

# Laying the Groundwork for a Response to Intervention Model

**SAU39 – Amherst, Mont Vernon, and Souhegan School Districts**

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# A Work in Progress

## Key Elements related to our Progress

- ❖ Vision
- ❖ Commitment
- ❖ Professional Development
- ❖ Foreseeing Areas of Challenge

# Recognizing Where We Are

“Unfortunately, new school **initiatives** sometimes falter because school leaders do not invest sufficient time and energy early in the process to ensure faculty and staff understand the changes being proposed and **why** those changes are a **good thing**. As a result several years after the initiative is launched, there is little evidence of our efforts” (The School Administrator, Sept. 2008).

**Guiding Question:** How do we establish sustainability of an initiative supported by multiple strategies within SAU 39?

# Vision

## STRATEGIC PLAN 2007-2012

"TO ENGAGE, CHALLENGE AND SUPPORT ALL LEARNERS"

Core Beliefs



FIVE YEAR GOAL

"Each Student Will Demonstrate Improved Performance  
In All Subject Areas  
As Measured Annually Through Multiple Assessments"

DISTRICT STRATEGY TO ACHIEVE GOAL  
Reading and Writing Across the Curriculum

# Commitment

## Annual School Goals Year 1 2007-2008 Academic Year

- *Individual school goals: 3 of 4 schools chose faculty achievement goals*
  - *“90% faculty will participate...”*
  - *80% mastery by staff on utilization of...”*
  - *80% of staff will receive training...and use at least one...”*
- *Teacher and Admin Goals*
- *School Board Goals (to support school goals)*

**Commitment**  
Annual School Goals Year 2  
2008-2009 Academic Year  
**Switch to student centered goals**

**Clark/Wilkins Elementary School**

60% of students in grades 2-4 will meet or exceed their NWEA target growth while 80% of students in grades K-1 will meet DIBELS benchmarks

**Amherst Middle School**

65% of students in grades 5-8 will meet or exceed their NWEA target growth in reading comprehension

**Mont Vernon Village**

56% of students in grades 2-6 will reach their NWEA target growth in reading while 82.5% of students in grades K-2 will meet DIBELS benchmark goals

**Souhegan High School**

During the 2008-09 school year, 50% of the students will meet their target goal for growth in Reading and 50% will reach their target goal for growth in Mathematics as measured by the NWEA assessment administered in the fall of 08 and spring of 09.

# Professional Development

A **commitment to common** SAU-wide professional development.

## Year 1

- ❖ Strategies That Work

## Year 2

- ❖ Administrative and faculty training in research based reading instruction and assessment.
- ❖ Evidence-driven instruction

## What does year 2 professional development look like?

Began in August with administrative retreat

- ❖ The purpose was multi layered
  - ❖ To inform and build **commitment** from the administrative team
  - ❖ PD needs for administrators were slightly different from those of the faculty
  - ❖ To plan for and anticipate challenges in what we wanted to accomplish

# The Lawrence Spaulding Trust Fund Conference

*A Literacy Roadmap for Administrators: Meeting Students Where They Are (Sally Grimes)*

SAU 39 Administrative Team Retreat

## August 5, 2008

### **Morning**

#### **Overview of the Reading Process highlighting:**

- Recent brain research, NIH research
- The Five “Plus” Components of Reading
- How To Target Areas of breakdown

### **Afternoon**

- Meeting Students Where They Are
- The Nuts and Bolts of Assessment Driven Instruction in Reading
- Infrastructural Needs and The Three Tier Reading Model and Rtl
- Professional Development and Resources

## August 6, 2008

### **Morning**

- Spiraling Back with Think, Pair, Share and Q & A
- Focused Sessions by Grade Spans
- High School, 9-12 – Sally Grimes and Nancy Maguire
- Elementary/Middle K-8 – Nicole Heimarck

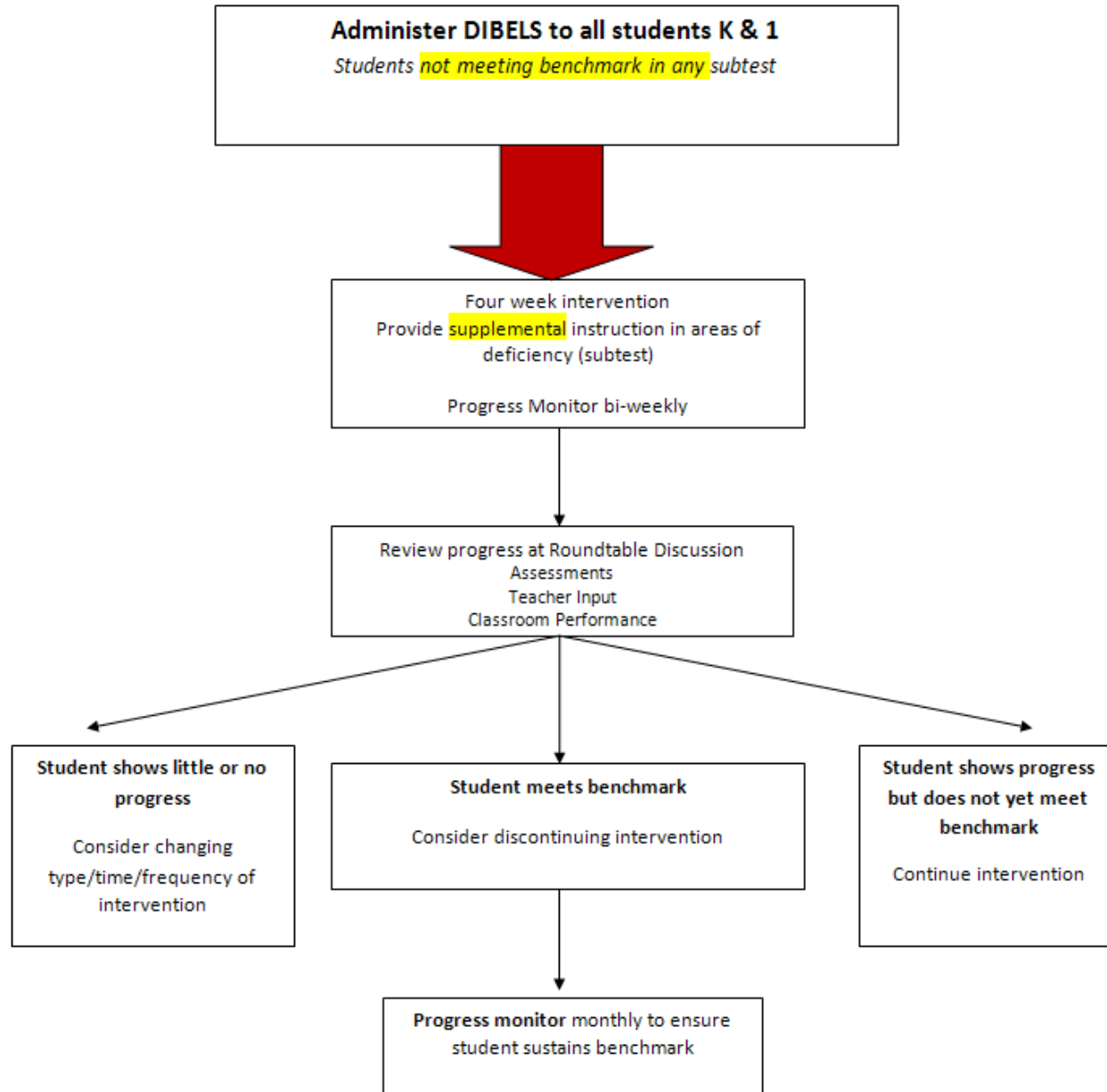
### **Afternoon**

- Work Groups - Developing Action Plans
- Sharing “Next Steps”
- Wrap-UP

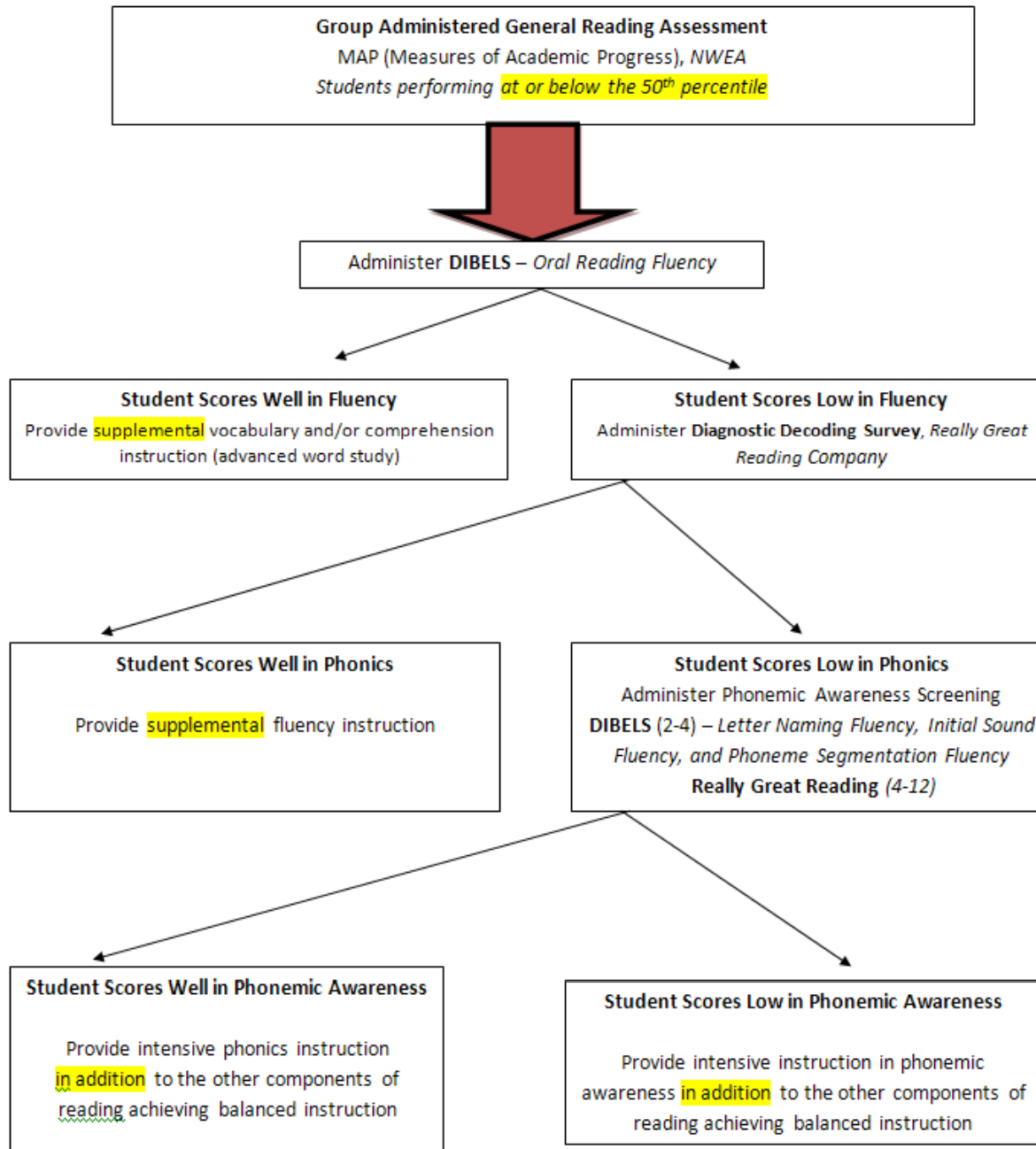
# Outcomes of Administrative Summer Retreat

- ❖ Screening process for isolating areas of specific reading deficiency
- ❖ Affirmation of our implementation of flexible grouping
- ❖ Identification of strategies that support researched base instruction and our 5 Year Strategic Plan
  - ❖ Pilot of a core reading program
- ❖ Commitment to building a data informed culture

SAU 39 – Amherst, Mont Vernon, and the Souhegan School Districts  
Grades K – 1 Screening Process  
Isolating Areas of Specific Reading Deficiency



SAU 39 – Amherst, Mont Vernon, and the Souhegan School Districts  
Grades 2-12 Screening Process  
Isolating Areas of Specific Reading Deficiency



# What does research say?

## Students Requiring Reading Strategies (FCRR)

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- 30<sup>th</sup> to 49<sup>th</sup> percentile (on State Test)
- Gaps in skills and knowledge
- 1-2 years behind
- Can read but not with depth
- Does not apply him/herself and may appear unmotivated
- Content area work may be challenging
- May not complete homework

# What does research say?

## Students Requiring Intensive Remediation (FCRR)

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- Below the 30<sup>th</sup> percentile (on State Test)
- Low performing
- Limited reading skills
- Frustrated and unmotivated
- Behavior and absentee problems
- Cannot do content area work
- Does not turn in homework

“Committing to RTI is  
committing to use research-  
based instruction and  
assessment”

(The School Administrator, Sept. 2008).

# What is Research-Based Instruction

## The federal perspective on scientifically based research...

- ❖ *Employ systematic, empirical methods that draw on observation or experiment;*
- ❖ *Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;*
- ❖ *Rely on measurements or observational methods that provide valid data across evaluators and observers, and across multiple measurements and observations;*
- ❖ *Be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.*

# Affirming Flexible Grouping

## Flexible Grouping

| What it is                 | What it is not            |
|----------------------------|---------------------------|
| Age-appropriate            | Tracking                  |
| Need-appropriate           | Stagnant/ pigeon-hole     |
| Fluid/permeable            | Homogeneity               |
| Based upon pre-assessments | Labeling /stigmatizing    |
| Narrows scope of skills    | Driven by school calendar |
| Varies by unit             |                           |
| Content and skill driven   |                           |
| Readiness driven           |                           |
| Learning style             |                           |
| Individualized             |                           |
| Ever-changing              |                           |
| Multiple access points     |                           |

### Resources Designed to Support the Instructional Model

- Math Coach
  - .5 Math Coach Wilkins (2-4)
  - 1.0 Math Coach AMS (5-6)
  - .25 Math Coach MVVS (funded by a grant)
- NWEA (Descartes)
- Pre-assessments

## Literacy Strategies 2008-2009

Supporting our student growth and achievement initiative

|                            | <b>Clark/Wilkins</b>                                                                                         | <b>MVVS</b>                                                                                                  | <b>AMS</b>                                                                                                   | <b>SHS</b>                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Building Initiative</b> | Comprehension Toolkit,<br><u>Strategies That Work</u>                                                        | Core Reading Program<br>Pilot, Scott Foresman                                                                | <i>Key Three Routine,</i><br>Joan Sedita                                                                     | Vocabulary Focus                                                                                                                |
| <i>Purpose</i>             | Improving student growth<br>and achievement in<br>reading comprehension                                      | Establishing vertical<br>consistency in reading<br>instruction and improving<br>student achievement          | Improving student growth<br>and achievement in<br>reading comprehension                                      | Improving student growth<br>and achievement in use of<br>vocabulary and reading<br>comprehension                                |
| <b>SAU-Wide Initiative</b> | Late Start Data Focus                                                                                        | Late start and PLC<br>Data Focus                                                                             | Late Start Data Focus                                                                                        | Data Collection                                                                                                                 |
| <i>Purpose</i>             | Building upon teacher<br>knowledge of data<br>resources to impact<br>student achievement and<br>growth       | Building upon teacher<br>knowledge of data<br>resources to impact<br>student achievement and<br>growth       | Building upon teacher<br>knowledge of data<br>resources to impact<br>student achievement and<br>growth       | Expanding teacher<br>awareness and knowledge<br>of new and old data<br>resources to impact<br>student achievement and<br>growth |
| <b>SAU-Wide Initiative</b> | Screening process for<br>reading deficiencies                                                                | Screening process for<br>reading deficiencies                                                                | Screening process for<br>reading deficiencies                                                                | Screening process for<br>reading deficiencies                                                                                   |
| <i>Purpose</i>             | Isolating areas of reading<br>deficiency in individual<br>students and providing<br>appropriate intervention | Isolating areas of reading<br>deficiency in individual<br>students and providing<br>appropriate intervention | Isolating areas of reading<br>deficiency in individual<br>students and providing<br>appropriate intervention | Isolating areas of reading<br>deficiency in individual<br>students and providing<br>appropriate intervention                    |

**Scott Foresman Core Reading Pilot**  
**Research-Based Instruction**  
 SAU 39 Rollout Plan – Draft\*  
 2008-2012

|                           | <b>Mont Vernon</b>                                                                                                                                                                                                             | <b>Amherst</b>                                                                                                                                                                                                                                                                                                                                |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>'08-'09<br/>YEAR 1</b> | <ul style="list-style-type: none"> <li>• Pilot Grades 1-5</li> <li>• One classroom at each level</li> <li>• Grade 5 sharing one set of materials, piloting a team model</li> </ul>                                             | <ul style="list-style-type: none"> <li>• Classroom observations @ MVVS</li> <li>• Participate in selected Scott Foresman trainings</li> </ul>                                                                                                                                                                                                 |
| <b>'09-'10<br/>YEAR 2</b> | <ul style="list-style-type: none"> <li>• Implementation Grades 1 &amp; 2</li> <li>• Consider expanding the 5<sup>th</sup> grade team model to Grades 3 &amp; 4</li> <li>• Partial implementation** Grades K &amp; 6</li> </ul> | <ul style="list-style-type: none"> <li>• Implementation (4 sessions) K</li> <li>• Partial implementation** (2 teachers each) Grades 1 &amp; 2</li> <li>• Teachers of Grades 3-6 observe classes in the Amherst &amp; Mont Vernon Districts</li> <li>• K-2 non-pilot teachers observe pilot teachers &amp; participate in trainings</li> </ul> |
| <b>'10-'11<br/>YEAR 3</b> | <ul style="list-style-type: none"> <li>• Implementation Grades K-6</li> </ul>                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Implementation K-2</li> <li>• Implementation of Grade 3</li> <li>• Partial implementation** Grades 4, 5, &amp; 6</li> </ul>                                                                                                                                                                          |
| <b>'11-'12<br/>YEAR 4</b> | <ul style="list-style-type: none"> <li>• Implementation K-6</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Implementation K-6</li> </ul>                                                                                                                                                                                                                                                                        |

\* Draft rollout plan is contingent upon multi-year success of pilot and implementation .

\*\* Partial implementation indicates new user. Expectations of program component usage would be consistent with pilot year implementation.

# Creating a Data Informed Culture

Data focused scope and sequence

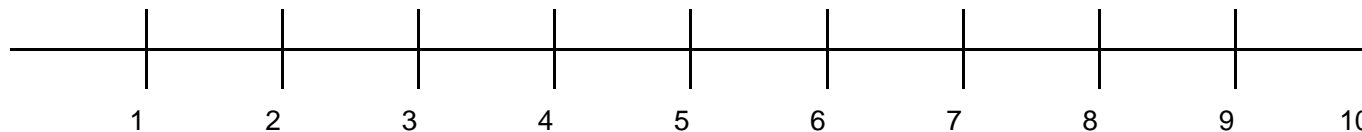
Assessing Impact

Examining how the scope and sequence translates to school practice

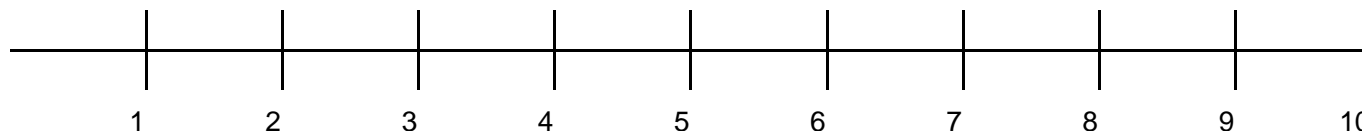
| Month             | Topic                                                                                                                                                                                                                                                           |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 9, 2008 | Organizational meeting <ul style="list-style-type: none"> <li>➤ Groupings and norm-setting</li> <li>➤ Text-based discussion</li> <li>➤ Staff survey on instruction and data perceptions</li> </ul>                                                              |
| October 7, 2008   | Understanding and communicating NWEA reports <ul style="list-style-type: none"> <li>➤ Teacher</li> <li>➤ Parent</li> <li>➤ Student</li> </ul>                                                                                                                   |
| November 4, 2008  | Analyzing reading assessments – A 3 tier plan <ul style="list-style-type: none"> <li>➤ Phonics</li> <li>➤ Fluency</li> <li>➤ Comprehension</li> </ul>                                                                                                           |
| December 2, 2008  | Using data to inform grouping practices <ul style="list-style-type: none"> <li>➤ Where have we been successful?</li> <li>➤ Where do we need to improve?</li> <li>➤ How will we address these improvements?</li> </ul>                                           |
| January 13, 2009  | Analyze winter DIBELS results                                                                                                                                                                                                                                   |
| February 10, 2009 | Analyze NECAP Results                                                                                                                                                                                                                                           |
| March 10, 2009    | Triangulating data 101 <ul style="list-style-type: none"> <li>➤ Text-based discussion</li> <li>➤ What data is missing from our triangle?</li> </ul>                                                                                                             |
| April 7, 2009     | Data Discussion – How do we best utilize authentic student work to complete a full data picture on all students?                                                                                                                                                |
| May 12, 2009      | Staff Reflection <ul style="list-style-type: none"> <li>➤ Evaluation of strengths and weaknesses of the year</li> <li>➤ Predictions on student gains from September to May (NWEA DIBELS)</li> <li>➤ Staff survey on instruction and data perceptions</li> </ul> |
| May 26, 2009      | Celebrations <ul style="list-style-type: none"> <li>➤ Student Growth</li> <li>➤ Comparing predictions to actual</li> <li>➤ Staff survey results</li> </ul>                                                                                                      |

**Amherst, Mont Vernon, and Souhegan School Districts  
Late Start Pre-Survey 2008  
Using Data to Impact Student Achievement**

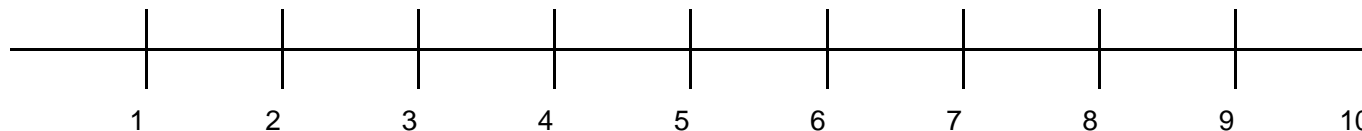
Question 1. To what degree do you believe teaching can be quantified?



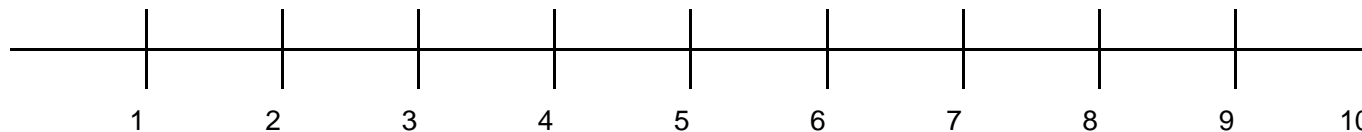
Question 2. To what degree do you believe teachers influence instructional practices?



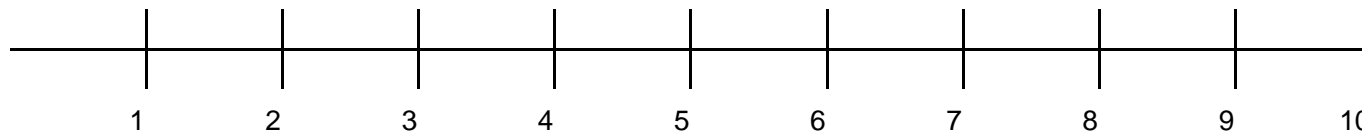
Question 3. To what degree do you believe administrators influence instructional practices?



Question 4. Rate the degree to which assessment data are an integral part of your instructional practice.

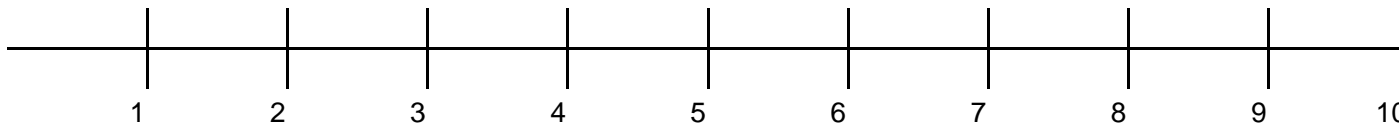


Question 5. Rate your skill level for using data to inform your instruction.

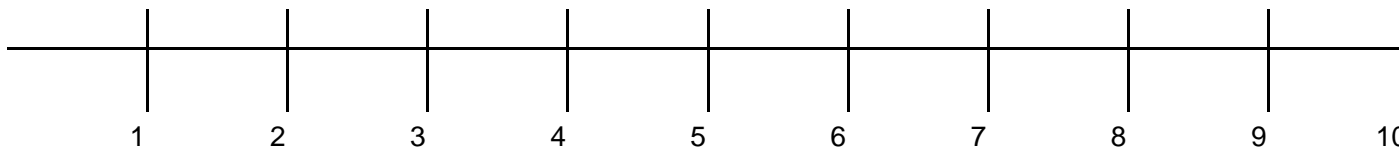


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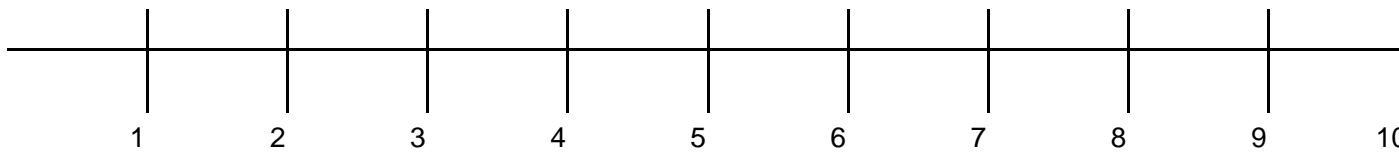
Question 6. To what degree do you feel you need more professional development in using data to meet the needs of your students?



Question 7. To what degree do you feel the collection of data can improve teachers' ability to meet the needs of all students?



Question 8. To what degree are you committed to using data to become a more effective instructor?



**Slides from a Late Start  
Presentation at the Clark/Wilkins  
Elementary School**

January 13, 2008

# RTI (Clark/Wilkins)

## Essential/Guiding Questions for Our Staff

- Is effective instruction taking place in our classrooms?
- Are we differentiating instruction based on the talents and needs of our students?
- Are we providing the services and supports needed for each student to succeed?

# Creating a culture and belief that

“All children can learn irrespective of disability, race, primary language and/or socioeconomic status.”

and

“Institutional reform efforts and resources **MUST** be aligned to ensure student achievement and growth.”

*“Response to Intervention: What & Why?”, by Judy Elliott*

# RTI Steps:

- 1) Use sound practices backed by scientific research for ALL students
- 2) Identify students with learning gaps
- 3) Determine WHY the gap exists
  - Skill Deficit?
  - Performance Deficit (motivation, behavior)?
- 4) Intervene using scientifically proven methods/materials
- 5) Monitor progress frequently
  - Curriculum based measurement
  - DIBELS, NWEA, NECAP
  - Formal and Informal teacher assessments
  - Behavior Report Cards
  - Direct Observation

# Next Steps for Clark/Wilkins:

- Transition from independent Child Study Intervention Teams at Wilkins/ Clark to one unified Clark/Wilkins Response to Intervention Team.
- Continue to investigate and implement research-based instruction and practices.
- Consistently implement and utilize progress monitoring tools across all grade levels/ curricular areas to inform instruction.



# Advanced Planning Cannot be Underestimated

## Barriers To Implementation

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- Underestimating the magnitude of change necessary in implementing new initiatives and changing school culture
- Taking on too many grade level, classrooms, or elementary school campuses in the first year
- Beginning new programs without a comprehensive implementation plan

Modified from Reid Lyon SAU 39 LLT training

# Advanced Planning Cannot be Underestimated

## Barriers To Implementation (con.)

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- Failing to view the implementation as a systems-wide change
- Focusing too many resources on administering and collecting assessment data rather than on helping staff learn to use the data
- Viewing purchased instructional programs as silver bullets rather than aids to help well-trained teachers make informed instructional decisions

# IMPLEMENTATION Ps and Qs

## ▶ **First Things First**

- **Learn the Innovation**
- **Learn How to Implement With Fidelity**
- **Do it Long Enough to Learn the Nuances of its Applications**
- **Then Work on Improvements**
- **There is no Successful Innovation in a Box – Both the Innovation and the Implementation Plan Must be Customized**

## ▶ **Typical Improvements**

- **Assessment Calendar**
- **Data Analysis Practices**
- **Grouping Practices**
- **Timing of Innovation in the Mater Schedule**
- **Model for Innovation Delivery**

# Closing Thoughts

Whether or not we achieve these goals depends on the strength of our instruction to accomplish two things during the year

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All students who begin the year meeting grade level expectations continue to meet grade level expectations at the end of the year-they make expected yearly growth

All students who begin the year reading below grade level accelerate their development so they make expected yearly growth plus catch-up growth

Created by Reid Lyon for SAU 39 LLT training

In order to effectively prevent early reading difficulties, we need to apply two kinds of knowledge

From the “science”  
of reading”

From effective  
schools

Information about the *individual* components of instruction and assessment that are most effective in raising literacy levels

Information about leadership, organizational, and classroom practices that are most effective in raising literacy levels

Understanding, and Motivation to Apply