



## Session 75

### *Tying it all together: Read to Achieve; Legislation, Rtl and Exceptional Children*

Cindy Cooke, Melissa Fields, Amy Jablonski, Chiquita Sutton,  
Kimberli McWhirter, Lynn Woodell

This session will offer an overview of data and resources provided by mClass: Reading 3D, part of the new NC Read to Achieve legislation. The presentation will address progress monitoring through the lens of the problem-solving model. It will also include various strategies to assist Exceptional Children teachers in adding layers of support at any tier. Participants will have the opportunity to see how one school is using these state initiatives to drive their instructional decisions for students. Participants will also reflect on their role in providing a scaffold of support to students with disabilities through the effective use of data driven instruction.

Presentation materials will be posted to the conference presentation materials website after the 63<sup>rd</sup> Conference on Exceptional Children.

63<sup>RD</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

# Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



# Tying It All Together: Read to Achieve Legislation, Responsiveness to Instruction, and Exceptional Children

Presented by NCDPI and Perquimans County Schools

Cindy Cooke, Melissa Fields, Amy Jablonski,  
Chiquita Sutton, Kimberli McWhirter and Lynn Woodell





# How did we get here from there?

- Conversation
- Collaboration
- Commonalities





# Where do we want to go?

- Responsiveness to Instruction:  
*Framework for total school improvement!*
- Read to Achieve:  
*Driven by student outcomes!*
- Exceptional Children:  
*We're ALL in this for ALL children!*



... it's about  
**THE KIDS!!!!**



# How do we get **THERE** from **HERE**?

- Consensus
- Connection
- Communication



## NCDPI Definition of Rtl

**NC Responsiveness to Instruction (NCRtl)** is a **multi-tiered** framework which promotes **school improvement** through engaging, high quality **instruction**. NCRtl employs a **team** approach to guide educational practices, using a **problem-solving** model based on **data**, to address student needs and maximize **growth** for *all*.

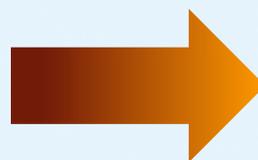


## Responsiveness to Instruction

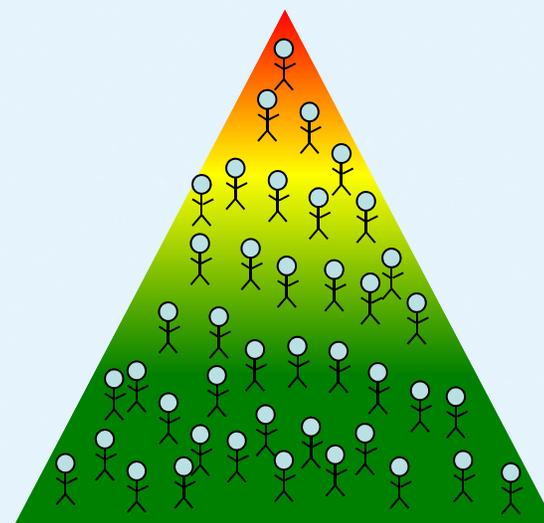
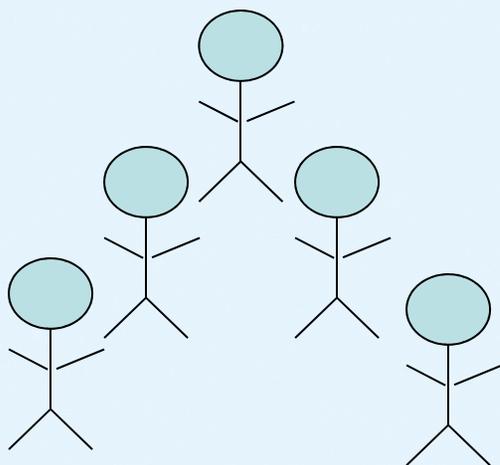


# Adjusting Mindsets

Process for *some* students



Framework for *total* school improvement





# Critical Components of RtI

- Leadership and Shared Responsibility
- *Curriculum and Instruction Assessment*
- Problem-Solving/Data-Driven Decision Making
- *Family and Community Partnerships*
- Sustainability and Integration



# Read to Achieve



## North Carolina Read to Achieve

### Comprehensive Reading Plan K-12

*A Supplement to the North Carolina Literacy Plan*

North Carolina Department of Public Instruction

2013-2014



# Exceptional Children



The North Carolina State Improvement Project  
Improving Instruction  
for Students With Disabilities

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[ABOUT NCSIP](#)

[CONTACT US](#)

[READING](#)

[MATHEMATICS](#)

[COACHING](#)

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SEARCH

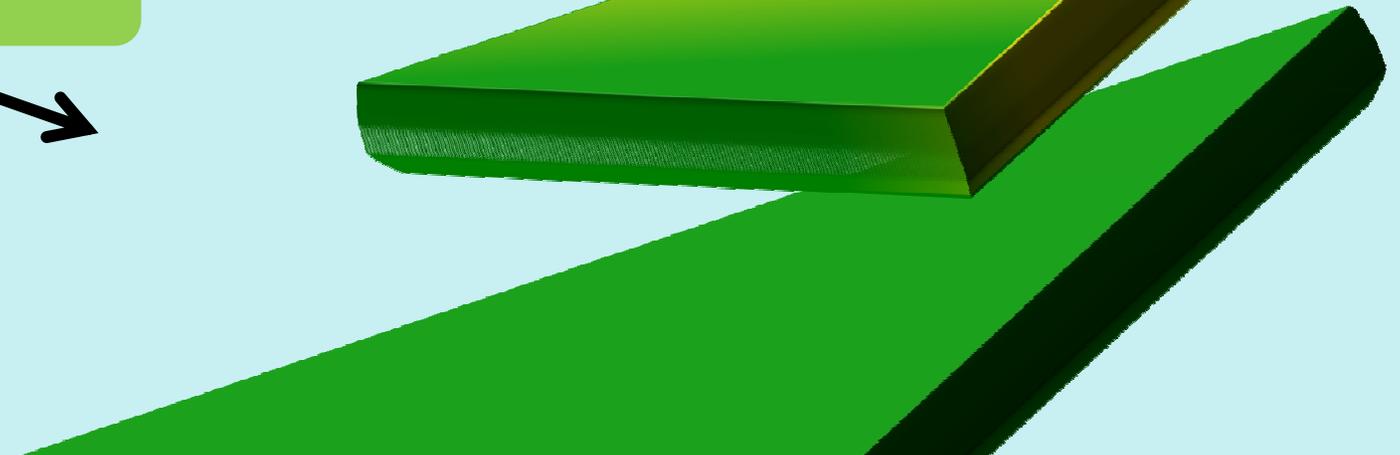
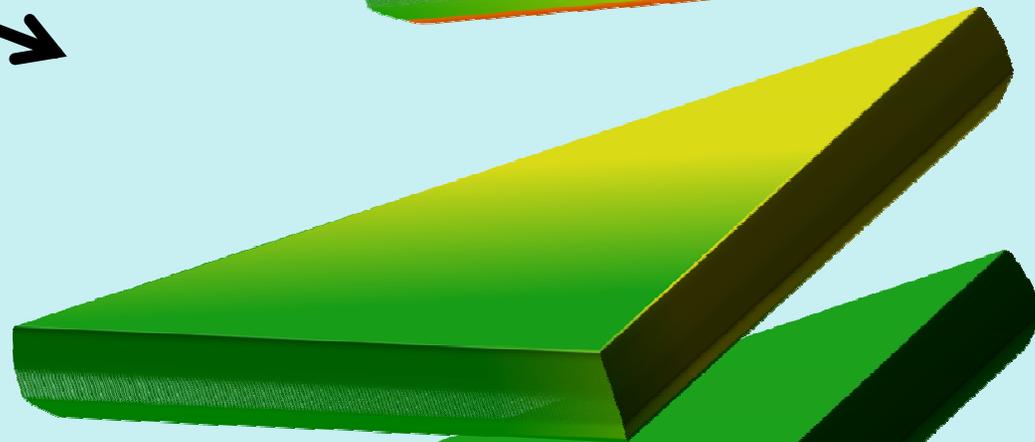
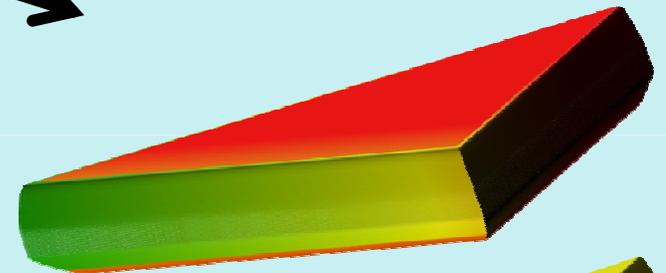


# Layering of Support

Intensive Support

Supplemental Support

Differentiated Core



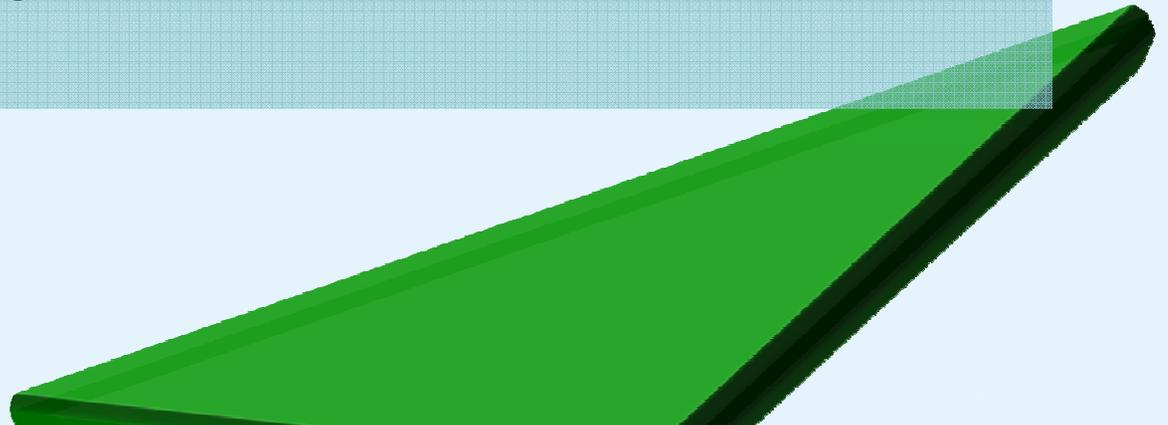


## Core: Tier I

**Who:** All students are in Tier I (Core)

**What:** Evidence-based programs and practices demonstrated to produce good outcomes for the majority of students

**Effectiveness:** If *at least* 80% of all students in all subgroups are meeting benchmarks in Core with no additional support



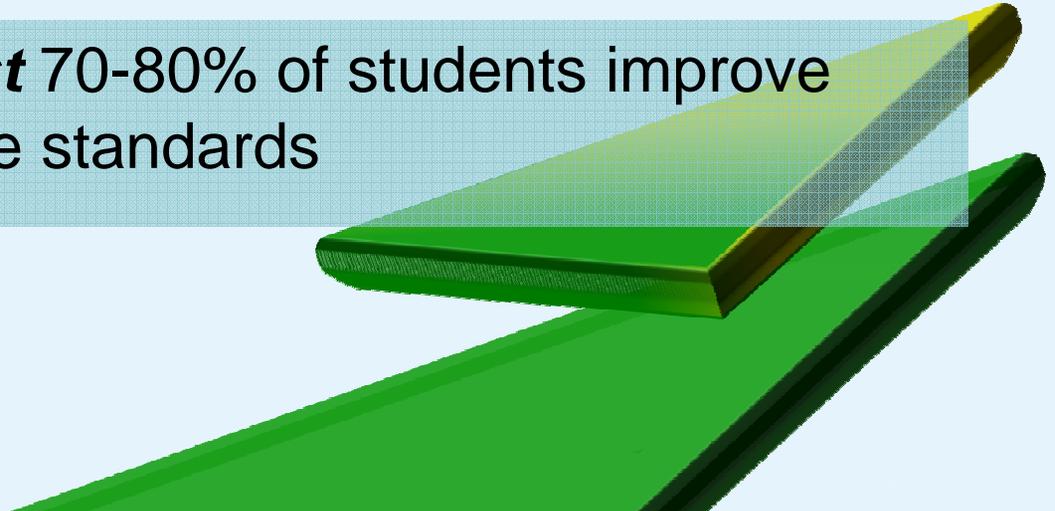


## Supplemental Instruction: Tier II

**Who:** Students needing supplemental support in addition to Core instruction  
*(approximately 20% of students)*

**What:** Evidence-based programs and practices demonstrated to improve performance in Core

**Effectiveness:** If *at least* 70-80% of students improve performance toward Core standards



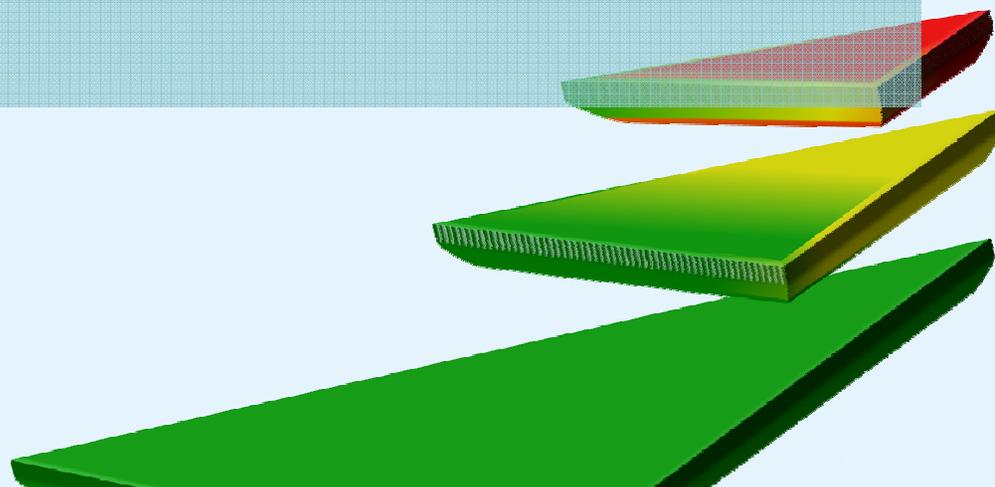


## Intensive Instruction: Tier III

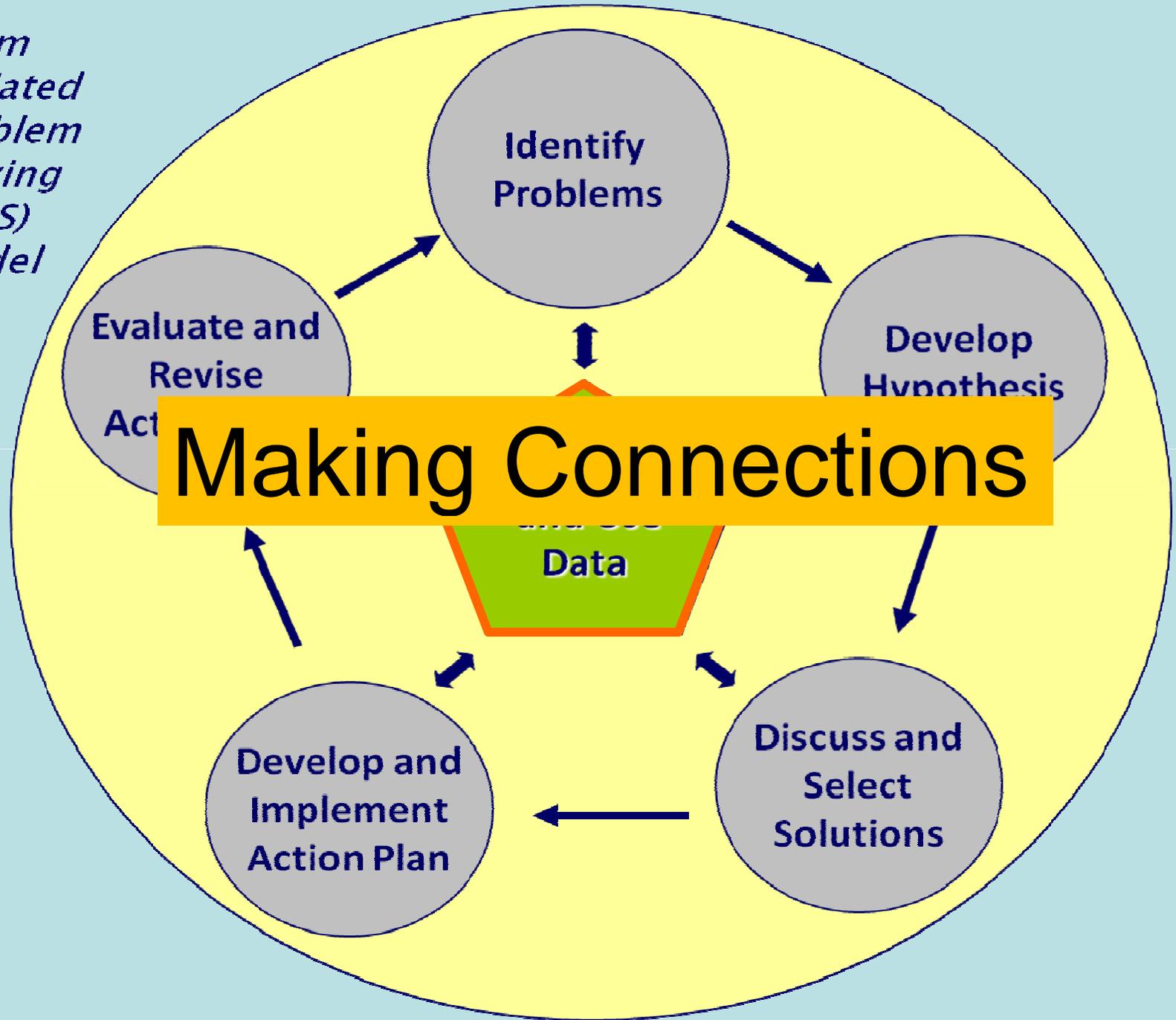
**Who:** Students needing intensive support in addition to supplemental and Core instruction  
*(approximately 5% of students)*

**What:** Evidence-based programs and practices demonstrated to improve performance

**Effectiveness:** If there is progress toward performance in Core standards



*Team  
Initiated  
Problem  
Solving  
(TIPS)  
Model*



**Making Connections**

Data

Develop and  
Implement  
Action Plan

Discuss and  
Select  
Solutions

Evaluate and  
Revise  
Act

Identify  
Problems

Develop  
Hypothesis



# Connections

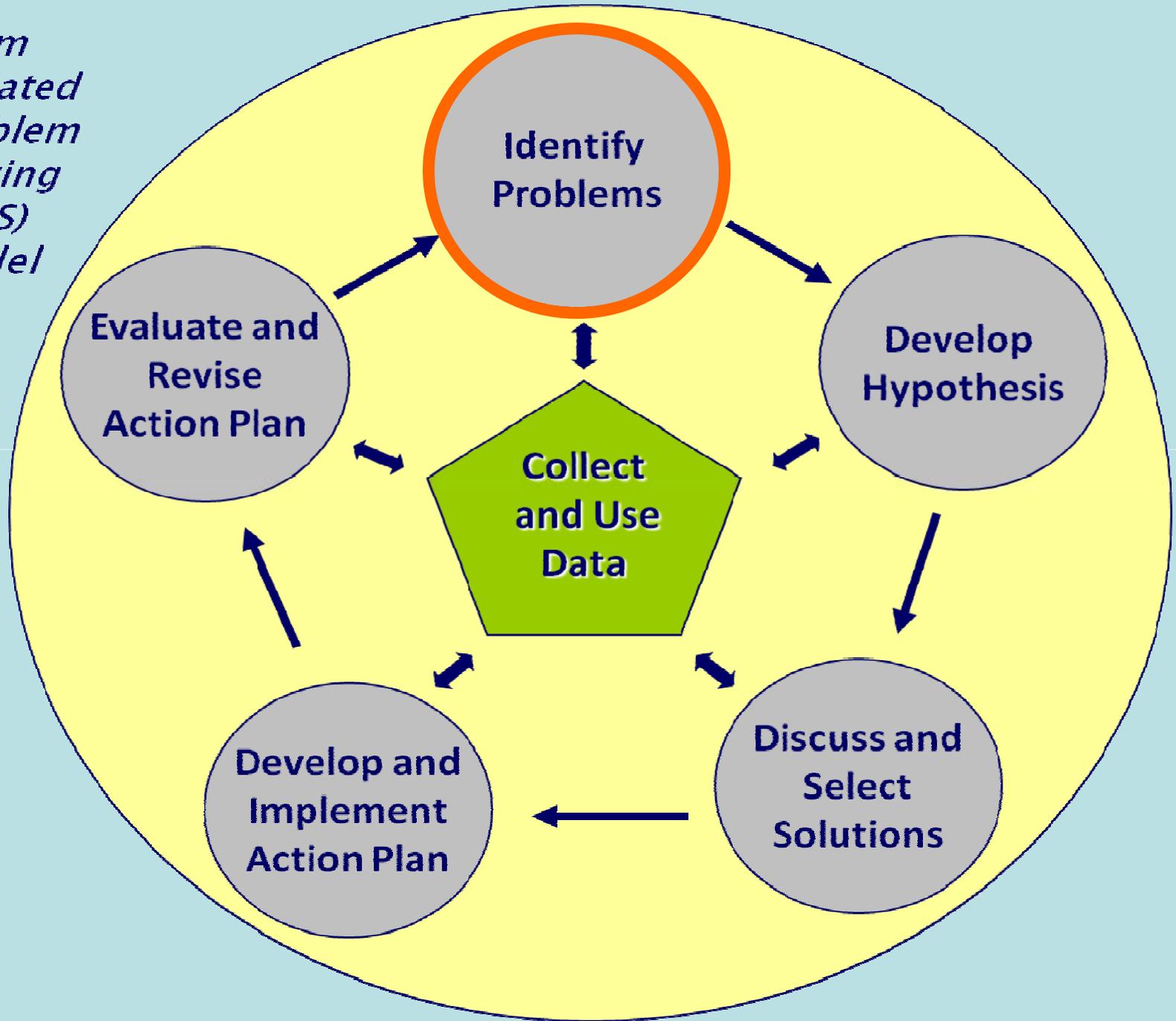
## Read to Achieve

- *Administer **Reading 3D** benchmarks with fidelity*
- *Include multiple sources of data for reading proficiency*

## Exceptional Children

- ***Reading 3D** results*
- *IEP*
- *Gen Ed classroom performance*

*Team  
Initiated  
Problem  
Solving  
(TIPS)  
Model*





## Identify Problem(s)

- Behavioral/academic definition
- *Concrete, observable and measurable*
- Stranger test?
- *Typically begins as broad statement*



# Connections

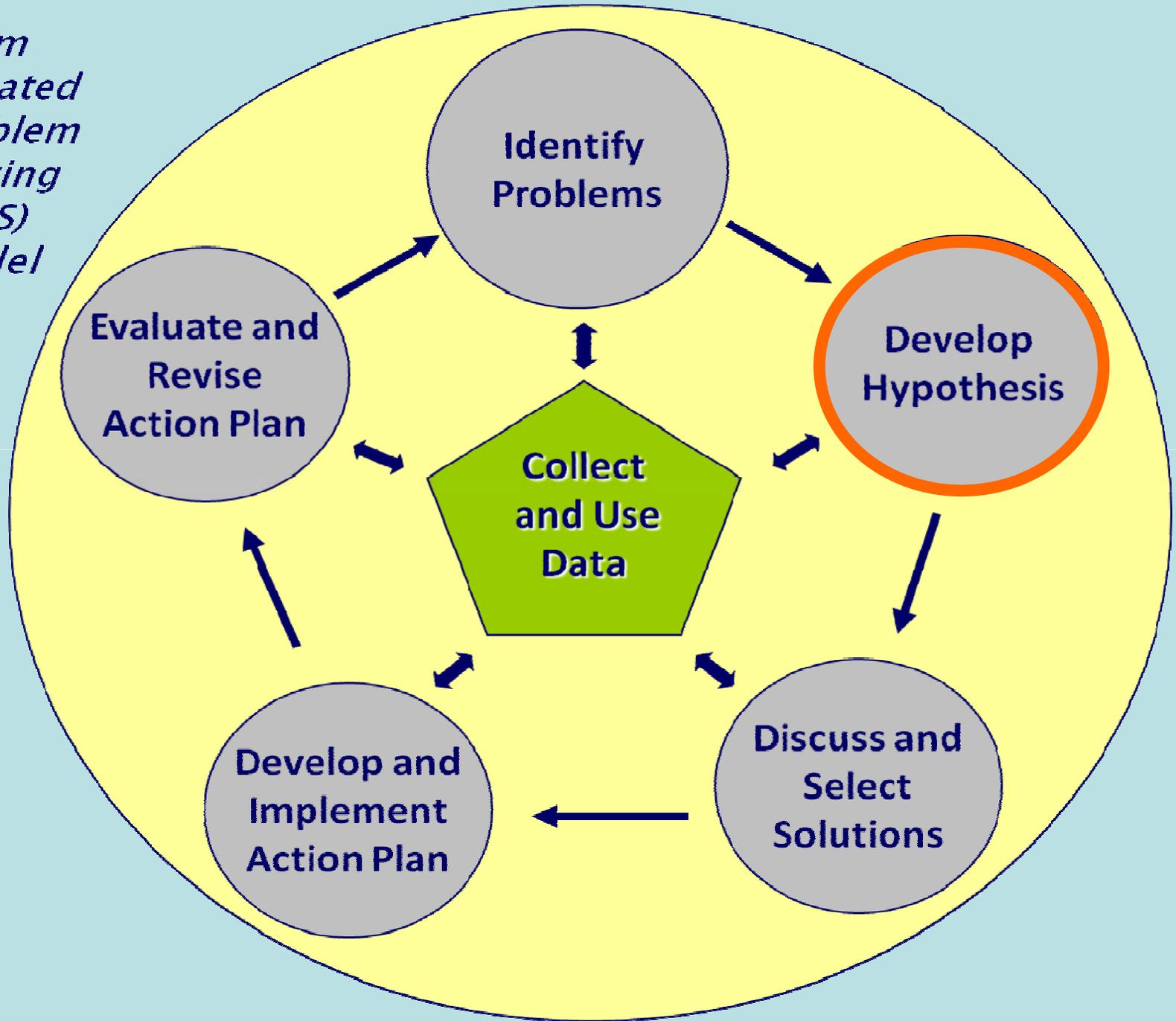
## Read to Achieve

- *Identify risk-levels based on proficiency*
- *Disaggregate data to identify instructional focus*
- *Use administrative reports to identify trends*

## Exceptional Children

- *Identify skill deficits based on current level of performance*
- *Current performance vs. expected performance*

*Team  
Initiated  
Problem  
Solving  
(TIPS)  
Model*





# Develop and Test Hypothesis

Ask:

What is the problem?

Why is it occurring?

*We ask questions across four domains...*

Instruction

Curriculum

Environment

Learner

## Instruction

Review

Interview

Observe

Test

## Curriculum

Review

Interview

Observe

Test

## Environment

Review

Interview

Observe

Test

## Learner

Review

Interview

Observe

Test



# Connections

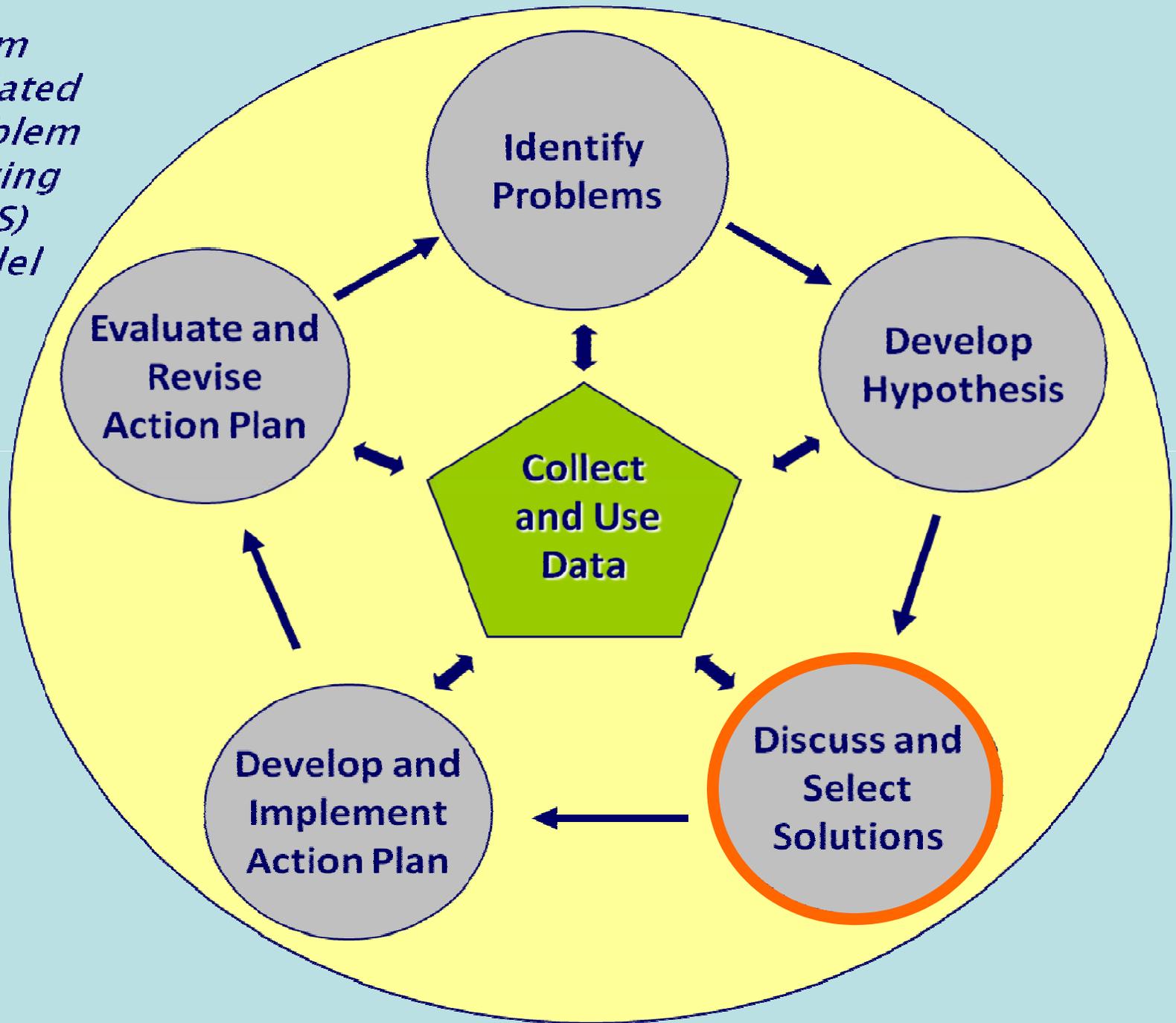
## Read to Achieve

- *Strengths? Concerns?*
- *Assessment format?*
- *Curriculum?*
- *Skill gaps?*
- *Lack of practice?*
- *Lack of explicit instruction?*

## Exceptional Children

- *Appropriate intervention?*
- *Intensity?*
- *Fidelity ?*
- *Instruction delivered by trained teacher?*

*Team  
Initiated  
Problem  
Solving  
(TIPS)  
Model*

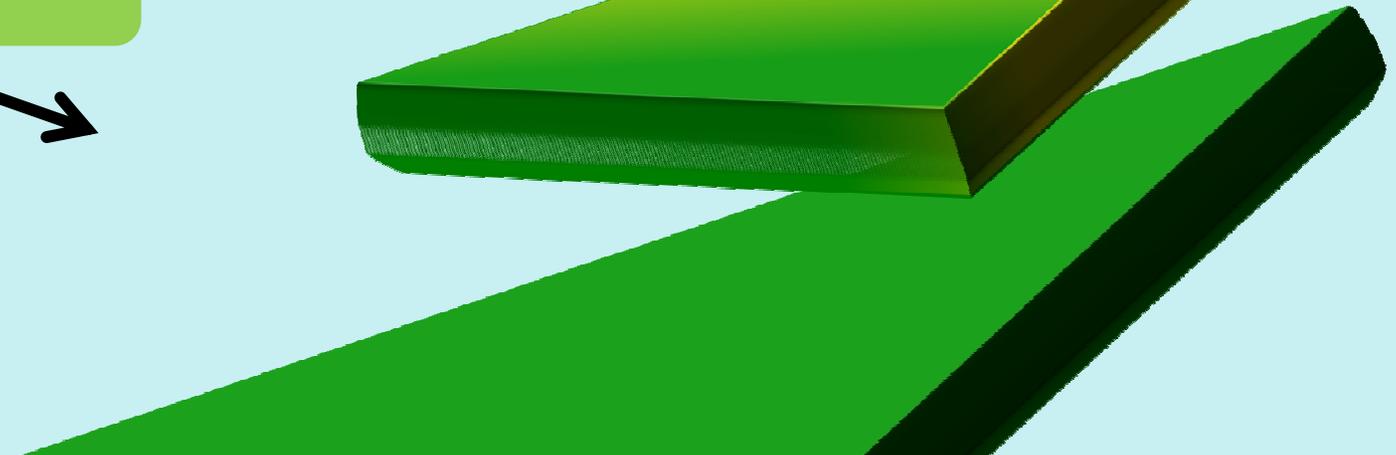
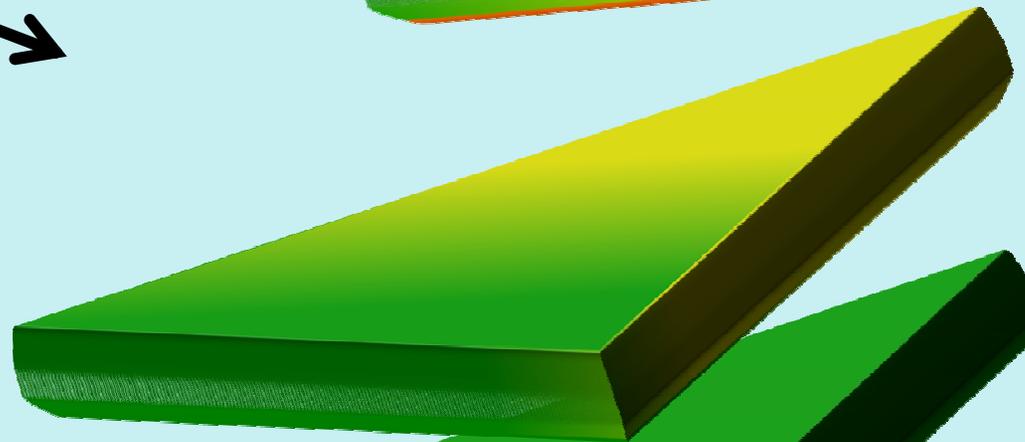
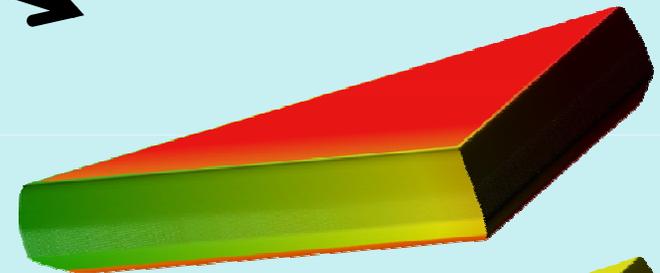


# Layering of Support

Intensive Support

Supplemental Support

Differentiated Core





## Solutions Are...

- Based on the precise problem statement developed around instruction, curriculum, and/or environment
- Precise, clear goals that must be set **before plan implementation**
- Goals that include a **specific** description of desired **change** in student behavior
- **S M A R T!**



## How SMART?

<b>S</b>	<b>pecific</b>
<b>M</b>	<b>easurable</b>
<b>A</b>	<b>ttainable</b>
<b>R</b>	<b>elephant</b>
<b>T</b>	<b>ime-Bound</b>



# Connections

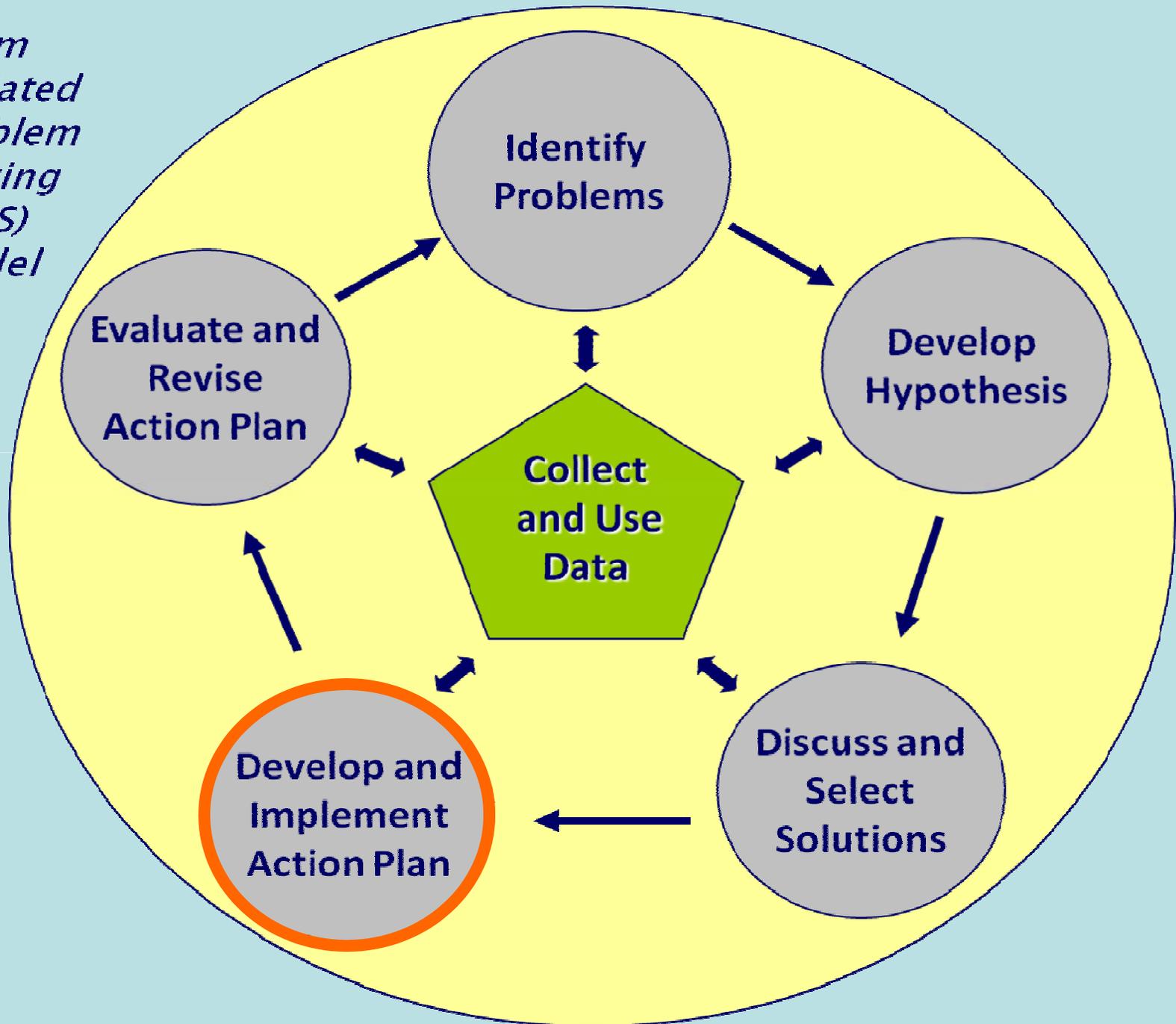
## Read to Achieve

- *Use proficiency goals, cut points and student scores to determine needed/realistic growth*
- *Identify evidence-based practices and strategies appropriate for student need*

## Exceptional Children

- *Intervention/Strategies*
- *Evidence-based practices*
- *Appropriate delivery model*

*Team  
Initiated  
Problem  
Solving  
(TIPS)  
Model*





# Develop and Implement Action Plan

## *Data-Decision Guidelines include:*

- Intensity of plan
- Frequency of monitoring
- Tool(s) being utilized

*How will we determine success along the way?*



# Connections

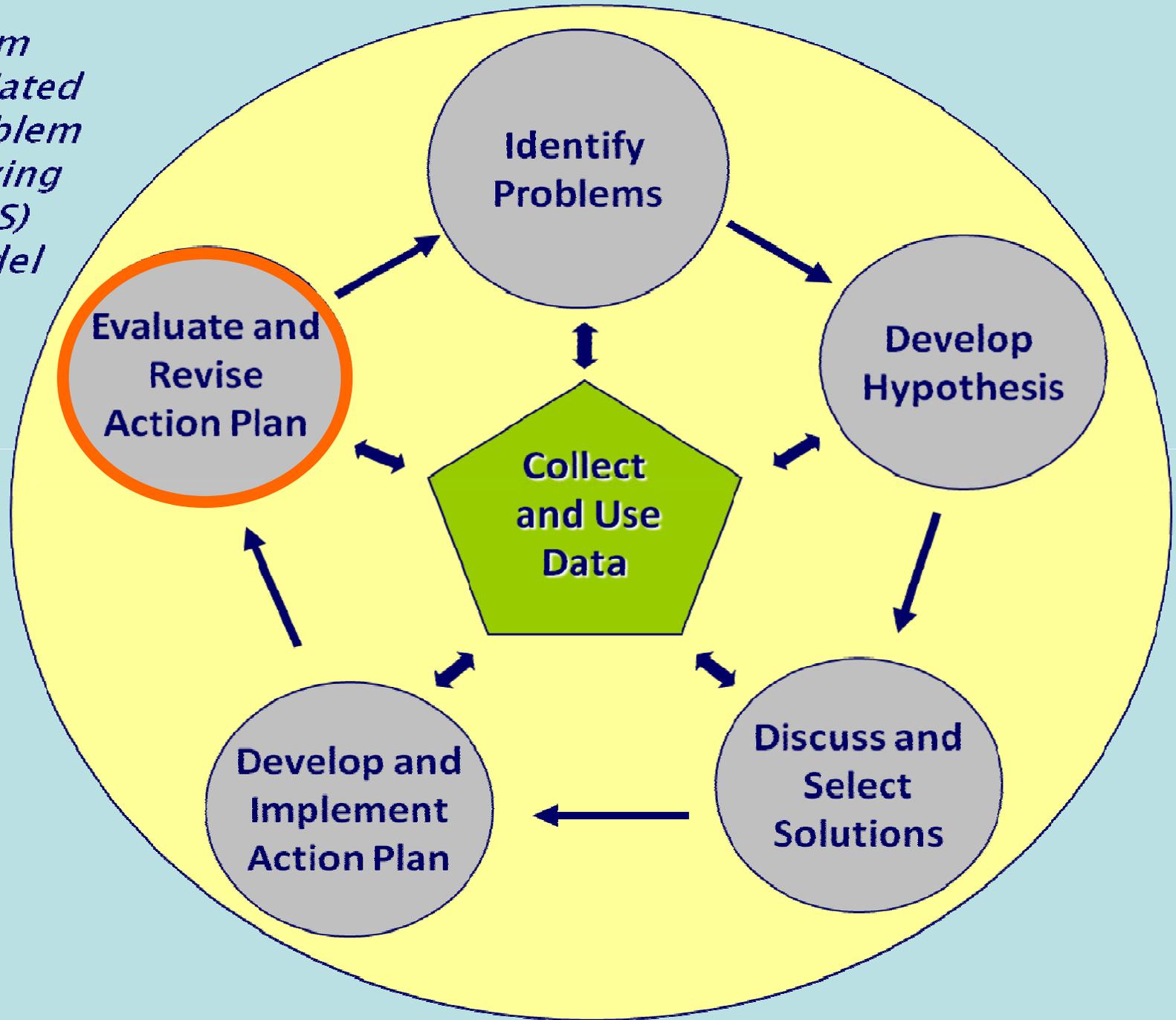
## Read to Achieve

- *Ensure assessment is aligned to instruction*
- *PM at rate appropriate for student need*
- *Identify instructional response if student **meets/does not meet** goal*

## Exceptional Children

- *Progress monitoring*
- *Rate of improvement*
- *Intensity of instruction*
- *Service delivery*
- *Frequency of intervention*

*Team  
Initiated  
Problem  
Solving  
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Model*





# Connections

## Read to Achieve & Exceptional Children

- *Intensify support?*
- *Change modalities?*
- *Change materials?*
- *Change format?*
- *Extend learning?*
- *Coaching?*
- *Additional training?*
- *Fidelity observations?*

# Tying It All Together at Perquimans Central School

Melissa Fields, Principal  
Chiquita Sutton, EC Teacher  
Lynn Woodell, Kindergarten Teacher

Conference for Exceptional Children  
November 22, 2013





# All About PCS

- Pre-K to 2<sup>nd</sup> Grade School
- *Small, rural community*
- 60% Free and Reduced Lunch
  
- 7 Kindergarten; 8 1<sup>st</sup> grade; 8 2<sup>nd</sup> grade
- *446 K-2 students; 72 EC students (16%)*
- 2 Pre-K classes – 36 students
  
- 3 EC teachers, 2 SLP, 1 Pre-K Itinerant Teacher





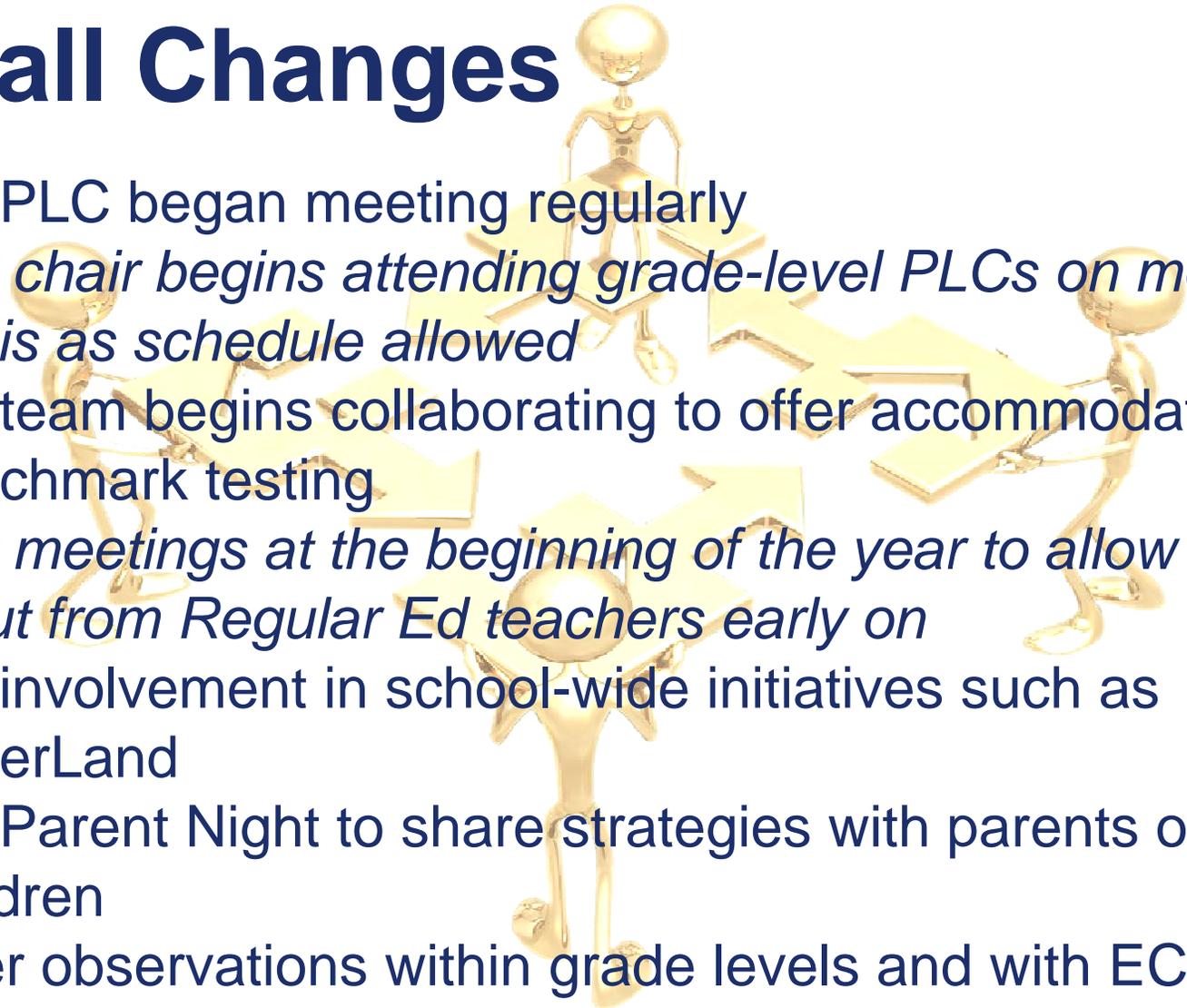
## In the Past . . .

- Grade-level PLCs with no involvement from EC team
- *2 EC teachers for entire school*
  - *Little time for collaboration*
  - *Too many grade levels to focus on for collaboration*
- Regular Education teachers not active participants in IEP process
- *Regular Ed and Special Ed functioning in isolation*
- SFIT process was a dysfunctional process that led to EC referrals without authentic interventions



# Small Changes

- EC PLC began meeting regularly
- *IEP chair begins attending grade-level PLCs on monthly basis as schedule allowed*
- EC team begins collaborating to offer accommodations for benchmark testing
- *IEP meetings at the beginning of the year to allow more input from Regular Ed teachers early on*
- EC involvement in school-wide initiatives such as LetterLand
- EC Parent Night to share strategies with parents of EC children
- Peer observations within grade levels and with EC department





# One Step Closer . . .

- Increased EC staff to 3 teachers, assigned to grade-level teams
- *Assigned LEA reps by grade level to increase alignment*
- District EC Coordinator developed EC Handbook to help align EC services and procedures
- *IEP at a Glance shared with Regular Education teacher to increase understanding of IEP goals*
- Grade-level teams shared pacing guides and weekly lesson plans with EC team to increase alignment
- *EC Family Night expanded to include Regular Education students because all students benefit from differentiation*



## Improving Communication

*IEP at a Glance*

\*This is a summary. Please also take some time to check the student's special education file, found in the office.

*Student Information:*

Name: \_\_\_\_\_  
 Verified Disability: \_\_\_\_\_  
 IEP Date (due by): \_\_\_\_\_ To be re-tested this year? **Y N**

<i>Current Services:</i>	<i>Current Goal Areas:</i>
Resource	articulation (speech sounds: _____)
Speech Therapy	receptive language (comprehension, following directions, vocabulary, basic concepts)
Occupational Therapy	expressive language (grammar, vocabulary, creating sentences)
Physical Therapy	written expression
OTHER:	social skills / classroom skills
<i>This student has...</i>	stuttering
	handwriting
	reading/decoding
	math

Testing Adaptations: NO YES \*\*Please see IEP for more info! Attached  
 Classroom Adaptations: NO YES \*\*Please see IEP for more info! Attached  
 Equipment needed: \_\_\_\_\_

**This student's Case Manager is:** \_\_\_\_\_  
*Please share any of the following information with her throughout the school year:*

- \*Parent-reported change in meds, home environment etc.
- \*Areas that need problem solving in the classroom
  - \*new behaviors (good or bad!)
  - \*classroom, recess, or other concerns
- \*other info that may impact the student's education

Teacher has received a copy of the goals and accommodations for this student: \_\_\_\_\_



# Schedule changes for improvement...

- Revised school-wide master schedule to maximize instructional time
- *Master schedule reconfigured to include Literacy Block in the morning from 8:00 – 10:30 (each grade-level team is assigned 1 EC teacher and 2 support staff to increase opportunities for support and inclusion)*
- Master schedule identifies grade-level time allotted for math instruction to ease collaboration and scheduling with EC team
- *Schedule is maximized to allow EC teachers to attend grade-level PLCs for math and literacy on weekly basis*



# PCS Master Schedule

	K	1 <sup>st</sup>	2 <sup>nd</sup>
8:00 – 10:30	LITERACY BLOCK <i>Support:</i> Sutton Thach Roberson	LITERACY BLOCK <i>Support:</i> Crank Ashley Whedbee	LITERACY BLOCK <i>Support:</i> Reaves Robertson Martinez
10:30	Math Whole Group	Math Whole Group Small Groups	Connect WIN - M/TH/F M/TH/F - Whedbee F - Martinez Literacy PLC - Tuesday Math PLC - Wednesday
11:00	Lunch 10:50 – 11:45 LetterLand Text Exemplar		
11:30			Lunch (11:30 – 12:16) LetterLand Text Exemplar
12:00	Connect WIN - M/TH/F M - Martinez TH - Martinez, Whedbee F - Whedbee, Roberson Literacy PLC - Tuesday Math PLC - Wednesday	Lunch (11:55 – 12:55) LetterLand Text Exemplar	
12:30			Math Whole Group Small Groups
1:00	Math Small Groups	Connect WIN - M/TH/F M/TH/F - Whedbee F - Martinez Literacy PLC - Tuesday Math PLC - Wednesday	
1:30			
2:00	Recess-AE, HL, LW, LP Sci/SS - KS, NR, JR	Sci/SS/	Recess
2:25	Recess - KS, NR, JR Sci/SS - AE, HL, LW, LP	Recess	Sci/SS/



# Professional Learning Communities

- Literacy on Tuesday
- Math on Wednesday
- Included in master schedule to allow EC participation
- ***Time to talk about teaching and learning***
- ***Time to share resources, strategies, and best practices***
- ***Time to work on aligning pacing guides***
- ***Time to discuss common assessments and conduct data analysis***
- ***Time to problem solve for Rtl process***
- ***Time to plan for interventions and differentiation for ALL students***



# EC Involvement in Reading 3D

- Reading 3D data analyzed in PLCs
- *EC team participated in Reading 3D training about data analysis, interventions, and written comprehension with grade level PLCs*
- EC team is given access to EC students in Reading 3D
- *Collaborate with Regular Ed on interventions and progress monitoring*

**Revelation – We are working on the same goals!**



# How RTI Ties It All Together

- PCS team participated in NC RTI training over summer
- *Grade-level PLCs and EC department collaborate to identify Core Curriculum for Tier 1 and interventions for Tier 2 and 3*
- Grade levels participate in Tier 1 problem solving to improve core instruction during ½ day Collaborative Planning sessions
- *Grade levels continue problem-solving Tier 2 during PLCs with input from EC Teachers*
- Online referral form for Tier 2 and 3 prior to meeting
- *Materials organized on LiveBinder for ease of use*

**We are still learning, but we have a plan!!**



# Impact on PBIS?

- **Tier 1**
  - Classroom management plans
  - School-wide Turtle Bucks (Class) and Turtle Shells (Individual)
  - PBIS Assembly to celebrate accomplishments
- **Tier 2**
  - Online Discipline Referral Form
  - PBIS Subcommittee Interventions – buddy, mentor, check-in, etc
  - Small group counseling
- **Tier 3**
  - Functional Behavior Assessment
  - PRC 29 – Behavior Support Assistant
  - Mental Health contracting

- **We are a Green Ribbon School!!**





# Obstacles

- **TIME**
- *Need training for Rtl for all*
- Clear understanding of all Tiers in Rtl
- *Logistics of Rtl process*
- What to do with students involved in the old SFIT process
- *Getting everyone on board*
- Lack of resources for K-2 in HomeBase
- *New EC teachers*





# Future Plans

- Data notebooks/Data walls
- *Improved documentation between EC and Regular Ed*
- Getting better at common formative assessments and data analysis
- *Peer observations between Regular Ed, EC and related services*
- Additional training in differentiation and inclusion





## Next Steps...

- What questions do you have?
- What support do you need?
- Where do we go from here?



**For these are ALL our children,  
we shall profit by, or pay for,  
whatever they become.**

**-James Baldwin**





# NC RtI

Amy Jablonski,  
RtI/MTSS Consultant & State Transformation  
Specialist

[amy.jablonski@dpi.nc.gov](mailto:amy.jablonski@dpi.nc.gov)



# Read to Achieve

Carolyn Guthrie, Director  
[carolyn.guthrie@dpi.nc.gov](mailto:carolyn.guthrie@dpi.nc.gov)

Region 1-Abbey Whitford  
[abbey.whitford@dpi.nc.gov](mailto:abbey.whitford@dpi.nc.gov)

Region 2-Karla Casteen  
[karla.casteen@dpi.nc.gov](mailto:karla.casteen@dpi.nc.gov)

Region 3-Claudia Lanier  
[claudia.lanier@dpi.nc.gov](mailto:claudia.lanier@dpi.nc.gov)

Region 4-Anne Evans  
[anne.evans@dpi.nc.gov](mailto:anne.evans@dpi.nc.gov)

Region 5-Rebecca BelCastro  
[rebecca.belcastro@dpi.nc.gov](mailto:rebecca.belcastro@dpi.nc.gov)

Region 6-Judy Goins  
[judy.goins@dpi.nc.gov](mailto:judy.goins@dpi.nc.gov)

Region 7-Melissa Ashley  
[melissa.ashley@dpi.nc.gov](mailto:melissa.ashley@dpi.nc.gov)

Region 8-Kimberli McWhirter  
[kimberli.mcwhirter@dpi.nc.gov](mailto:kimberli.mcwhirter@dpi.nc.gov)

Nanette Wells, Charter Schools  
[nanette.wells@gmail.com](mailto:nanette.wells@gmail.com)



## Program Improvement and Professional Development (PIPD)

Paula Crawford, Section Chief

[paula.crawford@dpi.nc.gov](mailto:paula.crawford@dpi.nc.gov)

Region 1-Cindy Cooke  
[cindy.cooke@dpi.nc.gov](mailto:cindy.cooke@dpi.nc.gov)

Region 2-Angie Cloninger  
[angie.cloninger@dpi.nc.gov](mailto:angie.cloninger@dpi.nc.gov)

Region 3-vacant position

Region 4-Laura Britt  
[laura.britt@dpi.nc.gov](mailto:laura.britt@dpi.nc.gov)

Matt Hoskins, Math and SIP Leadership Development Consultant  
[matt.hoskins@dpi.nc.gov](mailto:matt.hoskins@dpi.nc.gov)

Region 5-Angie Rodriguez  
[angie.rodriguez@dpi.nc.gov](mailto:angie.rodriguez@dpi.nc.gov)

Region 6-Elizabeth Gibbs  
[elizabeth.gibbs@dpi.nc.gov](mailto:elizabeth.gibbs@dpi.nc.gov)

Region 7-Vickie Norris  
[vickie.norris@dpi.nc.gov](mailto:vickie.norris@dpi.nc.gov)

Region 8-Lynn Bailey  
[lynn.bailey@dpi.nc.gov](mailto:lynn.bailey@dpi.nc.gov)



# Perquimans Central Elementary School

Melissa Fields, Principal  
[mfields@pcs.k12.nc.us](mailto:mfields@pcs.k12.nc.us)