IMPLEMENTING RESPONSE TO INTERVENTION: FROM RESEARCH TO PRACTICE

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WE HAVE MET THE ENEMY AND IT IS US.

REALITIES OF OUR SYSTEM FROM AN ADMINISTRATIVE PERSPECTIVE

- Grade inflation primary grades, particularly grade one
- Very few kids identified for special education (K-1) the “gift of time” syndrome
- Midway through second grade large # of students referred for services
- Third and Fourth grade “kinder and gentler”
- Fifth another large group referred
- Transition year (6th or 7th) another group referred
- EDK, Title I and ESS (IST) mainly ineffective
ELEMENTARY GROUP DIALOGUE SESSIONS (2003-2004)

- Issues identified by faculty as barriers to improvement in student achievement
  - Students !!
  - Extended Day Kindergarten (EDK)
  - Report Cards / Grading
  - Curriculum
    - Reading
    - Math

- Issues identified by faculty as barriers to improvement (continued)
  - English/Communication/Language deficits
  - Support Services (ESS, Title I)
  - Time
  - TIME
  - TIME

ELEMENTARY FACULTY AS BARRIERS TO IMPROVEMENT

- EXTENDED DAY KINDERGARTEN
  - More structure to address specific needs
  - More Behavioral Interventions
  - More practice on fine motor skills
  - More social interaction and communication time
  The program was designed to support the regular Kdg. program – Doing the same thing slower and louder
ISSUES IDENTIFIED BY ELEMENTARY FACULTY AS BARRIERS TO IMPROVEMENT

CURRICULUM
- Too much to cover
- Skimming the surface
- Fragmentation in reading, language, spelling (primary grades)
- Integrate Science and Social Studies at the first/second grade level

ISSUES IDENTIFIED BY ELEMENTARY FACULTY AS BARRIERS TO IMPROVEMENT

Math
- Too many concepts to cover
- More time for conceptual understanding
- Place Value and Basic Facts

ISSUES IDENTIFIED BY ELEMENTARY FACULTY AS BARRIERS TO IMPROVEMENT

ENGLISH/COMMUNICATIONS
- Same pattern of presentation year after year.
- Written expression
  - A growing concern with students identified for special education services
- Integration of spelling, English, handwriting
- Lack of formal language development and vocabulary (conversation)
ISSUES IDENTIFIED BY ELEMENTARY FACULTY AS BARRIERS TO IMPROVEMENT

- Support Services
  - Spread too thin
  - More support earlier (Kdg./First) before student is failing
  - Title I – A Life Sentence - not closing the gap
  - ESS (IST) Cycle – student in ESS year after Year
  The ESS process was primarily a 1:1, small group tutoring program aimed at "getting kids through".

- TIME
  - Not enough time
  - Time to collaborate about student needs
  - For student activities and assemblies
  - For meaningful interaction with students

2004-05 SCHOOL YEAR

Often when you are at the end of something, you are at the beginning of something else.”
(Anonymous)

The beginning of data informed instruction (RtI)
PRIOR TO IMPLEMENTATION OF RTI: 2004-2005 SCHOOL YEAR

- Core curriculum – start of 2004-05
  - Reading
    - K-6 Basal – McGraw – MacMillen*
    - Kdg. Break Through To Literacy (PA)
    - Plato Learning System
    - FOCUS – (Grade 1) (PA)
    - Beginning Reading for the Real World (K-3)
    - Reading Expeditions (4-6)
    - Individual student pathways
    *Harcourt Trophies implemented in 2006-07

PRIOR TO IMPLEMENTATION OF RTI: 2004-2005 SCHOOL YEAR

- Learning Support
  - Needs of the LS students were met through adaptations and accommodations of the basal texts.
  - A potpourri of materials accumulated throughout the years

PRIOR TO IMPLEMENTATION OF RTI: 2004-2005 SCHOOL YEAR

- Title One Program
  - Combination of pull-out, push-in
  - Utilized numerous/varied supplemental support programs
    - Multiple Skills, Cars and Stars, etc.