
Response to Intervention



About Phoenix:



- 3 buildings:
 - Michael A. Maroun Elementary (K-4)
 - Emerson J. Dillon Middle School (5-8)
 - John C. Birdlebough High School (9-12)
- 30 minutes north of Syracuse
- Approximately 1,750 students
- Over 50% Free and Reduced Lunch



Starting Point: District Wide 15/16

RTI Audit conducted by CiTi BOCES

- Creation of Director of Data and RTI position in January of 2016



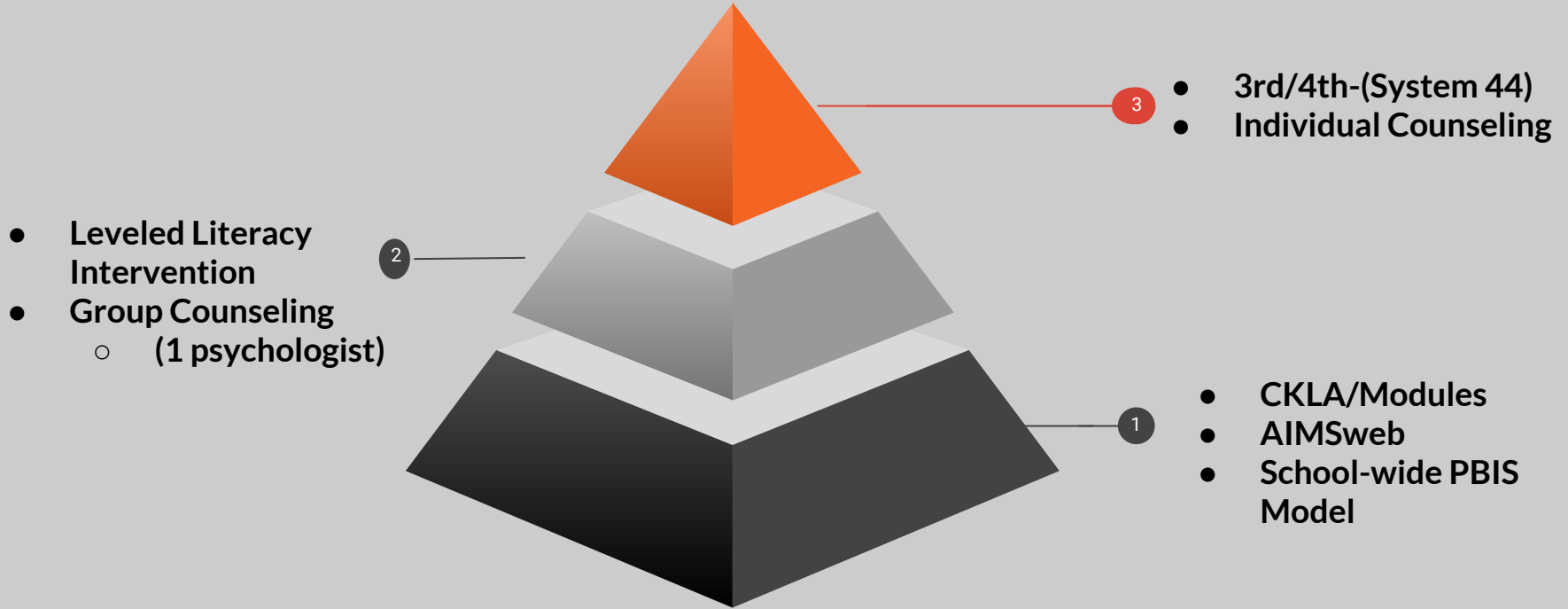
Starting Point: MAM 15/16

What was in place at MAM?

- Loose RTI Structure
 - No formalized committee
 - teacher, instructional specialist, psychologist
 - Teacher input drove conversations
 - Screening tool used was AIMSweb
 - Interventions not formalized across the building



RTI in 15/16:



District Action Plan

January 2016

- Update our RTI Plan
- Select a benchmarking tool
- Establish data analysis processes
- Research current RTI structures



MAM Action Plan

January 2016



Initial Steps:

Who was involved?

- Director of Data & Response to Intervention, Building Administration Team, Instructional Specialist, School Psychologist, Social Worker

How did we begin conversations about our building/district philosophy to move forward?

- Held grade level meetings to ask teachers what was working/ areas in need of improvement

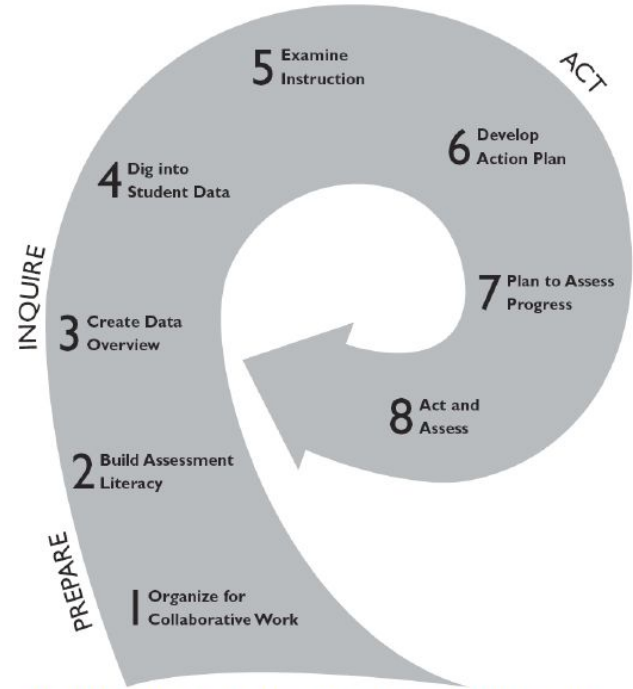
What was our first job?

- Selected staff members to form RTI committee
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Data Wise Process



The Data Wise Improvement Process



Source: *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Learning and Teaching, Revised and Expanded Edition*. Ed. K.P. Boudett, E.A. City, R.J. Murnane. (Cambridge, MA: Harvard Education Press, 2013).

N

Respect

Ideas and suggestions are the heart of discussions. We need to respect the ideas of others, be kind, open-minded and presume positive intentions.

O

Professionalism

In respecting all points of view and available resources, we may have professional disagreements, but understand that all decisions will be made in students' best interests.

R

Data Driven Decisions

Team members will be expected to ensure that claims are backed with multiple data sources that are grounded in evidence.

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Actively Listen & Participate

All team members will be prompt, prepared, and present in order to contribute to positive and productive discussions.

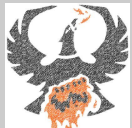
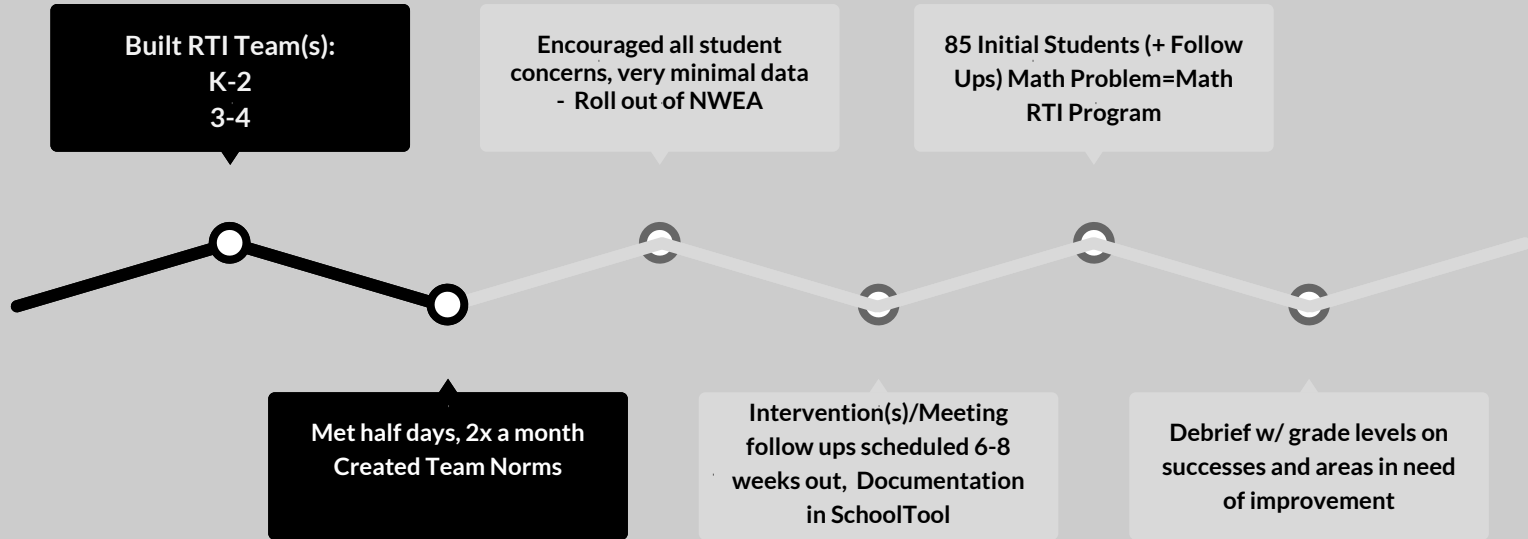
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Collaboration

Team members are encouraged to support one another as we work together to see tasks to completion.



2016-2017 School Year RTI Process:



Benchmark Assessment Committee

- District committee of 30+ faculty and staff
- Established Non-Negotiables
- Reviewed Multiple Programs
- Selected NWEA's MAP Growth Assessment
- Ongoing Trainings and Data Discussions



District Wide Program Review



Facilitated by Executive Director of Instruction
& Administrative team (with teacher input)

Matrix

Intervention Review @ MAM: Facilitated and Completed by RTI Team

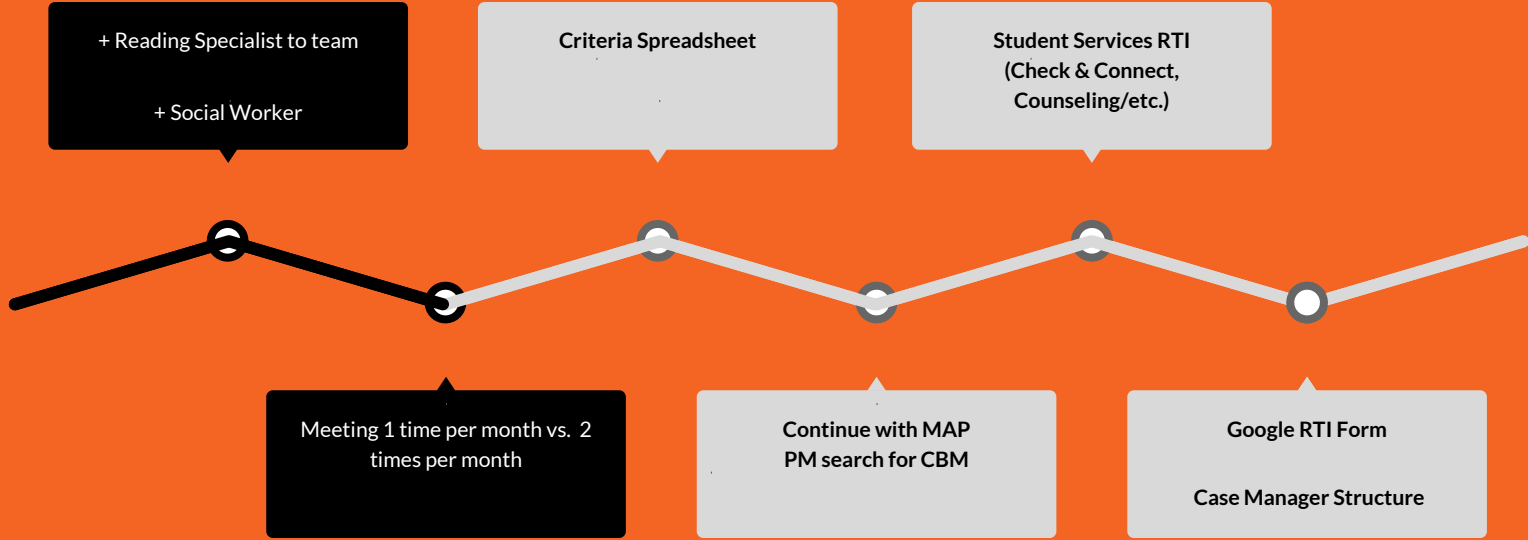


District Wide Committee

Data Placemat
RTI Course Catalog
RTI at JCB



2017-2018 Continuing RTI Process...



Criteria Spreadsheet

Consistent Across District

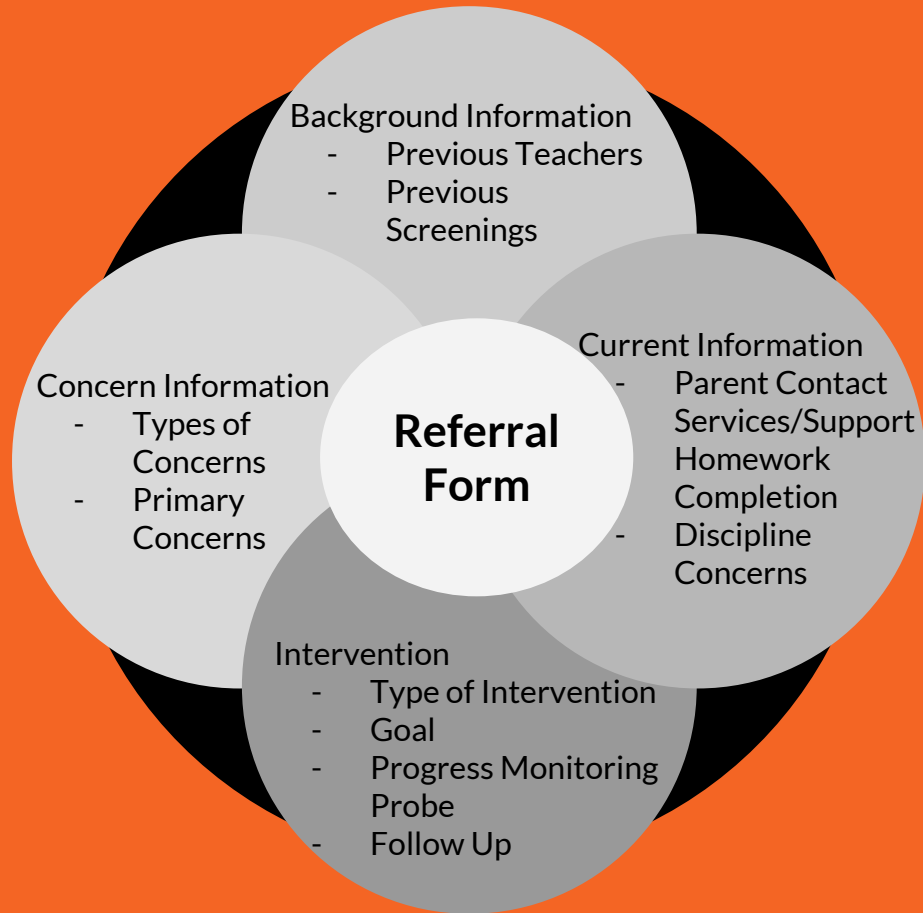
Similar Data Points

Consistent Color Coding

Calculations Vary

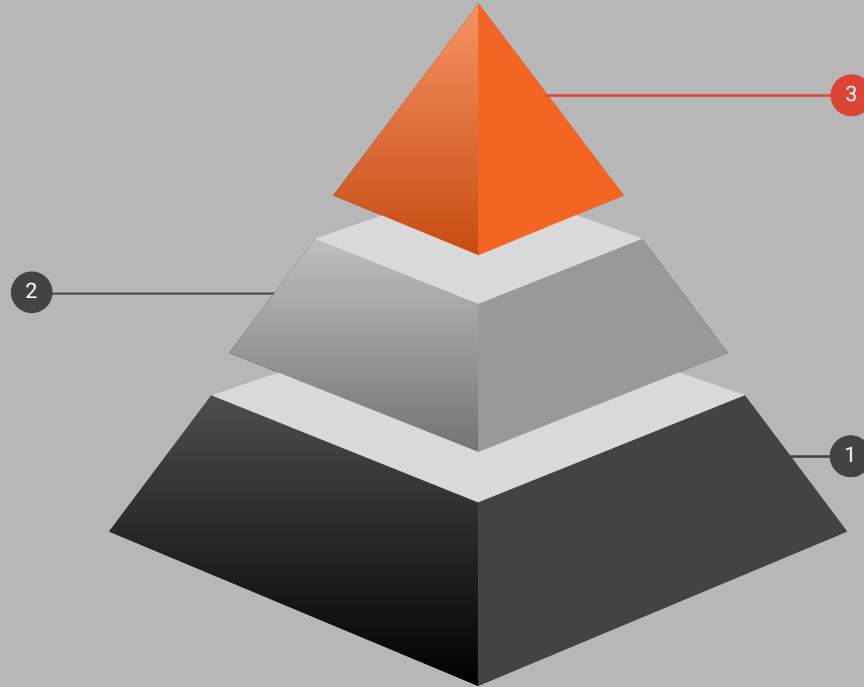
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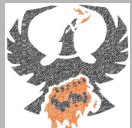
RTI Tiers (Current):

- RTI Committee Involvement
- Formalized Interventions
- Check & Connect
- BIPS
- Group Counseling
 - + social worker



- 1st/2nd-(Skills & Support)
- 3rd/4th-System 44
- Individual Counseling
- Individual Screening(s)

- CKLA/Modules
- Science/Social Studies Frameworks/Inquiries
- School-wide PBIS Model
- NWEA (AIMSweb PM)
- Criteria Spreadsheet



Check & Connect: (Tier II Social/Emotional Intervention)

What is it?

These check-ins are another way to help foster a positive school culture and create a safe and supportive environment for our students.

Who?

Students who fall into Tier 2 for behavioral/social/emotional support through our Student Services.

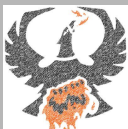
Progress Monitoring:

Responsibility includes checking in regularly with assigned student for the duration of the school year.

Data:

QR Code:

- Bi-Weekly Review of Data by Admin and Student Services
- This intervention is tracked and used to determine if a student needs more intensive support through Student Services.



Moving Forward: District Committee

Parent Communication

Scheduling at all levels

Behavior Component of RTI

Cut Points and Tier 1 Instruction



Moving Forward: MAM



Tier I instruction:

- Continued work with unpacking standards/de-prioritizing curriculum
 - Digging deeper into data
 - Focus on goal setting for students
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Questions?



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