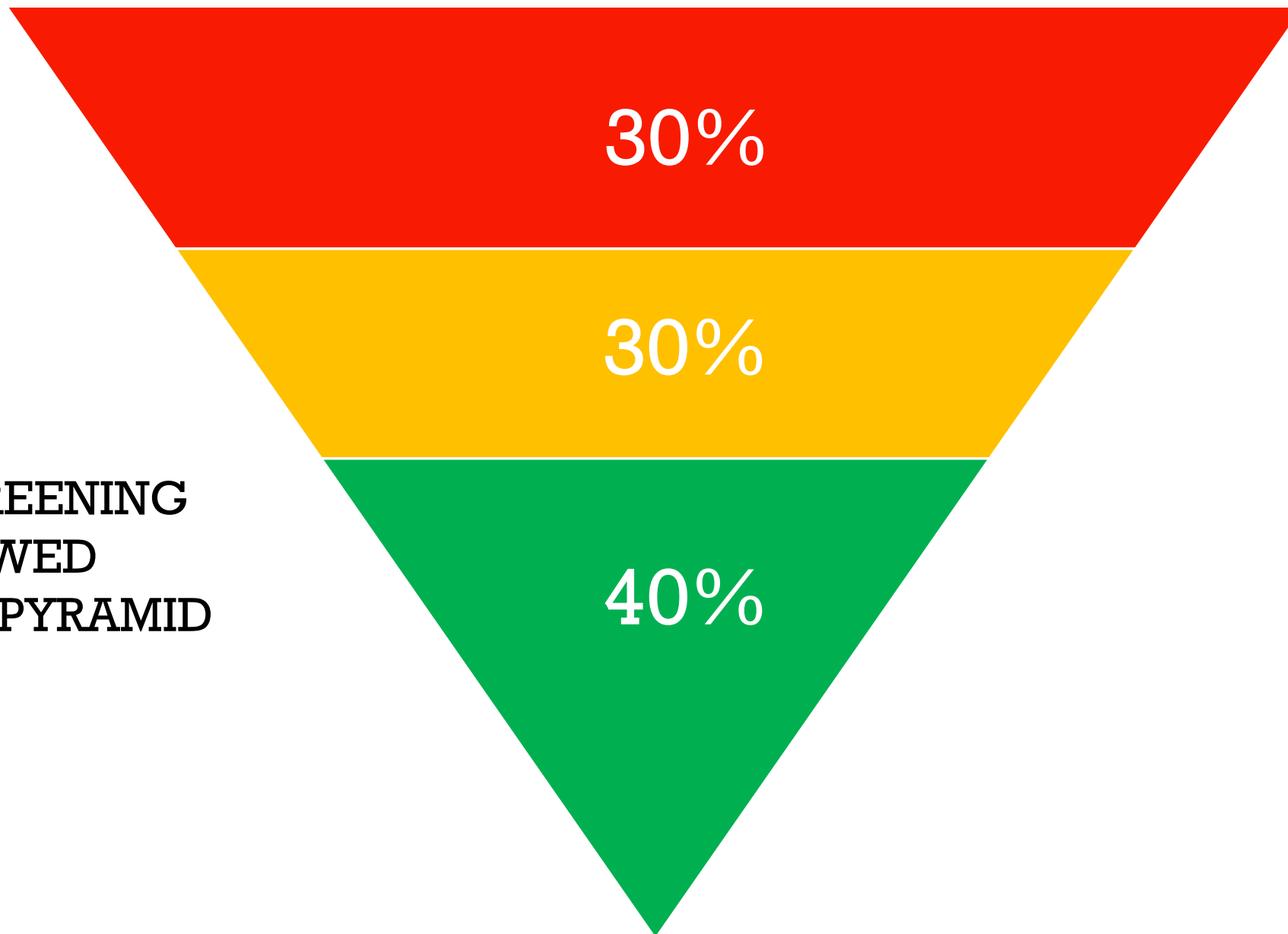


The background of the slide features several thin, curved lines in a light gray color, some solid and some dashed, creating a modern, abstract design. On the left side, there is a large red speech bubble with a white question inside.

How did we (RTI team) begin?

- Universal Screening for all students (K-8) using DIBELS, Literably & LinkIt Data in ELA & Math
- Screening process began Oct 1 – Oct 31st
- Provided us with baseline data and information for providing tiered instruction/interventions for students.

INITIAL SCREENING
DATA SHOWED
INVERTED PYRAMID



Services provided
to students
based on data &
staffing

Staffing

- 10 full time ELA teacher/coaches
- 10 part time ELA teachers
- 10 full time Math teacher/coaches
- 10 part time Math teachers

Direct services to students

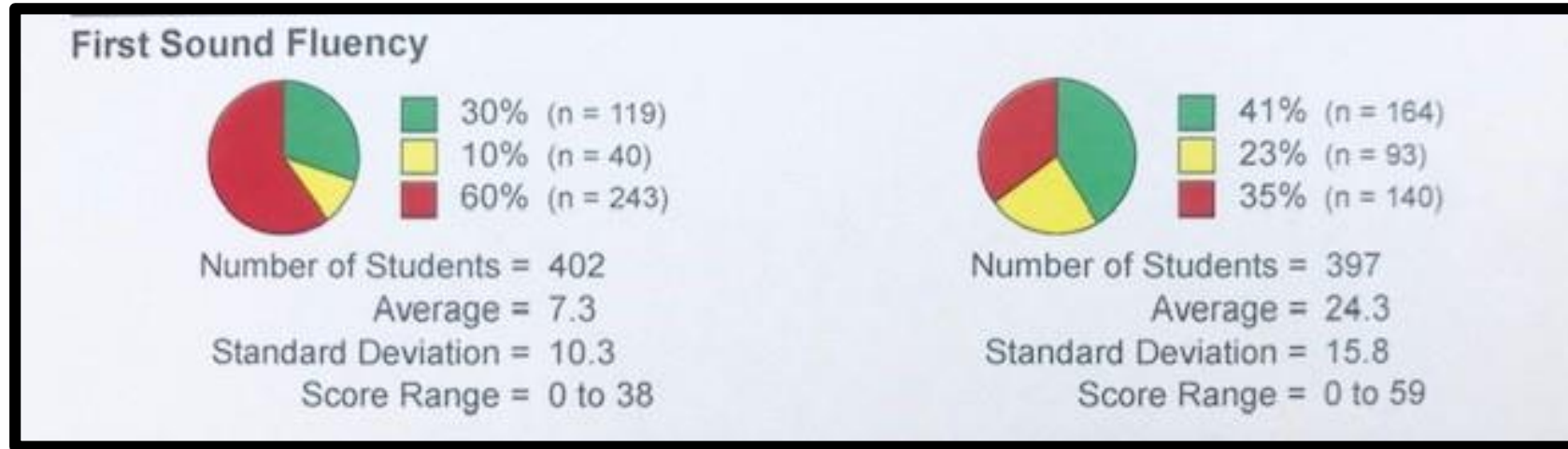
- Push in
- Pull out

Coaching

ELA Data

Donna Mullaney, RTI ELA Coordinator

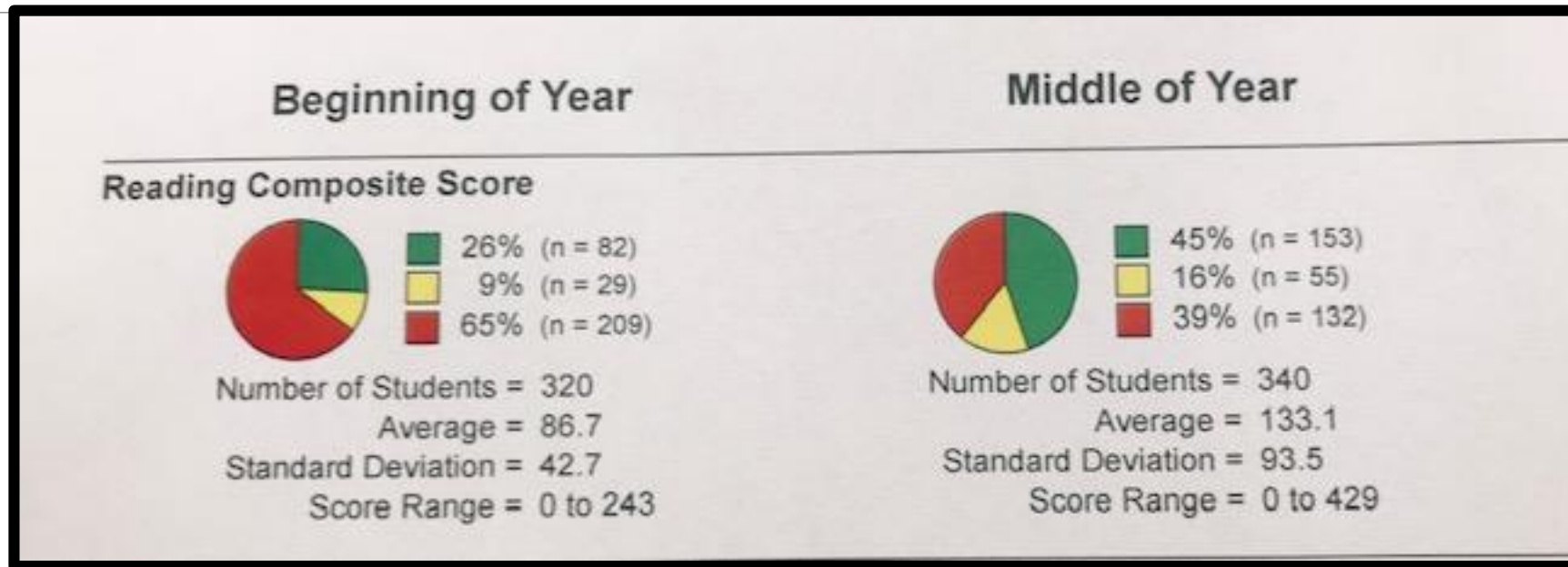
Kindergarten



FSF -is a brief direct measure of a student's fluency in identifying the initial sounds in words.

Status	Score Level	Likely Need For Support
At or Above Benchmark	At or Above Benchmark	Likely to Need Core Support
Below Benchmark	Below Benchmark	Likely to Need Strategic Support
Well Below Benchmark	Well Below Benchmark	Likely to Need Intensive Support



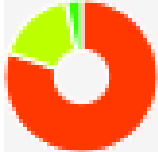

Grade 1



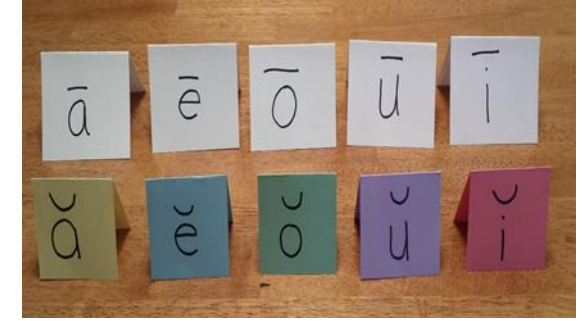
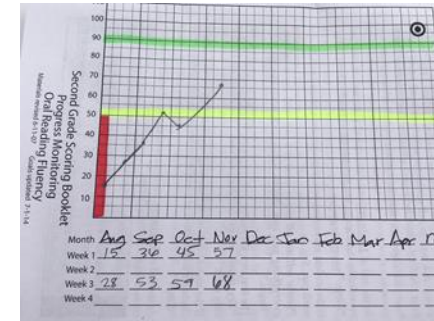
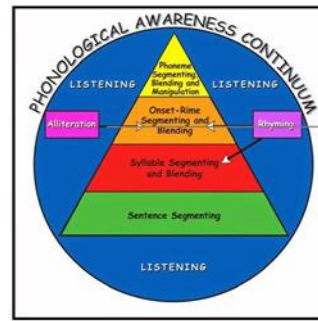
Composite Score

- Phoneme Segmentation Fluency
- NWF Correct Letter Sounds
- NWF Whole Words Read

Status	Score Level	Likely Need For Support
■	At or Above Benchmark	Likely to Need Core Support
■	Below Benchmark	Likely to Need Strategic Support
■	Well Below Benchmark	Likely to Need Intensive Support

Grade 2	
Beginning of the Year	Middle of the Year
Characters/Key Details RL.2.3	
 26%	 40% (+14)
Text Images RI.2.7	
 27%	 37 (+10)
Focus Skill: RI.2.1 Questioning 31% - 35%	

2018-19 ELA Highlights



Tier 1 Supports

- ✓ Faculty Meetings
- ✓ Data Chats
- ✓ PLCs
- ✓ Modeled Lessons
- ✓ Coaching

Tier 2 & 3 Supports

- ✓ Small Group Instruction
- ✓ Universal Screening (3xs)
- ✓ Progress Monitoring
- ✓ Intervention Materials

Training

- ✓ Orton Gillingham
- ✓ Data Analysis
- ✓ Small Group Instruction
- ✓ Research Based Interventions
- ✓ Rutgers Literacy Network



DIBELS Risk Levels Chart

	Kindergarten			First Grade			Second Grade		
	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring
Initial Sounds Fluency	8.0	10.0	12.0	10.0	12.0	14.0	12.0	14.0	16.0
Phoneme Segmentation Fluency	8.0	10.0	12.0	10.0	12.0	14.0	12.0	14.0	16.0
Letter Naming Fluency	8.0	10.0	12.0	10.0	12.0	14.0	12.0	14.0	16.0
Phoneme Segmentation Fluency	8.0	10.0	12.0	10.0	12.0	14.0	12.0	14.0	16.0
Letter Naming Fluency	8.0	10.0	12.0	10.0	12.0	14.0	12.0	14.0	16.0
Oral Reading Fluency	8.0	10.0	12.0	10.0	12.0	14.0	12.0	14.0	16.0

NR - High Risk. Seriously below grade level and in need of substantial intervention.
 MR - Moderate Risk. Moderately below grade level and in need of additional intervention.
 LR - Low Risk. At grade level.
 AR - Above Average. Above the 60th percentile.

Note: Pending future research, GPP Fall assessment in first grade is not color coded on this chart as an indicator of risk status. Estimated levels of risk will be identified within the PARMS, however.

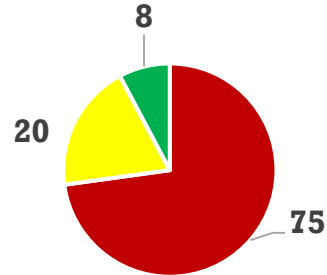


Math Data

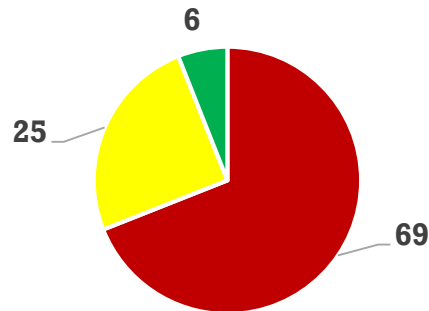
Kimberly Morris, RTI Coordinator

Grade 3 , Benchmark Assessment A

Understanding
Multiplication and Division

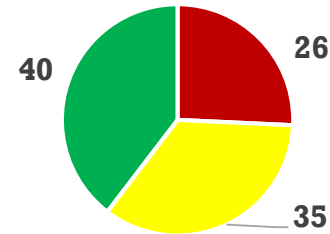


Solve Problem
Involving Time and Elapsed
Time

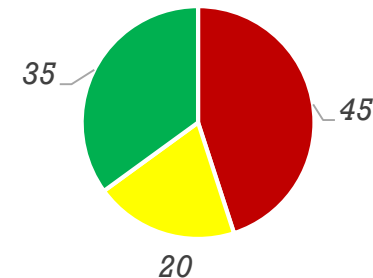


Grade 3 , Benchmark Assessment B

Understanding
Multiplication and Division



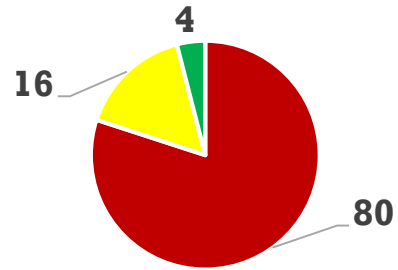
Solve Problem
Involving Time and Elapsed
Time



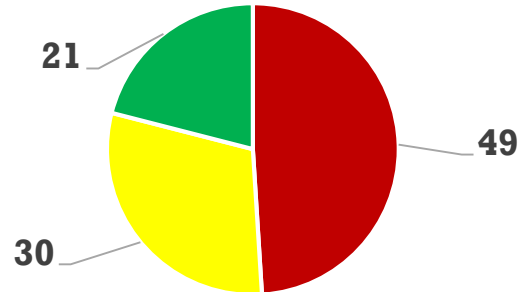
- In September 8% of Grade 3 students understood multiplication and division . In January , 40% of Grade 3 students comprehend multiplication and division .
- In September 5 % of Grade 3 students displayed mastery of time and elapsed time . In January , 35 % of Grade 3 students displayed mastery of time and elapse time .

Grade 4 , Benchmark Assessment A

Use Strategies to Multiply
Whole Numbers

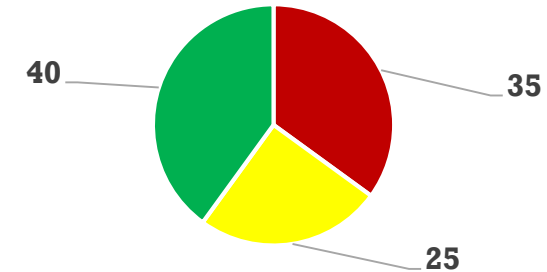


Adding and Subtracting
Multi-digit Number

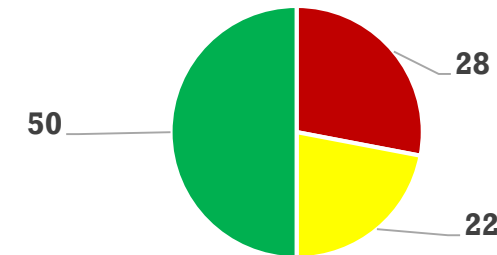


Grade 4 , Benchmark Assessment B

Use Strategies to Multiply
Whole Numbers



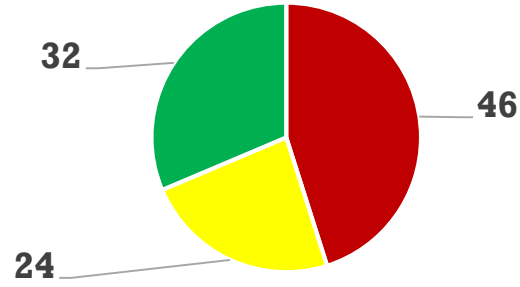
Adding and Subtracting Multi-
digit Number



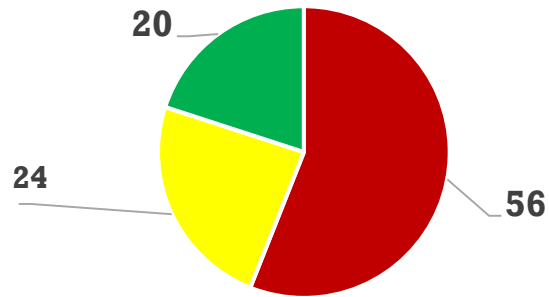
- In September, 4% of Grade 4 students displayed mastery of multiplying numbers. In January, 40% of Grade 4 students displayed mastery of multiplication of whole numbers.
- In September 21% of Grade 4 students displayed mastery of addition and subtraction of multi-digit numbers. In January, 50% of Grade 4 students displayed mastery of addition and subtraction of multi-digit numbers.

Grade 5 , Benchmark Assessment A

Multiplying Whole Number

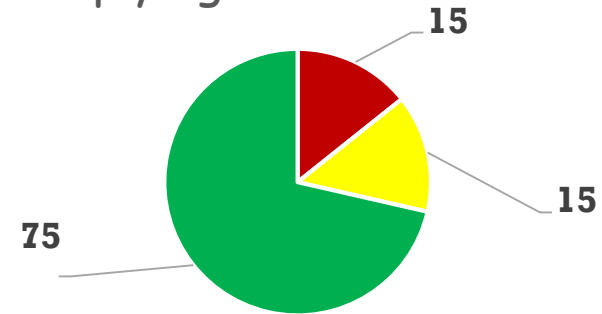


Measuring Volume

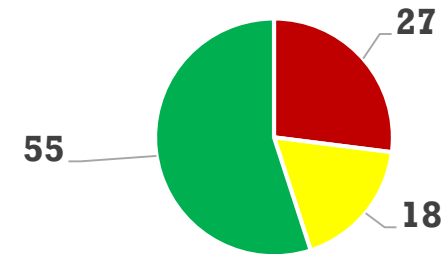


Grade 5 , Benchmark Assessment B

Multiplying Whole Numbers



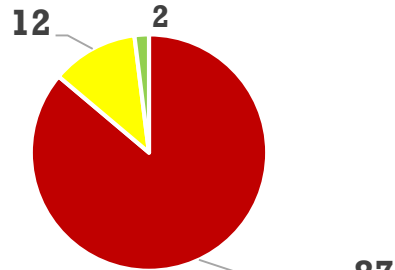
Measuring Volume



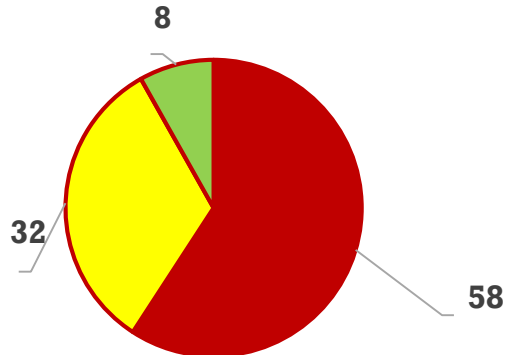
- In September 32% of Grade 5 Students were proficient in multiplying whole numbers. January 2019 , 75% of Grade 5 students were proficient in multiplying whole numbers .
- In September 20% of Grade 5 students understood volume . January 2019 , 55% of Grade 5 students displayed mastery of volume.

Grade 6 , Benchmark Assessment A

Writing and Evaluating
Algebraic Expressions

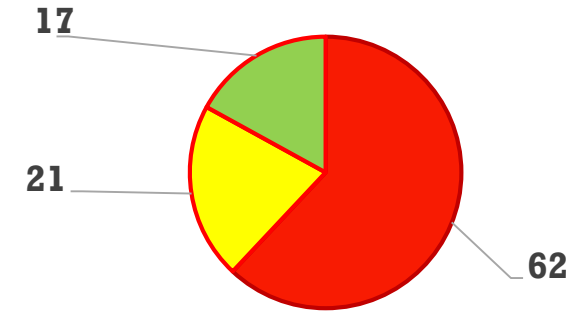


Solving Problems by Dividing
Fractions

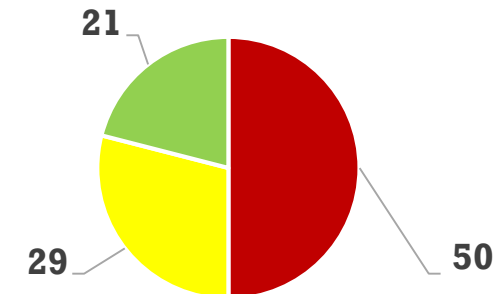


Grade 6 , Benchmark Assessment B

Writing and Evaluating
Algebraic Expression



Solving Problems by
Dividing Fractions

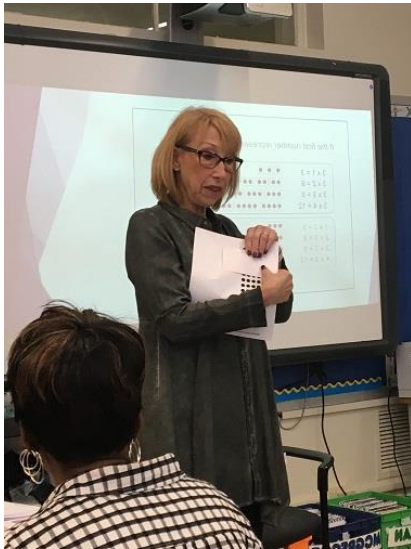


- There was an 15 % increase in the number of students meeting proficiency in the area of Writing and Evaluating Algebraic Expressions ...
- Also, the number of students meeting in solving problems by dividing fractions also rose from 8% to 21% .



Supports for Instruction and Intervention:

- Math Response to Intervention teachers (full and part time) attended bi-monthly training provided by AMTNJ and Rutgers University.
- Math Response to Intervention teachers/coaches conducted “ NJSLS Math Preparation” workshops for all Grades 3-5 teachers .
- In a effort to promote individualized support , hands on math manipulatives were purchased for the used of Tier 3 instruction/intervention .
- May 2019 RTI teachers/coaches will conduct math study session in the area of number flexibility and fact fluency .



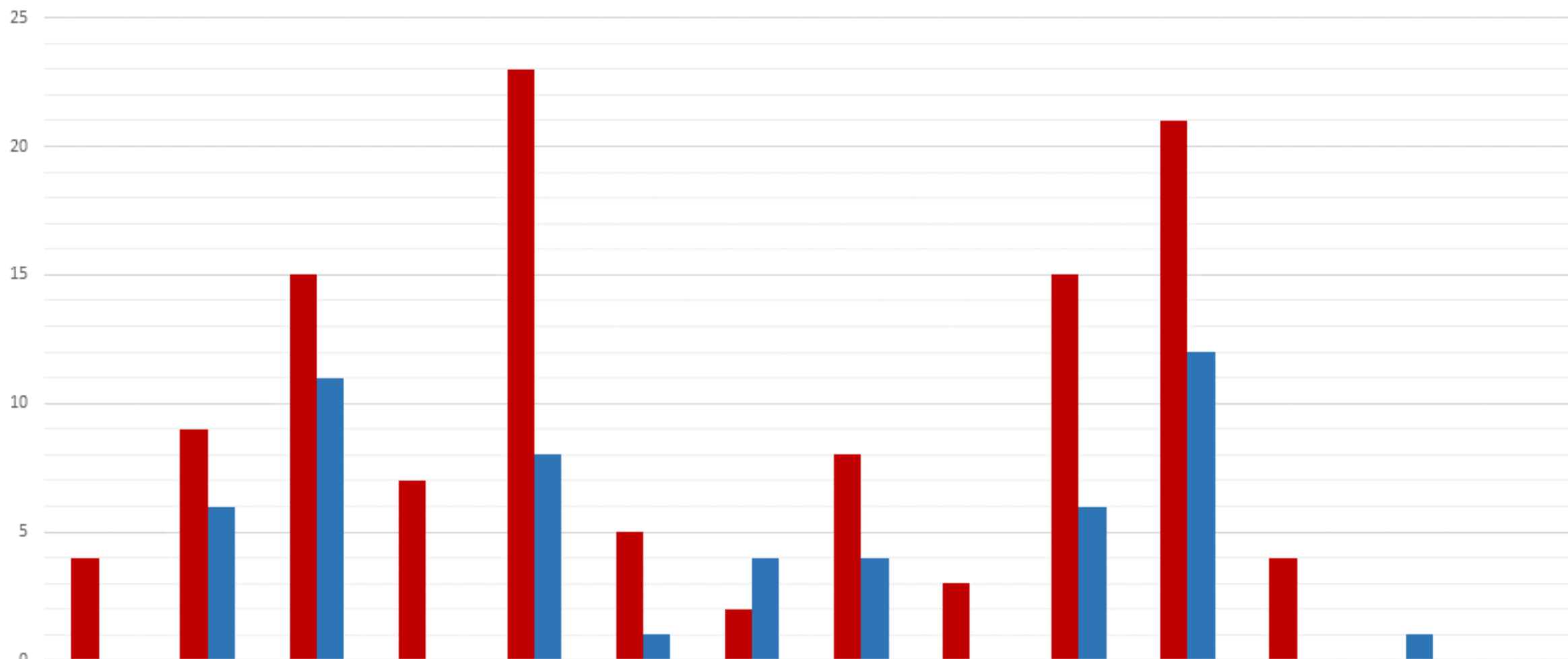


ACCOMPLISHMENTS

- Oversight of I&RS meeting procedures in all schools
- Fewer initial referrals for I&RS due to RTI targeted interventions
- Created collaborative partnerships with bilingual department, special education department and Family Success Center
- Established relationship with Rutgers Institute for Improving Achievement/ Restorative Network/ Adverse Childhood Experiences (ACE)
- Provided comprehensive Orton-Gillingham training to over 50 teachers
 - (**Orton-Gillingham** approach is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy)
- Provided opportunity for teacher to become an Orton-Gillingham district trainer
- Reduction in the number of students referred to CST from I&RS

Plainfield Public Schools I&RS CST Referrals

■ 2017-2018 ■ 2018-2019



■ 2017-2018

■ 2018-2019

4

9

15

7

23

5

2

8

3

15

21

4

0

0

0

6

11

0

8

1

4

4

0

6

12

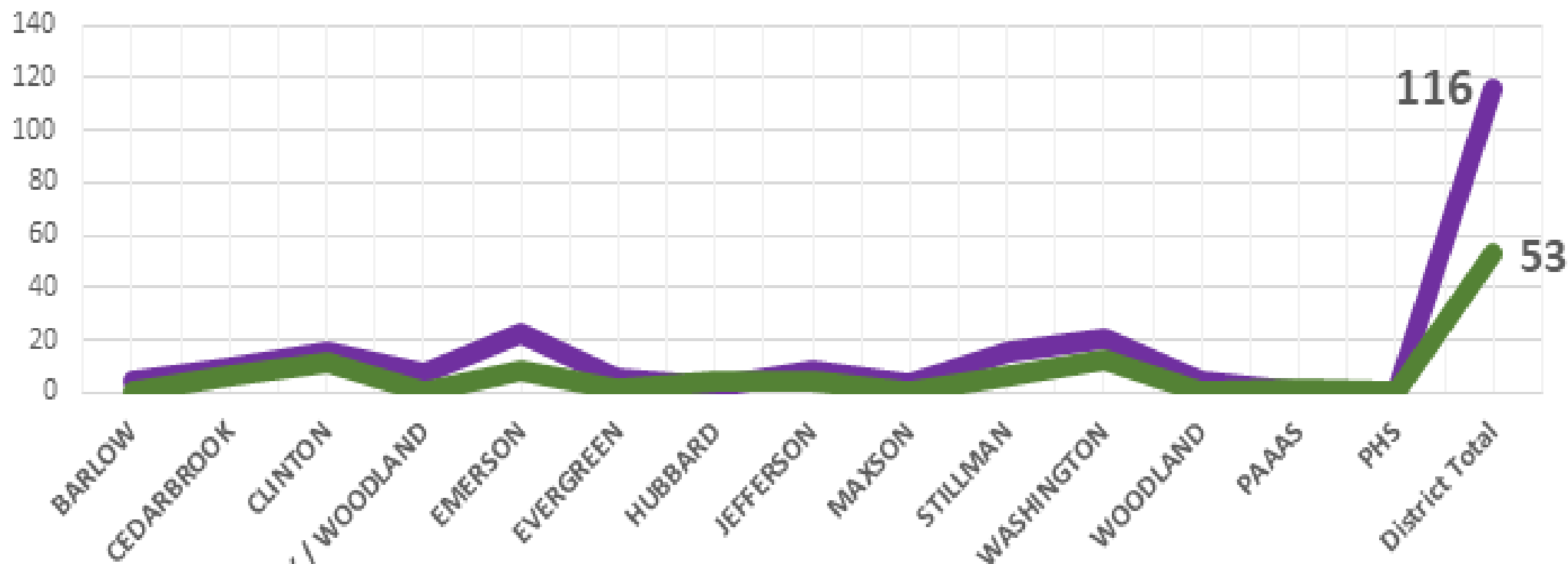
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Total Number of I&RS CST Referrals

2017-2018 2018-2019



All Schools - District Total



- Need bilingual RTI teachers
- More Instructional coaches for Tier 1 core instruction
- More full time RTI teachers to accommodate the large numbers of tier 2 & 3 students
- Expand social and emotional training to all staff



- Focus on Tier 1 instructional practices
- Focus on social emotional learning (SEL)
 - How childhood traumas impact student learning
 - Develop strategies to help teachers promote social-emotional development in their classrooms
- Provide an Orton-Gillingham district coach/trainer
- Develop community partnerships
- Strengthen our home and school connections

Website Office of Interventions Programs

Resources & *links*

- http://www.plainfieldnjkl2.org/departments/office_of_intervention_programs
- Resources for teachers/staff and parents.
- Additional information on RTI



Thank you !

