

Reaching for the STARS!

OSPA Spring Conference 2012
Favia Becker & Kristen Engler

Background

- ▶ Response to Intervention was identified as an area to address in the district
- ▶ Creation of the “RTI Facilitator” – a silver lining story



Background

- ▶ Administrators and teachers became familiar with “tiered instruction” but this was loosely translated among buildings or even the staff within a building
- ▶ **FRUSTRATION:** Accomplishing the impossible – Core curriculum AND intervention



District Supports in Place

- ▶ Universal screening
 - reading and math – in place for the 4th year
- ▶ AIMSWeb
- ▶ School Psychologists advocating for using data and response to intervention
- ▶ Academic coaches
- ▶ Meetings:
 - Grade level Collaboration Teams
 - Intervention Assistance Teams
 - Building Leadership Teams

Related Supports

- ▶ Focus on “gaining buy in” for the use of curriculum based measurement to plan and monitor interventions . . . A success!
- ▶ Data correlation presentations to the District Leadership Team and all elementary staff
- ▶ Creation of a ‘user friendly’ data analysis framework for school staff

Inspiration

Educational Service Center of Cuyahoga County
/ SST 3 training: February 4, 2010

Beyond Compliance: Building RtI and Better ETRs

Presenters: Dr. Meghan Shelby and Ross May

<http://www.esc-cc.org/public/pd/handouts.cfm>

Look for archived handouts to find it!

Whose IDEA is this?

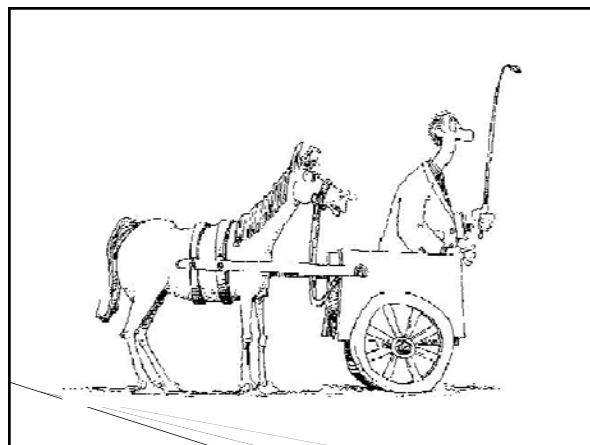
- ▶ North Royalton City Schools created an “intervention/enrichment period”
 - all students across a grade level received specified support.
- ▶ This created a schedule for the delivery of tiered intervention in a small group setting IN ADDITION to Tier 1 core curriculum for all students.

Whose IDEA is this?

- ▶ This is NOT a new concept – except if you have never heard of it!
- ▶ What is the basic premise?
- ▶ What else is this referred to as?

Gaining Buy in!!!

»» A few important things to know . . .



The “players” involved

- ▶ Start with your friends
 - They can immediately help by asking important questions you did not consider
- ▶ Surround yourself with like minded individuals
 - Determine which support staff may benefit
 - They offer support
 - They offer a different perspective
 Academic Coaches, SST staff

The “players” involved

- ▶ Administrator(s)
 - Determine which to approach first
- ▶ Next, include all administrators affected
- ▶ Finally, present to the people you really need:
 - The teachers.
 - With the support of the administration you are more likely to have a positive response, or at least compliance.

Pitching the Idea

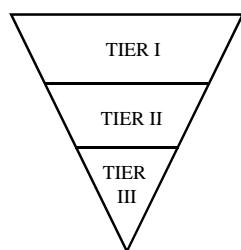
- ▶ Think through some “specifics” of the plan and ‘most likely questions’
- ▶ Develop a short presentation to introduce the concept
 - Be careful to include necessary, but not all details.
 - The goal is to get them excited and wanting to hear more!
- ▶ Connect to current strengths and how it addresses current weaknesses
- ▶ Link with district initiatives

From Research to Reality

Proposing a service delivery model for RTI
in Lakewood City Schools

Presented 3/10/10 by Favia Becker, Psy. S., NCSP.
The next 5 PowerPoint slides were developed by Barbara Bole Williams, PhD, Rowan University. These are from the work of Joseph Torgesen, Director, Florida Center for Reading Research.
North Royalton slide courtesy of Ross May, SST 3 consultant.

Interventions should be organized in tiers

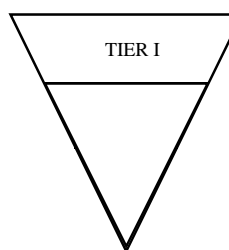


Layers of intervention responding to student needs

Each tier provides more intensive and supportive intervention

Aimed at prevention

TIER I: Core class instruction



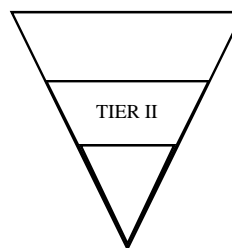
TIER I is comprised of three elements

- Core program
- Benchmark testing of students to determine instructional needs at least three times a year
- Ongoing professional development

TIER I: CORE CLASS INSTRUCTION (cont'd)

Focus	For all students
Program	Scientific-based instruction (curriculum emphasizing the five critical elements of beginning reading)
Grouping	Multiple grouping formats to meet student needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at beginning, middle, and end of the academic year
Interventionist	General education teacher
Setting	General education classroom

TIER II: Supplemental instruction



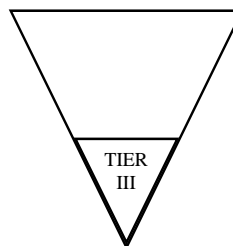
Tier II is small-group supplemental instruction **in addition to the time** allotted for core reading instruction.

Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I.

TIER II: SUPPLEMENTAL INSTRUCTION (cont'd)

Focus	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
Program	Specialized, scientifically based reading program(s) emphasizing the five critical elements of beginning reading
Grouping	Homogeneous small group instruction (1:3, 1:4, or 1:5)
Time	Minimum of 30 minutes per day in small group <u>in addition to</u> 90 minutes of core reading instruction
Assessment	Progress monitoring twice a month on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

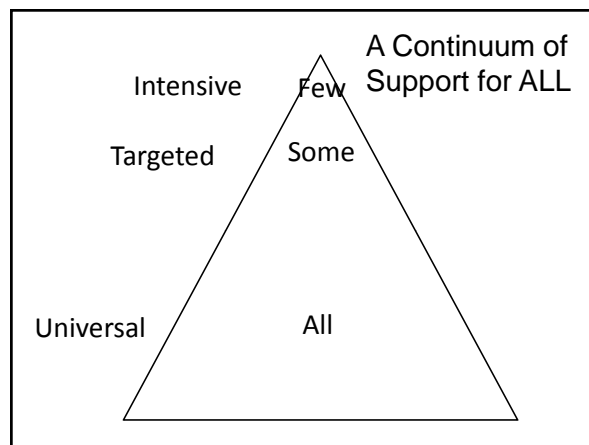
TIER III: Intensive intervention



Tier III is intensive, strategic, supplemental instruction specifically designed and customized small-group or 1:1 reading instruction that is extended beyond the time allocated for Tier I and Tier II.

TIER III: INTENSIVE INTERVENTION (cont'd)

Focus	For students with marked difficulties in reading or reading disabilities and who have not responded adequately to Tier I and Tier II efforts
Program	Sustained, intensive, scientifically based reading program(s) emphasizing the critical elements of reading for students with reading difficulties or disabilities
Grouping	Homogeneous small group instruction (1:1- 1:3)
Time	Minimum of two 30-minute sessions per day in small group or 1:1 in addition to 90 minutes of core reading instruction.
Assessment	Progress monitoring twice a month on target skills to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school



"Extra Scoop"



EXAMINING SCHOOL STRUCTURES and USE OF TEACHING RESOURCES

- Some of our biggest obstacles:
 - Allocation of:
 - TIME
 - HUMAN RESOURCES

EXAMINING SCHOOL STRUCTURES and USE OF TEACHING RESOURCES

How will we schedule classroom teachers, support staff and intervention teachers and other teaching resources to ensure ALL students receive CORE grade level instruction?

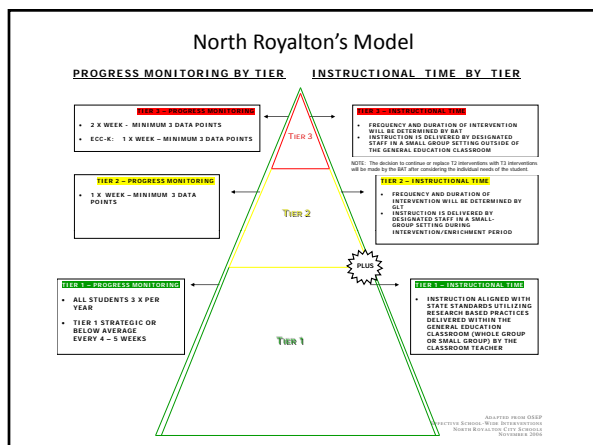
How can we schedule teachers to ensure that all students who are below academic proficiency receive interventions?

How can we schedule teachers to ensure that we are challenging students above proficiency in grade level standards?

Who will teach Tier 2 and Tier 3 interventions to students?

Allocation of RESOURCES

- Work Smarter not Harder
- Create a “Differentiation Block”

**The Creation of STAR BLOCK**

» More of the details come together!

The creation of “STAR Block”

- What's in a name?
 - Intervention /Enrichment Period
 - Differentiation Block
 - Power Hour?

- How we do love our Acronyms!!!

- S – Supplemental
- T – Tiered
- A – Academic
- R – Reinforcement

**The Basics**

- **STAR Block** refers to a time set aside for Supplemental Tiered Academic Reinforcement across a grade level.
- During this set time during the school day, new instruction does not occur.
- Instead, students in the grade level are divided by skill level into homogenous groups for supplemental instruction or support.

Some Details

- ▶ STAR block occurs for a *minimum* of 30 minutes, three days per week.
- ▶ Intervention, as well as reinforcement and enrichment instruction is delivered by pooling the resources of the building available at that time (e.g. teachers, title teachers, intervention specialists, etc.) as determined by the building leadership and grade level collaboration team.

What occurs during STAR Block?



Tier 1

- ▶ During **STAR Block**, students for whom **Tier 1** instruction is sufficient may receive any of the following instruction that is complimentary to the core instruction:
 - Additional practice in core area skills
 - Enrichment or extension opportunities
 - Study skills to aid in academic achievement

WHEN AND HOW ARE INTERVENTIONS FOR TIER 2 AND TIER 3 STUDENTS DELIVERED?

- ▶ For Tier 2 and Tier 3 students, intervention occurs during the **STAR BLOCK**, by designated staff.

The COLLABORATION TEAM WILL:

- ▶ USE UNIVERSAL SCREENING DATA AND CLASSROOM ASSESSMENT DATA TO DETERMINE WHICH STUDENTS RECEIVE:
 - ▶ TIER 2: TARGETED SMALL GROUP INSTRUCTION
 - (6–8 STUDENTS)
 - ▶ TIER 3: INTENSIVE SMALL GROUP INSTRUCTION
 - (3–5 STUDENTS)

Tier 2

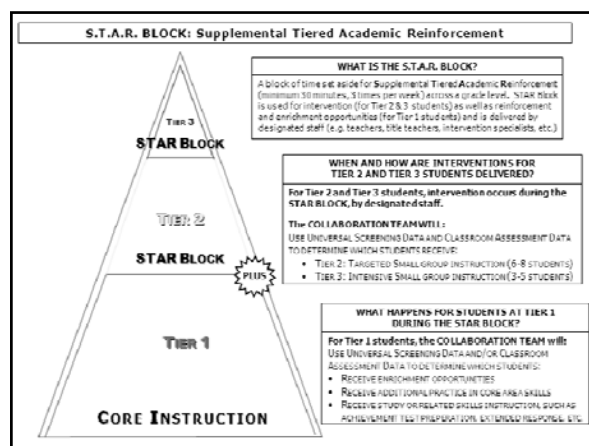
- ▶ During **STAR Block**, students receiving **Tier 2** intervention are provided with a research based curriculum or intervention strategy utilizing instructional level materials targeted to the skill level of that group.
- ▶ At this level, the intervention support is considered targeted, and group size ranges between 6–8 students to allow for multiple opportunities to respond and receive corrective feedback.

Tier 3

- ▶ During **STAR Block**, students receiving **Tier 3** intervention are also provided with a research based curriculum or intervention strategy utilizing instructional level materials targeted to the skill level of that group.
- ▶ At this level, the intervention support is considered intensive, and group size is more limited, with a maximum of 5 students to allow for more individualization.

Tier 3 continued

- Although STAR block occurs a minimum of 3 days per week, it is recommended that students identified as requiring Tier 3 be provided additional intervention services (either before or after school, or during the day at an alternate time aside from core instruction and STAR block) to intensify their support and accelerate their progress.



Overcoming Obstacles

- »» How we were able to do this, initially. . .

The biggest obstacle of all:

► **TIME!**



- The VERY FIRST question from administrators and teachers was HOW TO MAKE IT "FIT" and find the time within the current schedule.
- We knew we had to present a 'mock up' schedule based on our school day.

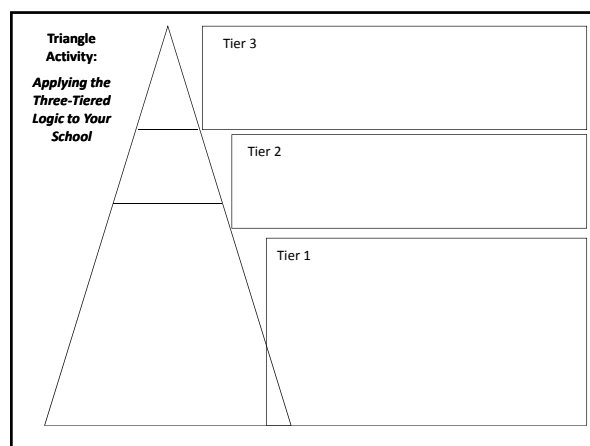
Sample 10 minute schedule template in Excel

A	B	C	D	E	F	G	H
	Kindergarten	First	Second	Third	Fourth	Fifth	
9:00							9:00
9:10							9:10
9:20							9:20
9:30							9:30
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1:00							1:00

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	Kindergarten	First	Second	Third	Fourth	Fifth	
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3:00							3:00

Obstacle #2: Curricular Resources

- What will staff use during STAR block?
 - For intervention
 - For reinforcement
 - For enrichment
- Who will support staff in choosing lessons and interventions?



Obstacle #3: Staffing

- How do grade level teams determine who provides which tier of services during STAR block?
- Once this is decided, how often can this be changed?

Additional Obstacles

- Integrating different teaching styles
 - Co-teaching
 - Station teaching
 - Collaborative planning
- Consistent communication and pacing across grade level teams
- Monitoring fidelity and integrity of Star Block implementation



Resources for STAR Block

Human Resources

- RTI Facilitator
- Academic Coaches
- Administrators
- Fellow teachers



S.T.A.R. Block Snapshot					
Grade:	Effective Dates: From to				
Lead Teacher					
Student Groups					
Instructional Focus					

Collaboration Team Meeting Agenda
After Fall Screening (Late September)
For use in conjunction with STAR Block

Purpose: Review Fall Screening Data and Plan Intervention

- ☐ Review grade level assessment data, any classroom assessment, previous Spring OAA data as available
 - What percentage of students fall in Tier 1, above 80 percent?
 - What percentage of students fall in Tier 2, above 80 percent?
 - What percentage of students fall in Tier 3, below 80 percent?
- ☐ Establish at end of year team goal(s) based on the percentage of students you would like to see in each tier based on assessment data
- ☐ If the percentage of students in Tier 1 is below 80%, discuss grade level wide opportunities to making sure programs meet robust for this cohort. (How to best use Core instruction time for all students)
- ☐ Identify at least 10% of students performing significantly below grade level who will participate in small group intervention based on the assessment data and a common outcome
 - Consider the following (may use the Intervention Plan for this purpose):
 - What form of intervention?
 - Who will teach the group?
 - What interventions will be delivered? For how much time?
 - Is this group meeting Tier 2 evidence based intervention (or more than 1 student)?
 - If so, plan the program based on the evidence based intervention
 - Have plans for building intervention
- ☐ Discuss what you are doing using STAR Block with the remaining students in the grade level
 - Discuss what you are doing with students at or near grade level and a challenge or higher skilled students
 - Consider the following
 - What is the instructional focus of this group?
 - Who will teach the group?
 - Have plans for building intervention

Note: The "STAR Block Snapshot Form" may be used for the purpose of documenting team decisions for group-level and classroom-wide intervention. A Documentation of Intervention (DOI) form should be completed for all students receiving Tier 2 intervention. Teachers should retain a copy.

DOCUMENTATION OF INTERVENTIONS

Revised 10/2010

STUDENT NAME: _____ DATE: _____
 TEACHER(S): _____ SCHOOL: _____ GRADE: _____

BEHAVIORAL DESCRIPTION OF PROBLEM	INTERVENTIONS AND/OR ADAPTATIONS	EVALUATION PROCEDURES	PERSON RESPONSIBLE	RESULTS

PARTICIPANTS: _____ DATE OF INITIATION OF INTERVENTION(S): _____
 DATE OF COMPLETION OF INTERVENTION(S): _____
 DATE OF FOLLOW-UP MEETING: _____

Printed Copy Sent to: _____

DATA REVIEWED AT TEAM MEETING ON: _____ Student Rate of Improvement: _____ Student Progress Notes: _____
 (STAR LOGS) (Does the student continue to require intervention?) If yes, student will receive Tier: _____ intervention

STAR BLOCK: Implementation Year 2

»»» Noteworthy considerations

How STAR Block evolved

- ▶ STAR Block is 3 days a week for 30–40 minutes for all classrooms grade K–5
- ▶ Literacy is the main focus
- ▶ Every grade level team develops their own “style” regarding implementation
- ▶ Related service providers are also utilizing this time in the classroom for skill generalization
 - i.e. SLP, OT

Stakeholder input

Title 1 Teachers and Intervention Specialists

- “Vital to our day”
- “Ensures intervention and/or service delivery”
 - Student do not miss core instruction and have a specific schedule daily
- “Targets at-risk students and special education students”
- “Progress monitoring is built into the plan”

Stakeholder input

Regular Education Teachers

- Allows teachers to reach a continuum of learners
 - Gifted enrichment, special education support and at-risk remediation
- “We like having IS, Title and related services all in the room for station learning”
 - Allows for consultation, collaboration and generalization
- “Sometimes difficult to organize and plan”
- Would like more guidance in how to lesson plan

Stakeholder input

► Administrators

- Important in the development of a strong core and Tier 1
- Allows for all students to have access to intervention, enrichment and additional support without missing core instruction

Future Hopes and Dreams

- STAR Block across all elementary buildings
- Expand STAR Block for literacy & math
- Consistent core scheduling for all grade levels
- Ensure that Tier 2 and 3 intervention blocks adhere to optimal intervention standards

Future Hopes and Dreams

- Progress monitoring data is consistent and reviewed by the grade level team systematically.
- Interventions are addressed for “groups of students” rather than “kid by kid”
- Improved documentation of intervention
 - i.e. “STAR Block” is not listed as the intervention

Questions?



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