

Wayland Public Schools

FY13 System-Wide Goal Report: Response to Intervention (RTI)

System-Wide Goal: Implement a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction.

A Accomplishments	C Challenges	E Exemplars
<ul style="list-style-type: none">• 158 staff members have been trained across the District by using Solution Tree trainers and workshop materials.• The use of standardized common assessments continues to grow across the District which supports data-driven instruction.• Professional Learning Communities (PLCs) and RTI blocks are now common across the Elementary schools and the Middle School.	<ul style="list-style-type: none">• Finding time for PLC and RTI blocks.• Continue to find creative ways to support small group instruction.• Continue to develop common assessments.• Refining the district's approach to personalized instruction.	<p>Developed an in-house training to replace the \$21,000 training from Solution Tree. The Wayland RTI training uses materials and videos purchased from Solution Tree for consistent implementation of the RTI concepts. The training can be replicated with the goal of providing cost-effective professional development to all staff members.</p>

High School Strategic Initiatives:

To enhance the existing Literacy Seminar program to include effective measures of success and a transition plan that supports student improvement in literacy skills

<p style="text-align: center;">A</p> <p style="text-align: center;">Accomplishments</p>	<p style="text-align: center;">C</p> <p style="text-align: center;">Challenges</p>	<p style="text-align: center;">E</p> <p style="text-align: center;">Exemplars</p>
<ul style="list-style-type: none"> ● Continued support of Grade 9 students from Lit Boost program at the Middle School. These students were enrolled in “Lit Seminar” with two certified English teachers, where they worked on targeted literacy skills and obtained general support for their History and English classes. ● Piloted Reading Mate (http://welcome.readingmate.com/) program with both Lit Seminar students and students receiving 1:1 RTI support from RTI Coordinator. ● Monitored progress of students (quarterly assessments, quarter grades, etc.) who obtained RTI support last year and who are working independently this year. Monitored progress of students currently obtaining RTI support to ensure that they are “moving on” appropriately. ● Established an RTI referral protocol, wherein guidance counselors refer students to RTI based on concerns forwarded by English and History teachers on a weekly basis. Getting students into RTI support <i>early on</i> has been a goal. ● Piloted a peer-support program, wherein incoming 9th graders who had been identified by the Middle School as needing extra organizational support were matched with a student in the Academic Center to ease that transition. ● RTI Coordinator and several other teachers attended professional development opportunities to learn about literacy intervention. 	<ul style="list-style-type: none"> ● Model is effective in that students are receiving much needed support in literacy development. However, limited staffing is dedicated to this work to meet the needs of the students in the program. ● Referral to RTI is anecdotal rather than entirely data-driven. There is a lack of universal screening and common assessments, making it difficult to know in a timely fashion which students need intervention and which students can move on from their RTI supports. ● Keeping the focus on literacy skills, when student needs include math, science, and language. The support for these disciplines needs to come from elsewhere. ● The RTI approach system-wide is currently building-specific. Would like to more closely align our efforts with the Middle School and Elementary schools. Recognize that the High School, given its departmental organization and structure, requires a different RTI approach, and are still learning about ways other high schools have successfully implemented RTI. 	<p>RTI Coordinator has developed a substantive performance chart displaying the quarterly grades for all of the students who have received or are receiving the reading intervention. While the primary focus of work described here is on literacy, we have seen a marked improvement across the board for students involved in the Literacy Seminar.</p>

Middle School Strategic Initiatives:

Build capacity of teachers to effectively work collaboratively within Professional Learning Communities (PLCs)

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<ul style="list-style-type: none"> ● Worked with Dave Castelline from Teachers 21 to hold 6 professional development sessions around building momentum for PLC work and skills. ● Agreed upon PLC norms across the building. ● Each PLC created a common formative assessment, and spent time looking at the results of the assessment to inform next instructional steps. 	<ul style="list-style-type: none"> ● Creating a professional development series that stretches all staff because they are in different places with PLC implementation. Some felt the theoretical conversations (and belief-shaping work) would have been better spent with more practical work. ● Finding dedicated time within our current schedule to meet as PLCs and use what was learned. 	<p>The carryover to department meetings was impressive. At a subsequent science department meeting, staff were energized as they shared strategies for using technological tools to gather on-the-spot assessment data and how to harness the power of technology to quickly analyze it to identify which students needed additional support and which students were ready for additional challenges.</p>

Implement differentiated FLEX grouping sizes (smaller groups for students who demonstrate a need for more intensive support – academic re-teaching or organizational support)

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<ul style="list-style-type: none"> ● Students were assigned to FLEX groups at each grade level, initially with the help of previous year's teachers, based on amount of support needed (instructionally or organizationally). ● Clusters assessed groupings regularly at cluster meetings and made shifts based on students' needs. ● Teachers across all grades and disciplines consistently report that this model for FLEX was more productive and better met students' academic/social emotional needs. 	<ul style="list-style-type: none"> ● Students in performing music could not benefit from the academic support offered during this time. ● Some teachers missed the FLEX opportunity to strengthen connections with homeroom students (who are not in music), which had happened in prior years when FLEX assignments were solely by homeroom. 	<p>One teacher has a small group of energetic FLEX students who need movement breaks. Because his group is small he can provide targeted support, and students can move around as needed to get energy out without disturbing others.</p>

Middle School Strategic Initiatives:

Implement an iReady universal screening for all Grade 6 math students and Grade 7 Math Boost students. Use data to differentiate instruction within math classes and identify Grade 6 students for short-term, targeted instruction to remediate areas of weakness. Utilize Grade 6 RTI math class blocks twice a week for interventions

A Accomplishments	C Challenges	E Exemplars
<ul style="list-style-type: none">● All 6th graders and students who were in Level 1 Math in Grades 7 and 8 completed iReady online diagnostic test.● Based on data, 6th graders were put on “instructional” component of iReady so that they could fill in any gaps in knowledge. It is also used in Level 1 classes, Math Boost, and during Grade 6 RTI math blocks.● Grade 7 and 8 Level 2 students who scored W or NI on their previous-year MCAS were offered the opportunity to be signed up for diagnostic/instructional. Invitation was sent home and families opted in to the program. The agreement was that students would be given the diagnostic test in school and families would commit to 1 hour/week work on iReady at home. Students' math teachers would monitor the lesson plan (prioritize or delete lessons based on class work).● Increased collaboration amongst Grade 7 Resource Room teachers (who were helping students on iReady) and Math Coach.	<ul style="list-style-type: none">● Getting students to work on iReady when not officially tied to a class or assigned a time during school to work on it. Most students just didn't do it.	<p>In Math Boost, iReady was an effective tool for differentiating instruction. Students used the instructional component of iReady to receive individualized practice in the areas they had academic gaps. This allowed the teacher to work individually or in small groups with other students, tailoring instruction based in part on the data collected through iReady.</p>

Elementary Schools Strategic Initiatives:

Create a balanced schedule that incorporates RTI blocks while maintaining the time required for the Common Core Standards, and use Professional Learning Communities (PLCs) times to discuss student data and share best practices to differentiate instruction to meet the learning needs of all students

A Accomplishments	C Challenges	E Exemplars
<ul style="list-style-type: none">● Established consistent ELA and Math RTI blocks.● Used PLC times to share best practices in differentiating instruction.● Held data meetings to look at student data (e.g., MCAS, DIBELS, GRADE, GMADE, EDM, formative writing assessments).	<ul style="list-style-type: none">● Continue to work on building a balanced schedule that meets the academic, social, and emotional needs of all level learners.● Creating a block schedule/common planning time by grade level.● Personnel for small-group instruction.	<ul style="list-style-type: none">● The Grade 1 team at the Happy Hollow School is providing consistent small group instruction with all staff members being responsible for small groups three times a week.● The Grade 4 team at the Claypit Hill School has been able to cross all 6 classrooms for math RTI two times a week, tailoring instruction for each unit based on students' needs.● Through Teacher Assistant professional development and staff collaboration, kindergarten RTI blocks at the Loker School have been able to reduce teacher-student ratios to ensure targeted instruction based on specific content skills by sharing students across classrooms three times per week.