

Intervention in the General Education Setting

June 25, 2024



Presenters



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Intervention Coordinator



Kit Norton
Principal



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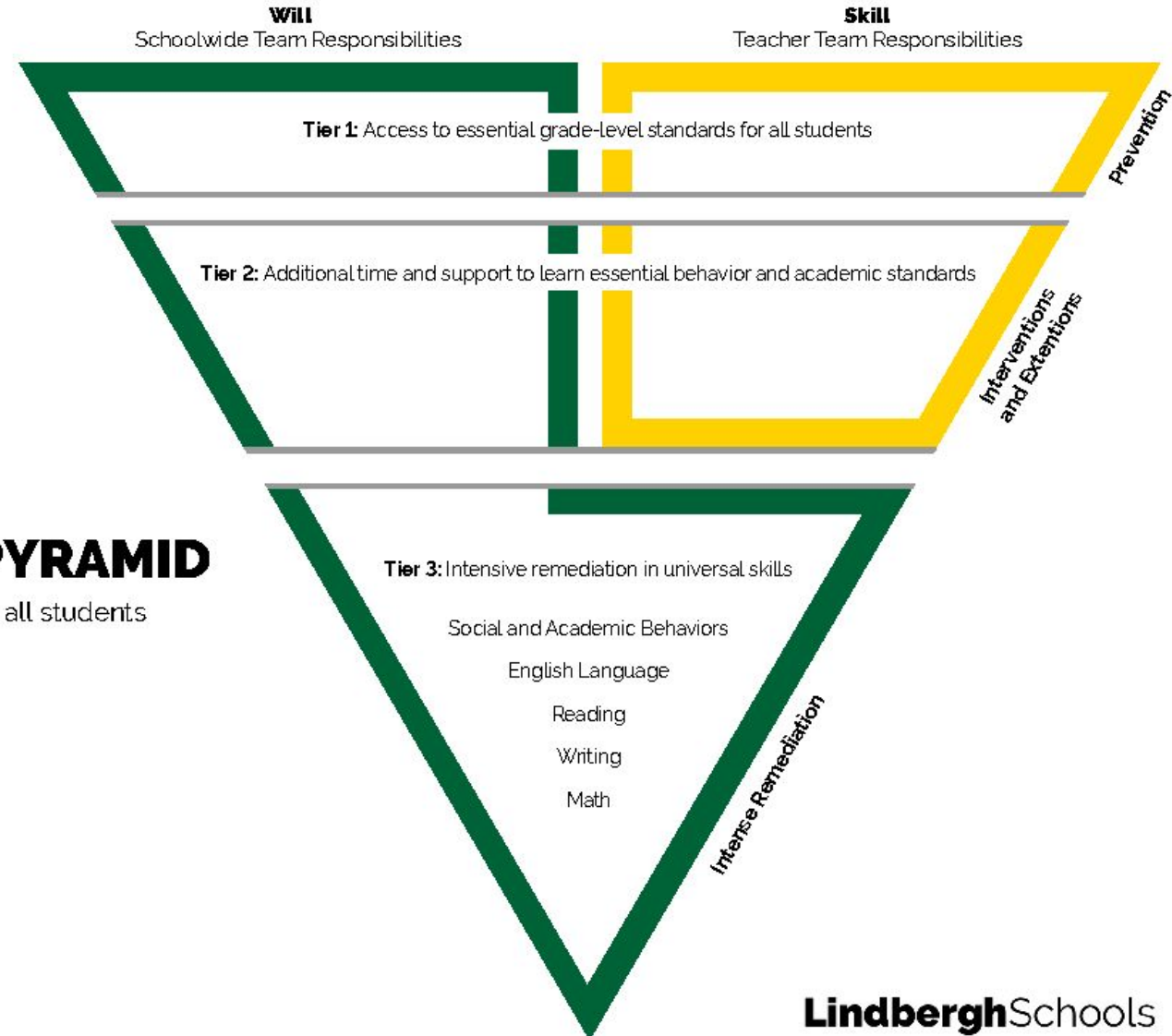
Agenda/Participant Outcomes from this session

- Understand how to build systems capacity to allow for interventions
- Understand the nature of a tiered schedule and how to set allotted instructional time
 - Importance of tier 1
 - Use of flexible grouping
- Understanding the importance of a PLC framework from a school wide perspective down to individual teams

Creating a Vision

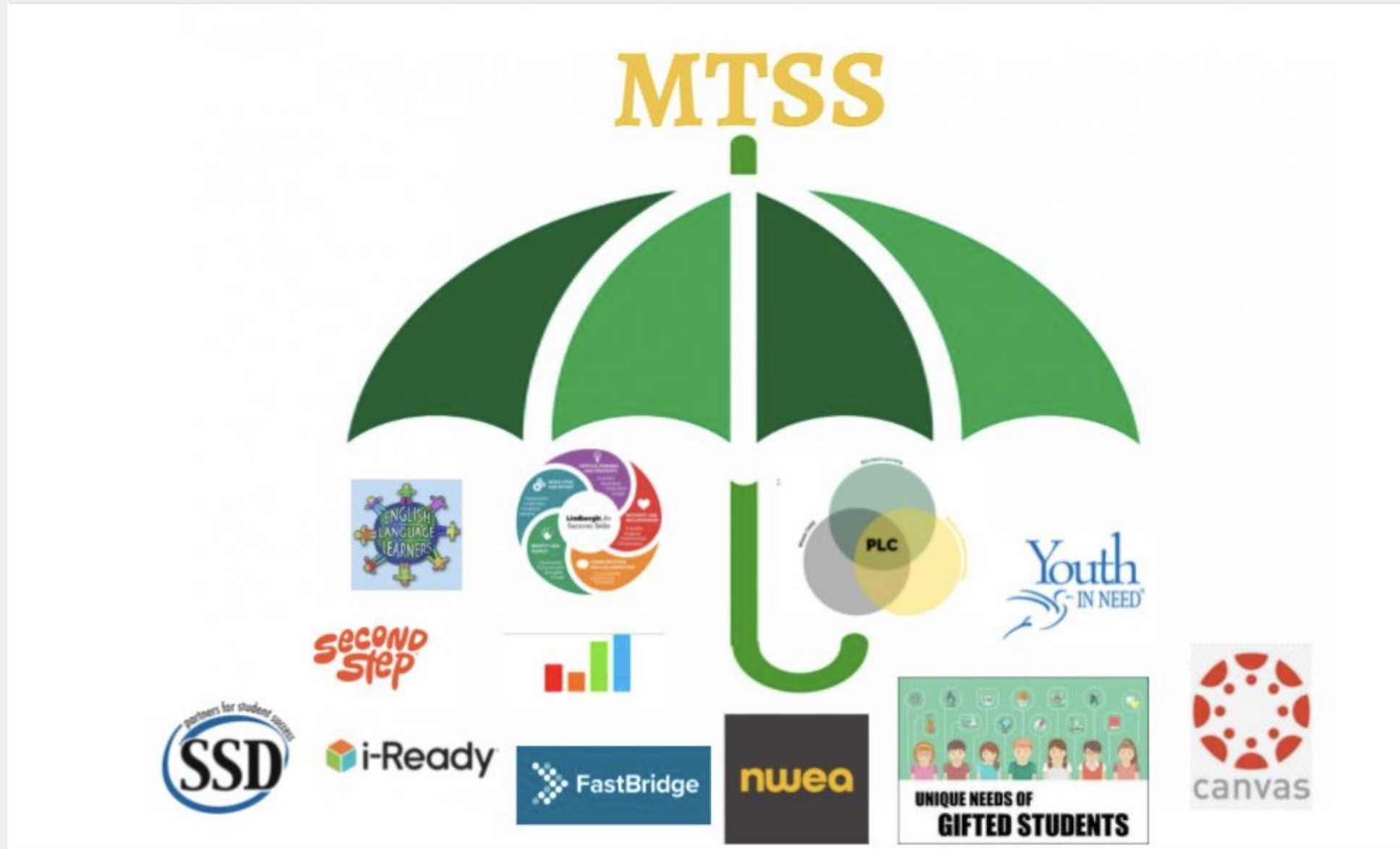
MTSS AT WORK PYRAMID

To ensure high levels of learning for all students



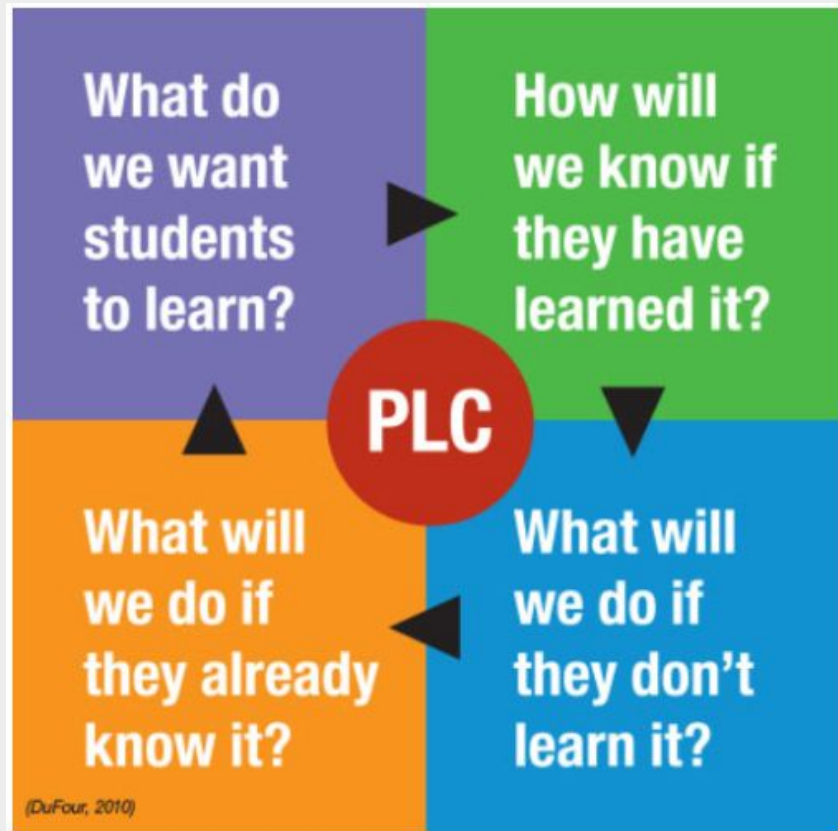
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Culture of Collective Responsibility



We, as educators, must accept responsibility to ensure high levels of learning for ALL students.

PLC and MTSS



Agenda Items and Discussion Notes		Curriculum Status Check-In (How is our pacing?)	
<div>-Writing top 3</div> <div>-Work on Priority Standard Trimester Plan</div>			
The Work of Collaborative Teams → Four Critical Questions			
<div>Critical Question 1: What do we expect the students to know and be able to do?</div> <div><div><input type="checkbox"/> Curriculum Guides</div><div><input type="checkbox"/> Pacing for standards</div><div><input type="checkbox"/> Student-friendly learning targets</div><div><input type="checkbox"/> Assessment and planning</div><div><input type="checkbox"/> Rubric design and scoring</div><div><input type="checkbox"/> Other</div></div>		<div>Critical Question 2: How will we know if they learn it?</div> <div><div><input type="checkbox"/> Data from common assessments</div><div><input type="checkbox"/> Writing samples</div><div><input type="checkbox"/> Projects and/or Rubrics</div><div><input type="checkbox"/> Results from benchmarks or district assessments</div><div><input type="checkbox"/> Teacher observation and notes</div><div><input type="checkbox"/> Other</div></div>	
<div>Critical Question 3: How do we respond when students experience difficulty learning?</div> <div><div><input type="checkbox"/> Analyze student work</div><div><input type="checkbox"/> Implement WIN Intervention to work with student</div><div><input type="checkbox"/> Reteach concept in class or during WIN time</div><div><input type="checkbox"/> Retake or reassessment</div><div><input type="checkbox"/> Other</div></div>		<div>Critical Question 4: What will we do if students already know it?</div> <div><div><input type="checkbox"/> Differentiated instruction</div><div><input type="checkbox"/> Enrichment plan</div><div><input type="checkbox"/> Student choice</div><div><input type="checkbox"/> Student leadership opportunities</div><div><input type="checkbox"/> Celebration and recognitions</div><div><input type="checkbox"/> Other</div></div>	
Next Steps Needed			

Essential Members of the Team

Essential Role	Recommended	Staff Members Best Trained to Meet This Need
Administration	Principal	
Reading	Reading Specialist	
Writing	ELA specialist	
Mathematics	Mathematics Specialist	
English Language	English Learner Specialist	
Language	Speech/Language Pathologist	
Teaching Differentiation	Special Education Teacher	
Behavior	School Psychologist	
Social-family	Counselor	
Instructional Resources	Instructional Coach	
Community Resources	Social Worker, Counselor	

Defining the Tiers

Tier 1 (Universal/Prevention)

- ❖ Access to essential **grade-level** curriculum
- ❖ Classwide instruction
- ❖ Core Curriculum
- ❖ Minimum 80% of students have shown mastery
- ❖ Classwide Re-teach
- ❖ Universal Supports

Tier 2 (Intervention/Extension)

- ❖ Tier 1 + Tier 2 (not instead)
- ❖ Small group instruction (4-5 students)
- ❖ 3-5 times weekly
- ❖ Targets specific **grade level** essential skills
- ❖ Using evidence based strategies
- ❖ Quick Re-teach, WIN Time or 6-8 weeks implementation

Tier 3 (Intensive)

- ❖ Tier 1+Tier 2+Tier3
- ❖ Smaller Groups OR Individual
- ❖ Below GL in multiple academic/SEL skills
- ❖ Daily (approx 6-8 weeks)
- ❖ Targets specific universal (**previous grade level**) skill
- ❖ Using evidence based strategies

Prioritization of Instruction at Tier 1

- Accessed by *ALL* student
- Essential Skills/Priority Standards
- Differentiated
- Classwide Intervention



Our Story



- Overall Crestwood story
- Recent story of K & J involvement
- Teacher led
- 23.7% >> 26.7%
- Admin supported teachers to have flexibility to be responsive to needs of students, given time needed to plan groups

Building the Culture



Getting Started

- PL - RTI @ Work & PLC Institute - Rick DuFour's work
- Tiered schedule - with priority to protect Tier 1 time
- Work began in another building - based on teacher feedback from workshop
- Reframe what intervention is - not what someone else is going to do for me, but what I can do to support these kids

Building Schedule

Arrival 8:35-8:45	Arrival 8:35-8:45	Arrival 8:35-8:45	Arrival 8:35-8:45	Arrival 8:35-8:45	Arrival 8:35-8:45	
Class Meeting/SEL/ Zones 8:45-9:20	Class Meeting/SEL/ Zones 8:45-9:20	Class Meeting/SEL/ Zones 8:45-9:20	Morning Meeting 8:45-8:55	Morning Meeting 8:45-8:55	Morning Work 8:45-8:55	8:45:00 AM
			Science/SS 8:55-9:20	Math PROTECTED 8:55-9:30	Science/S.S. 9:00-9:30	8:50:00 AM
						8:55:00 AM
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- White = protected time w/ grade level
- Green = Flex Time (pull out)
- Yellow = TA support (K-2)
- Black = specials
- Red = Lunch/Recess
- Gray = SEL - protected/push in

Sample Grade Level

8:35-8:45	Arrival
8:45-9:20	Class Meeting / SEL
9:20-10:20	ELA Protected -Writing 30 min (tier 1) -Reading 30 min (tier 1)
10:20-10:40	Recess
10:40-11:35	ELA Flex -Literacy Groups (tier 2 / 3)
11:35-12:10	Lunch + Recess
12:10-1:05	Math -Protected 35 min (tier 1) -Flex Groups 25 min (tier 2 / 3)
1:05-1:30	Science / Social Studies -Flex (tier 3 - pull out optional)
1:30-2:20	Specials
2:25-2:55	Phonics -Protected 15 min Tier 1 -Flex 15 min (Tier 2 / 3)
2:55-3:15	Read Aloud -Flex (tier 3)

Specific Example

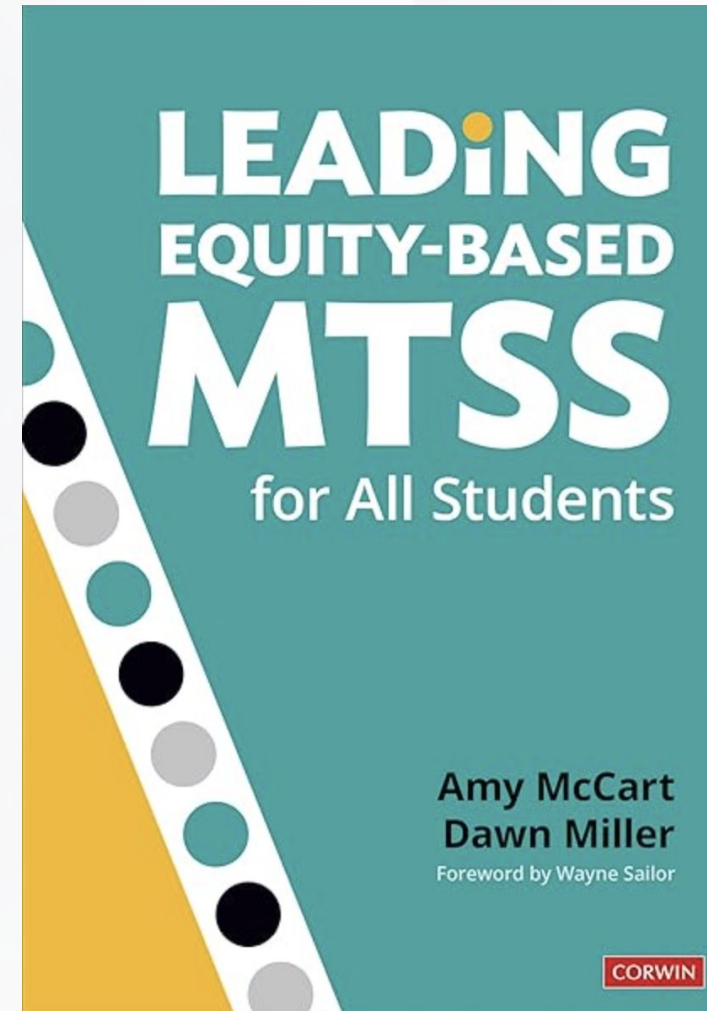
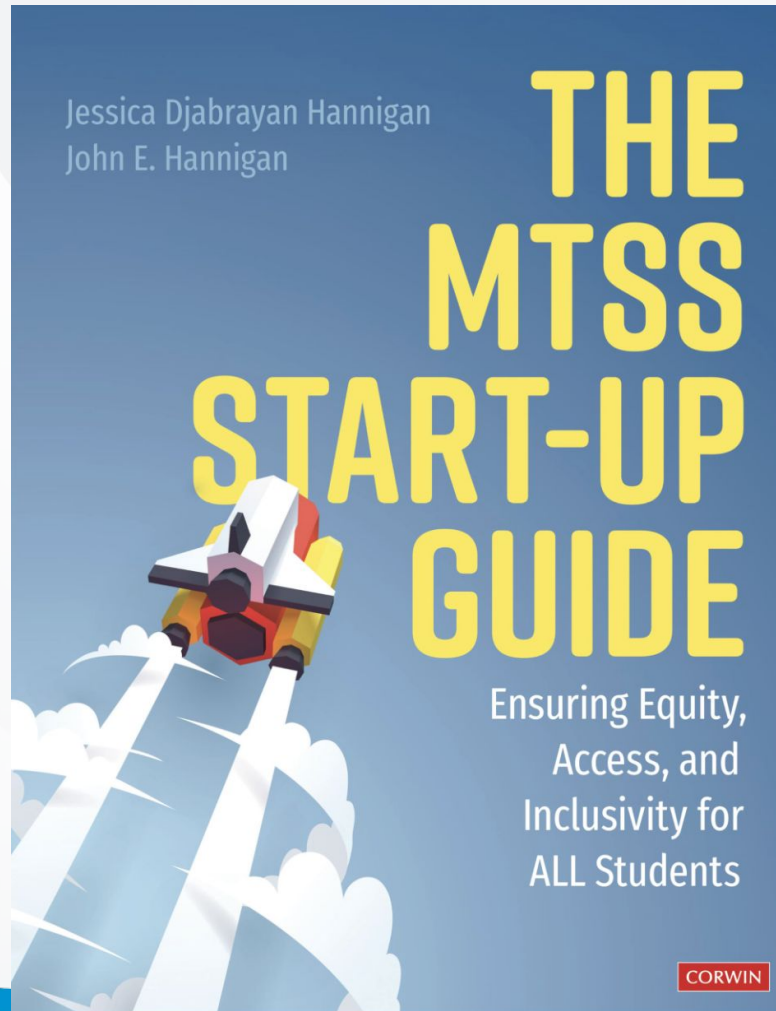
- 2nd grade cross class flexible groupings
- Targeting bubble kids

Math (1:00- 1:20/ 1:20- 1:40) Tuesday/Thursday		
<u>Number Sense-Kelsch</u> • ----- • ----- • -----	<u>Understand place value of two digit & three digit numbers (manipulatives) BOWE</u> • ----- • ----- • -----	
<u>Place Value- Expanded Form- Pichler</u> • ----- • ----- • ----- • ----- • -----	<u>Place Value- Value of a Digit- Pichler</u> • ----- • ----- • -----	<u>Place Value- Number Patterns - Palumbo</u> • ----- • ----- • -----
<u>2 Digit Addition - Pichler</u> • ----- • ----- • -----	<u>2 Digit Subtraction-Kelsch</u> • ----- • ----- • -----	<u>3 Digit Addition- Pichler</u> • ----- • ----- • -----

Big Take Aways

- Define the tiers for your staff
 - Tier 1 - Grade level standards ALL students have access to
 - Tier 2 - Grade level standards some students need re-teaching/enrichment
 - Tier 3 - Focus on standards outside of grade level
- Build a schedule that prioritizes your goals (for us - access to tier 1 instruction AND time for flex groupings)

Resources



Questions?

Contact Information

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