Session 75

_Tying it all together: Read to Achieve; Legislation, RtI 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 63rd Conference on Exceptional Children.
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:
  \textit{Framework for total school improvement!}
- Read to Achieve:
  \textit{Driven by student outcomes!}
- Exceptional Children:
  \textit{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 RtI

NC Responsiveness to Instruction (NCRti) is a multi-tiered framework which promotes school improvement through engaging, high quality instruction. NCRti 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

Read to Achieve

Exceptional Children

Effective Instruction for All Students
Adjusting Mindsets

Process for *some* students $\rightarrow$ 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

[Image of website interface with menu options: HOME, ABOUT NCSIP, CONTACT US, READING, MATHEMATICS, COACHING, EVENTS, FOR PARENTS]
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

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Slide adapted from G. Batsche
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

Slide adapted from G. Batsche
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

Slide adapted from G. Batsche
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 Problems
- Develop Hypothesis
- Collect and Use Data
- Discuss and Select Solutions
- Develop and Implement Action Plan
- Evaluate and Revise Action Plan
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

1. Develop Hypothesis
2. Identify Problems
3. Collect and Use Data
4. Develop and Implement Action Plan
5. Evaluate and Revise Action Plan
6. Discuss and Select Solutions
Develop and Test Hypothesis

Ask:

What is the problem?
Why is it occurring?

We ask questions across four domains…

Instruction  Curriculum  Environment  Learner
## Connections

<table>
<thead>
<tr>
<th>Read to Achieve</th>
<th>Exceptional Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strengths? Concerns?</td>
<td>• Appropriate intervention?</td>
</tr>
<tr>
<td>• Assessment format?</td>
<td>• Intensity?</td>
</tr>
<tr>
<td>• Curriculum?</td>
<td>• Fidelity ?</td>
</tr>
<tr>
<td>• Skill gaps?</td>
<td>• Instruction delivered by trained teacher?</td>
</tr>
<tr>
<td>• Lack of practice?</td>
<td></td>
</tr>
<tr>
<td>• Lack of explicit instruction?</td>
<td></td>
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</tbody>
</table>
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!**
<table>
<thead>
<tr>
<th>S</th>
<th>specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>measurable</td>
</tr>
<tr>
<td>A</td>
<td>attainable</td>
</tr>
<tr>
<td>R</td>
<td>relevant</td>
</tr>
<tr>
<td>T</td>
<td>time-Bound</td>
</tr>
</tbody>
</table>
## 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

1. Identify Problems
2. Develop Hypothesis
3. Discuss and Select Solutions
4. Collect and Use Data
5. Evaluate and Revise Action Plan

Develop and Implement Action Plan
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

<table>
<thead>
<tr>
<th>Read to Achieve</th>
<th>Exceptional Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ensure assessment is aligned to instruction</td>
<td>• Progress monitoring</td>
</tr>
<tr>
<td>• PM at rate appropriate for student need</td>
<td>• Rate of improvement</td>
</tr>
<tr>
<td>• Identify instructional response if student</td>
<td>• Intensity of instruction</td>
</tr>
<tr>
<td>meets/does not meet goal</td>
<td>• Service delivery</td>
</tr>
<tr>
<td></td>
<td>• Frequency of intervention</td>
</tr>
</tbody>
</table>
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 2nd Grade School
- Small, rural community
- 60% Free and Reduced Lunch

- 7 Kindergarten; 8 1st grade; 8 2nd 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

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

### Current Services:

<table>
<thead>
<tr>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Therapy</td>
</tr>
<tr>
<td>Occupational Therapy</td>
</tr>
<tr>
<td>Physical Therapy</td>
</tr>
<tr>
<td>OTHER:</td>
</tr>
</tbody>
</table>

### Current Goal Areas:

<table>
<thead>
<tr>
<th>Goal Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>articulation (speech sounds)</td>
</tr>
<tr>
<td>receptive language (comprehension, following directions, vocabulary, basic concepts)</td>
</tr>
<tr>
<td>expressive language (grammar, vocabulary, creating sentences)</td>
</tr>
<tr>
<td>written expression</td>
</tr>
<tr>
<td>social skills / classroom skills</td>
</tr>
<tr>
<td>stuttering</td>
</tr>
<tr>
<td>handwriting</td>
</tr>
<tr>
<td>reading/decoding</td>
</tr>
<tr>
<td>math</td>
</tr>
</tbody>
</table>

### This student has...

Testing Adaptations: NO YES **Please see IEP for more info!**
Classroom Adaptations: NO YES **Please see IEP for more info!**
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**
<table>
<thead>
<tr>
<th>Time</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 10:30</td>
<td><strong>LITERACY BLOCK</strong>&lt;br&gt;Support: Sutton Thach Roberson</td>
<td><strong>LITERACY BLOCK</strong>&lt;br&gt;Support: Crank Ashley Whedbee</td>
<td><strong>LITERACY BLOCK</strong>&lt;br&gt;Support: Reaves Robertson Martinez</td>
</tr>
<tr>
<td>10:30</td>
<td>Math Whole Group</td>
<td>Math Whole Group</td>
<td>Connect</td>
</tr>
<tr>
<td>11:30</td>
<td>Connect</td>
<td>Connect</td>
<td>Connect</td>
</tr>
<tr>
<td>12:00</td>
<td>Connect</td>
<td>Connect</td>
<td>Connect</td>
</tr>
<tr>
<td>12:30</td>
<td>TH – Martinez, Whedbee, Whedbee, Roberson Literacy PLC – Tuesday, Math PLC – Wednesday</td>
<td>TH – Martinez, Whedbee, Roberson Literacy PLC – Tuesday, Math PLC – Wednesday</td>
<td>Math</td>
</tr>
<tr>
<td>1:00</td>
<td>Math</td>
<td>Connect</td>
<td>Math</td>
</tr>
<tr>
<td>1:30</td>
<td>Small Groups</td>
<td>WIN – M/TH/F</td>
<td>WIN – M/TH/F</td>
</tr>
<tr>
<td>2:00</td>
<td>Recess AE, HL, LW, LP</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>2:25</td>
<td>Recess – KS, NR, J R</td>
<td>Recess</td>
<td>Recess</td>
</tr>
</tbody>
</table>
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 RtI 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 RtI for all
• Clear understanding of all Tiers in RtI
• Logistics of RtI 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

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