

RtI

The New Look

The RtI summer committee has improved and outlined this process over the summer.

Agenda

- ❖ PST Process in Review
- ❖ Communication
- ❖ RtI Scheduled Times
- ❖ IPF: Then and Now
- ❖ Criteria for RtI Placement
- ❖ Questions to Review

A little Humor from Hoops and Yo Yo



PST Ins and Outs

- ❖ Purpose: Clarify this
- ❖ When does this team meet?
- ❖ Who is invited ?
- ❖ What information is required?
- ❖ What is the product and how communicated?

What does PST mean?

- ❖ Problem Solving Team
- ❖ There are two levels of Problem Solving:
 - ❖ Grade Level
 - ❖ Individual Student

PST - Purpose?

- ❖ Brainstorming about student difficulties and possible interventions between grade level teachers, principals, reading resource teachers, and school psychologists.
- ❖ At times other interventionists would be invited like behavior itinerant, speech or any other staff member to help child make progress.

PST - Who

- ❖ Grade Level Teacher
- ❖ Reading Resource Teacher
- ❖ Principal
- ❖ School Psychologist
- ❖ Behavior Itinerant
- ❖ Speech Therapist

PST - When to meet?

- ❖ Millburn Central: Monthly (see dates and times below)
- ❖ Middle school teams will meet about students the first Thursday of every month using spreadsheet.
- ❖ After school from 245p-315p -3rd week of the month for grade level PST teams of Kindergarten(Tues), 1st grade (Wed), 2nd grade(Thur)
- ❖ On the 4th week of the month 3 rd grade (Tues), 4 th grade (Wed), 5 th grade(Thurs.)
- ❖ Already plugged into the school calendar for planning.

PST - When to Meet?

- ❖ Millburn West: Monthly (see dates and times below)
- ❖ Middle school teams will meet about students the first Thursday of every month using spreadsheet.
- ❖ After school 3:15am - 3:45am 3rd week of the month for grade level PST teams of K-1St grade (Tues.) 2nd grade (Wed), 3rd grade(Thurs.)
- ❖ On the 4th week of the month 4th grade (Tues), 5 th grade (Thurs).
- ❖ Not quite yet plugged into the school calendar for planning.

Criteria Reviewed at PST's

- ❖ Every 6-8 weeks student success needs to be reviewed.
- ❖ Examine data from AIMSWeb, ISAT, NWEA, Classroom interventions of core curriculum, other factors.
- ❖ Discuss progress of intervention
- ❖ Ongoing
- ❖ Ultimately asking the question: Is this child closing the gap?
- ❖ If not, intensify intervention (more days, smaller group, etc)

Individual PST's

- ❖ Purpose: After data from GPST meeting is examined, and student is not making progress, this meeting will occur.
- ❖ Central and West will meet on the 2nd and 3rd Tuesday
 - ❖ Central: 2:45 to 3:15
 - ❖ West: 3:15 to 3:45

What do I bring to the PST?

- ❖ Classroom Teacher brings:
 - ❖ IPF form for each student so updates can be recorded
 - ❖ All graphs and data from interventions used (get this from interventionist)
 - ❖ Classroom data to use to show progress (IE: Graph that compares student to class on weekly test)
- ❖ Reading Specialist brings progress monitoring data

Role of PST Facilitator

- ❖ Who: Typically the Principal, or psychologist, or team member assigned by the Principal
- ❖ Job: Keep on Track, send email reminders, stay on time, monitor grade level spreadsheet,
- ❖ Spreadsheet review is done quickly and purposefully
- ❖ What is being done? Does anything need to change? What progress was made since last meeting?

Communication Components

- ❖ Does Teacher or Interventionist communicate with parent?
- ❖ What is shared with Parent?
- ❖ Parent notification at start, change and end
- ❖ When and how do the classroom teacher and interventionist communicate?

First Communication

- ❖ Homeroom teacher sends standard district form letter indicating child's need for support and how support will be plugged in. Happens after GPST.
- ❖ Homeroom teacher can follow up with phone call home.
- ❖ After this contact has been made, Interventionist can communicate with parents as needed

RtI Entry Letter

- ❖ Form Letter
- ❖ Located in Staff Forms on Website
- ❖ Will be updated to new letterhead.

Millburn Community Consolidated School



DISTRICT 24

18550 MILLBURN ROAD, WADSWORTH, ILLINOIS 60083

PHONE (847) 356-8331

FAX (847) 356-9722

www.millburn24.net

Dear Parents/Guardians of **(insert child's name)**,

Your child's academic progress and growth is the primary goal of Millburn District #24. Through our comprehensive screening process your child has been selected to receive RtI services. The teacher providing support services will soon be contacting you with more specific information regarding your child.

Response to Intervention (RtI) is a multi-tiered approach to help struggling learners. The purpose of RtI services is to provide your child with additional support in order to promote their individual potential. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention. RtI creates an educational system that focuses on success for all learners.

If you have any further questions, please feel free to contact me at **(insert email address and phone number here)**.

Sincerely,

Math Exit Letter

- ❖ Form Letter
- ❖ Located in Staff Forms on Website
- ❖ Will be updated to new letterhead

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Dear Parent/Guardian,

We are pleased to inform you that **(Student's Name)** has made great progress in the math intervention program. Given your child's achievement levels, he/she will be dismissed from the math intervention program and monitored for the remainder of the school year. We will continue to monitor your child's progress to ensure he/she maintains this growth.

If you have any questions, please give me a call me at **(Your Phone Number)**, ext. **(Your Ext.)**. You may also drop me an email at **(Your E-mail Address)**.

Sincerely,
The Problem Solving Team

Reading Exit Letter

- ❖ Form Letter
- ❖ Located in Staff Forms on Website
- ❖ Will be updated with new letterhead

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Dear Parent/Guardian,

We are pleased to inform you that **(Student's Name)** has made great progress in reading resource. Given your child's achievement levels, he/she will be dismissed from the reading resource program and monitored for the remainder of the school year. We will continue to monitor your child's progress to ensure he/she maintains this growth.

If you have any questions, please give me a call me at **(Your Phone Number)**, ext. **(Your Ext.)**. You may also drop me an email at **(Your E-mail Address)**.

Sincerely,
The Problem Solving Team

Added Communication

- ❖ Homeroom teacher should be updating parents every 6-8 weeks minimally even if nothing has changed.
- ❖ Each time an intervention is changed
- ❖ Email is a preferred method of communication.
- ❖ If there is a change or a concern, the Homeroom teacher should be in contact with parents first. Interventionist can provide more information if needed.

Homeroom Teacher and Interventionist

- ❖ Initially there should be some communication following the GPST meeting.
- ❖ Progress should be discussed monthly at GPST's.
- ❖ Informal communication via email, phone, hallway, etc.

Intervention Schedule

WEST RTI

Jan Norgard	Elem. Math	10:40 – 11:10	M – F
	Elem. Math	12:10 - 12:40	M – F
Carine Lancaster	M.S. Math	1:03 – 1:44	M – F
Judy Calhoun	M.S. Reading	1:03 – 1:44	M - F

CENTRAL RTI

Rohlwing or Ames	Elem. Math	10:10 – 10:40	Monday – Thursday
Geneen Hoetzer	Elem. Math	8:10 – 8:58	Monday – Friday
Denise Oswald	M.S. Reading	1:59 – 2:40	Monday – Thursday
Jan Norgard	Elem. Math	2:00 – 2:40	Monday – Friday
Sammi Harpke	M. S. Reading	9:48 – 10:29	Monday – Thursday
Tsch, Souza, Souza, Reu	Elem. Math	9:48 – 10:24	Monday – Friday
Jane Tabourot	M.S. Reading	11:14 – 11:55	Monday – Thursday
Reu, Tsch, Souza, Tsch	Elem. Math	11:14 – 11:55	Monday – Friday

New and Improved IPF

- ❖ IPF vs. Visa?
- ❖ Location?
- ❖ Who completes them?
- ❖ Changes, how it looks, how it is used, ease of use?

IPF - now

- ❖ Combines information from Visa (MAP/AIMSweb) and Student Services form from file.
- ❖ Specific to grade levels. K-1, 2-5, 6-8
- ❖ Stored on File Server, easier to fill out, pull down selections
- ❖ Will be available electronically at subsequent grade level like Visa's have been.

IPF - Student Data Page

[illegible]

IPF - Grades K-I

[illegible]

IPF - Grades 2-5

[illegible]

IPF - Grades 6-8

[illegible]

IPF - Who completes this?

- ❖ Initially the classroom teacher will fill out this document for each student and update the information at grade level PST's
- ❖ Person(s) delivering intervention can update progress and results to IPF
- ❖ When: Primarily during grade level PST's but can be added to by classroom teacher or interventionist.

Criteria for RtI Placement

❖ K - 3rd Example Criteria

K - AIMSweb-below average (25th% and below)/Assessing Math Concepts

1 - AIMSweb-below average (25th% and below)/DRA 2 or below for fall- 6 and below for winter, and 12 and below for Spring-/Benchmark tests from reading series/ Assessing Math Concepts/Classroom Benchmark tests from Everyday math

2 - NWEA- 34th percentile and below/ AIMSweb-below average (25th% and below)/16 and below for Fall, 20 and below for Winter, and / Benchmark tests from reading series /Assessing Math Concepts/Classroom Benchmark tests from Everyday math

3 - NWEA- 34th percentile and below/ AIMSweb-below average (25th% and below)/ Benchmark tests from reading series/ Assessing Math Concepts/Classroom Benchmark tests from Everyday math

Criteria for RtI Placement

❖ 4th - 8th Example Criteria

4 - NWEA- 34th percentile and below/ ISAT- Does not meet/ AIMSweb-below average (25th% and below)/ Benchmark tests from reading series/Classroom Benchmark tests from Everyday math

5 - NWEA- 34th percentile and below/ ISAT- Does not meet/ AIMSweb-below average (25th% and below)/ Benchmark tests from reading series/Classroom Benchmark tests from Everyday math

6 - NWEA- 34th percentile and below/ ISAT- Does not meet/ AIMSweb-below average (25th% and below/Classroom Benchmark tests from Glencoe series

7 - NWEA- 34th percentile and below/ ISAT- Does not meet/ AIMSweb-below average (25th% and below)

8 - NWEA- 34th percentile and below/ ISAT- Does not meet/ AIMSweb-below average (25th% and below)

Questions for Review

- ❖ A series of answers to FAQ's will follow to help clarify RtI.

Who supports kids when an IEP is already in place for another area?

- ❖ The priority is to have the interventionist work with kids in Tier II
- ❖ Scheduling may cause difficulties and we may consider using child's Sped. teacher to deliver Tier II.

When and how do kids enter Tier II? When and how exited? Who determines?

- ❖ After the GPST has met and reviewed data.
- ❖ After the District Letter has been sent home.
- ❖ After contact has been made with parents by homeroom teacher.
- ❖ Exited at PST when appropriate progress is being made.
- ❖ PST group makes this decision.

What should be recorded on a report card when a student has missed most or all of a subject?

- ❖ No grade will be recorded
- ❖ Parents should be well informed by this point what a child is missing for Tier II support.

Can there be a comment available that references RtI?

- ❖ No.
- ❖ There is a notation on the report cards that says “Each child is evaluated based upon his / her own learning goals and program according to individual needs”

Summary

- ❖ Hopefully this has helped all of us:
 - ❖ Visualize this process better.
 - ❖ See the extensive work put in by the summer RtI group.
 - ❖ Understand each of our roles a little bit better.

Thank you

- ❖ We truly appreciate your attention at today's inservice on RtI at Millburn.
- ❖ Questions that were generated today have been recorded and emailed to Mr. Lind and Mr. Jorgenson
- ❖ Enjoy the weekend!