# What's best for kids...
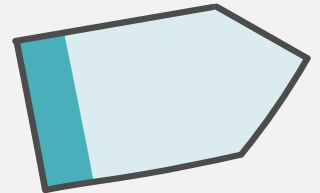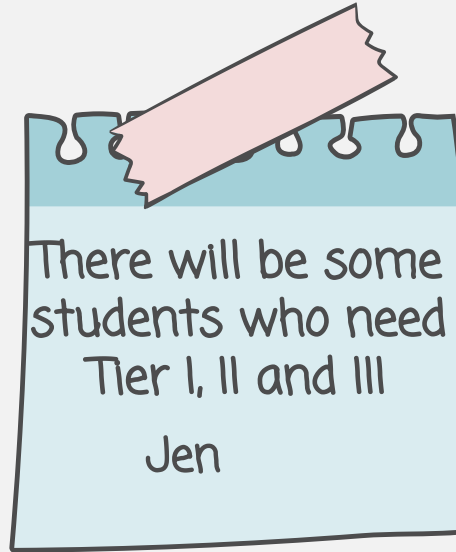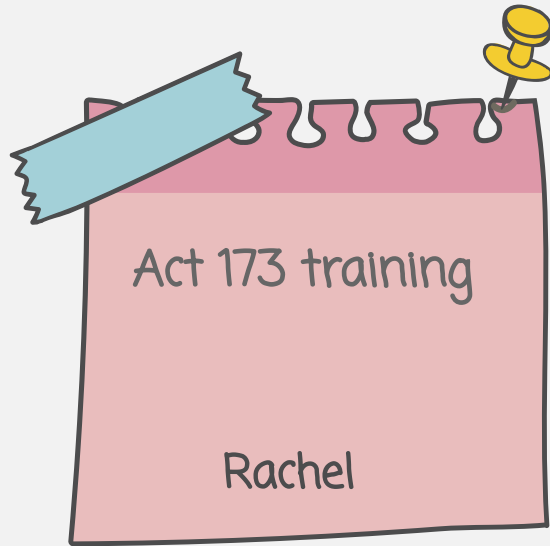
"My teacher thought I was smarter than I was. So I was." -six year old

# Biggest Takeaways From West Ed Act 173 training and Solution Tree: RTI at work

**Act 173 training**

Rachel

**There will be some students who need Tier I, II and III**

Jen

**Eyes on the Prize**

Karen

# Biggest Takeaways (continued)

Redefining our Essential Standards

Chrissy

Go as slow as you need to go as fast as you can

Anne

Where does the trail lead us now?

Katherine
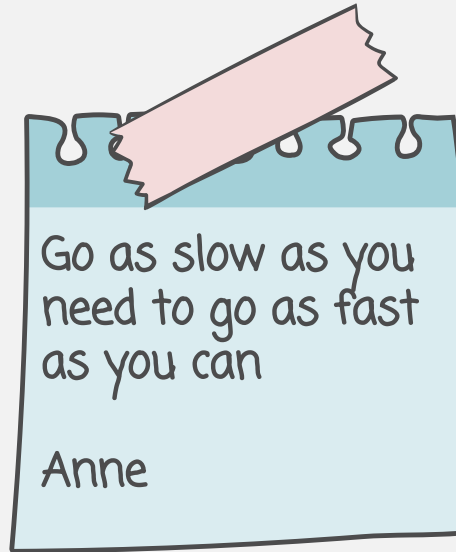
# VMTSS defines RTI as:

- A **proactive approach** that involves **closely monitoring student progress** to measure students' skills and **uses this data** to decide which **intervention** to use
- It aims to identify struggling students ealy on and give them the supports they need
- RTI is not a specific program or type of teaching

Act 173:  Goes into effect July 1, 2022

Impacts the eligibility requirements for special education for students where there is a concern of a Specific  Learning  Disability.   It does not impact any other special education category (e.g. Autism spectrum disorder, Speech and  Language  Impairment,  ED, OHI, etc.)

It does include all 8 basic skill areas:  Basic  Reading,  Reading Comp., Reading  Fluency,  Math Calculation,  Math  Reasoning, Written Expression, Oral  Expression, and  Listening Comprehension
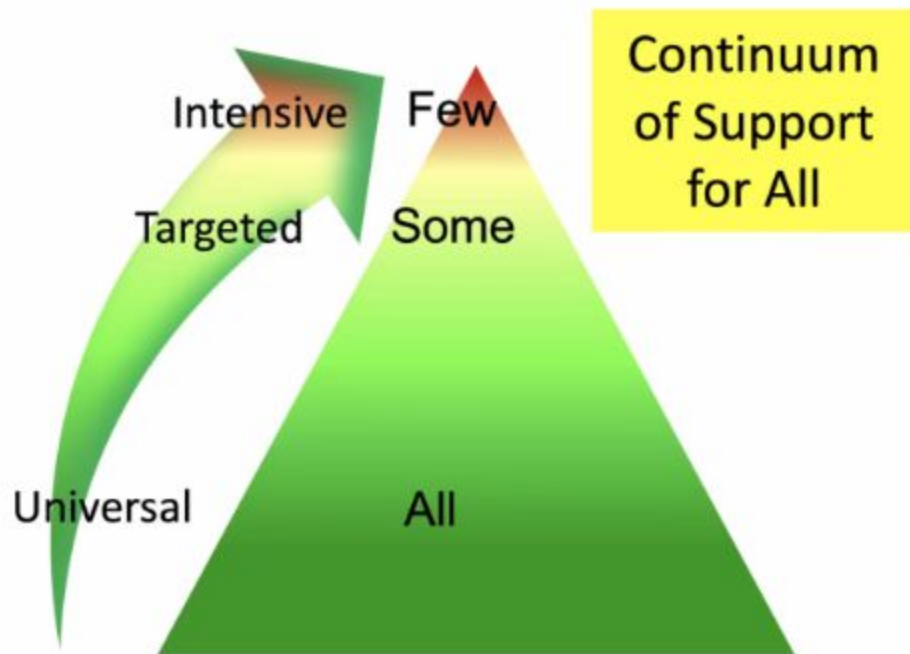
The process for determining SLD eligibility can be more easily understood through the lens of five elements.
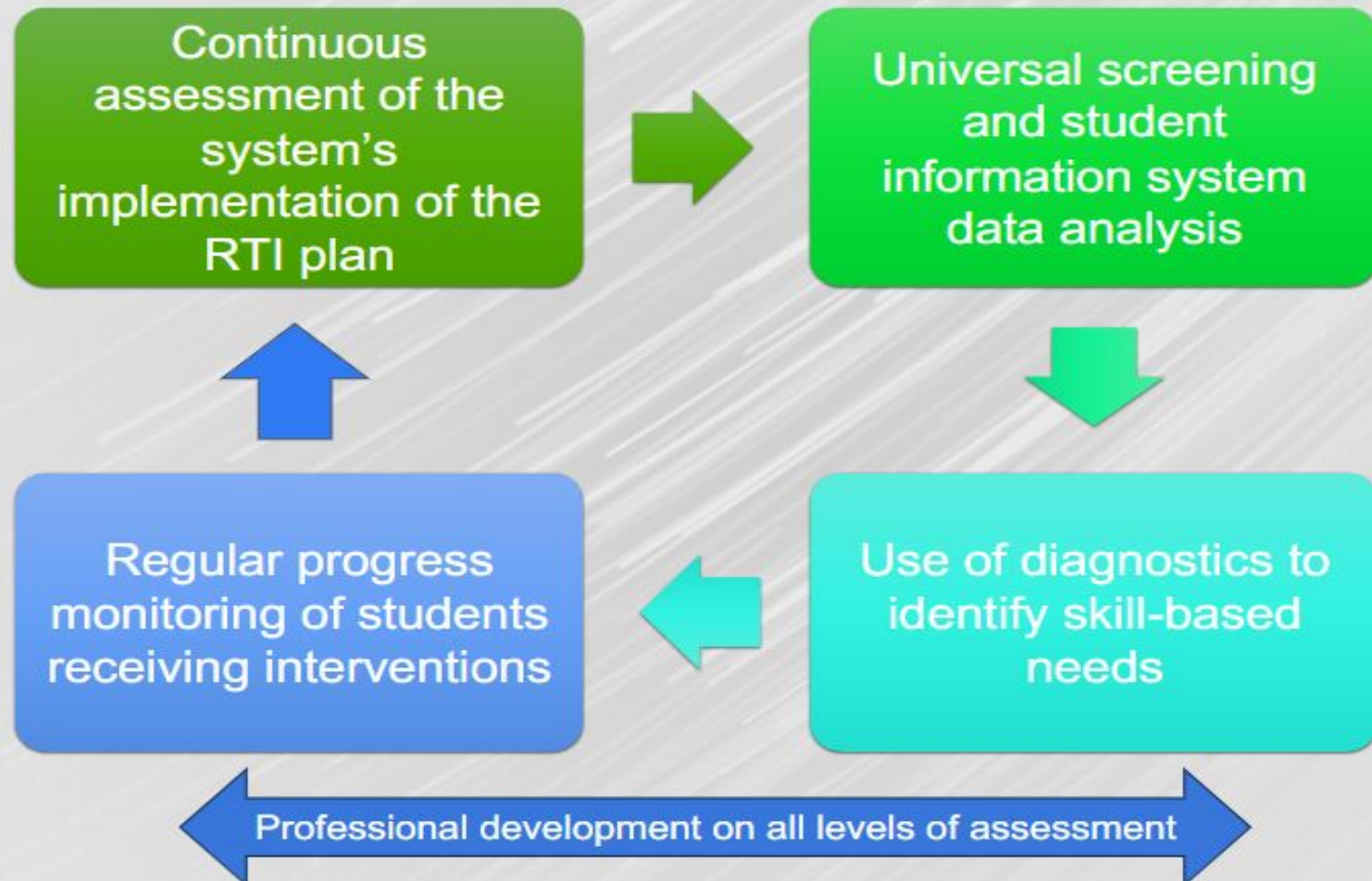
Each of these elements is represented throughout the process. See IDEA: Identification of SLD Five Key Elements:

1. The student demonstrates a lack of adequate achievement in one of the eight basic skill areas when provided with learning experiences and instruction appropriate for the student's age or State-approved grade-level standards.

2. The student demonstrates a lack of progress when provided with scientific research-based instruction and interventions.

3. Underachievement is not the result of exclusionary factors, including visual, hearing or motor disability, intellectual disability, emotional disturbance, cultural factors environmental or economic disadvantage, limited English Proficiency, or lack of instruction in reading or math.

4. Observational data [regarding] academic and behavioral performance within the classroom reflects area(s) of concern.

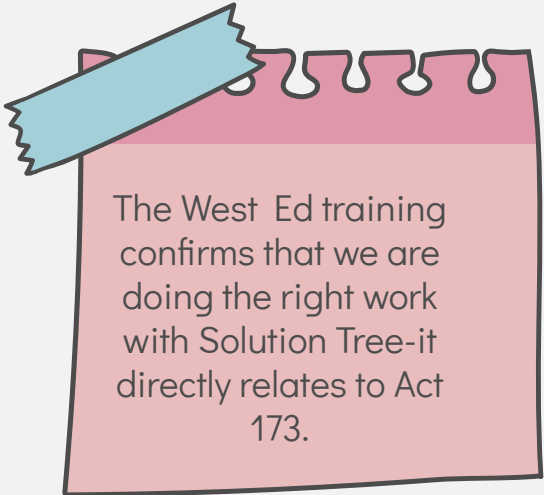5. Documented parental notifications and participation throughout the process.

If a student is receiving instruction and interventions(s) in grade-level standards from qualified staff and is still not making adequate progress, and a disability is suspected, the Child Find mandate of IDEA is activated.

WestEd
WestEd.org

https://education.vermont.gov/sites/aoe/files/documents/edu-specific-learning-disabilities-guidelines-for-determining-eligibility.pdf

# RTI Assessments

Continuous assessment of the system's implementation of the RTI plan

Universal screening and student information system data analysis

Regular progress monitoring of students receiving interventions

Use of diagnostics to identify skill-based needs

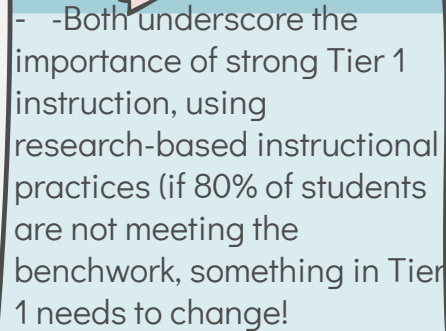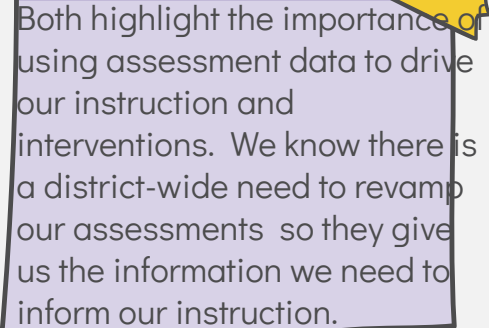Professional development on all levels of assessment

# Biggest Takeaways Rachel

The West Ed training confirms that we are doing the right work with Solution Tree-it directly relates to Act 173.

-   -Both underscore the importance of strong Tier 1 instruction, using research-based instructional practices (if 80% of students are not meeting the benchwork, something in Tier 1 needs to change!

Both highlight the importance of using assessment data to drive our instruction and interventions. We know there is a district-wide need to revamp our assessments so they give us the information we need to inform our instruction.

Both make it apparent that when something isn't working (as shown by the data) we need to change what we are doing. We need to ask for help, seek professional development, and keep it about the kids. Reaching out for support is an opportunity to learn and grow-it's not personal!
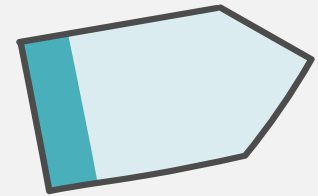
Closing the GAP:
What does "ALL" mean?- any student who will be an independent adult.

Tier 1- ALL students have access to grade level content

Tier 2-some students need additional time and support to master their essential grade-level curriculum
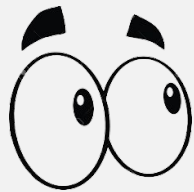
Tier 3-Some students require intensive remediation in foundation skills to succeed.

# Eyes on the Prize!

Grade Level Standard

We can't just have standards for some kids. Think about summertime and walking to get a creemee. You get to the window and are greeted with a friendly smile. You order a maple-black raspberry creemee with chocolate dip in a dish. You wait patiently talking those around you. You're number is called and you approach the window. You don't see your creemee anywhere in sight. You're handed a maple creemee with rainbow sprinkles in a cone. You then speak with a manager who informs you the person that helped you was a low kid in school and it's the best they can do. What do you do?

# We need to Start here: Redefine our Essential Standards

Ask yourself? Are our students meeting the grade level essential standards we identified as a district?

*Did we choose the right standards?

Is this standard assessed for mastery at grade level? If the answer is no, then is this an ESSENTIAL STANDARD?

Where are we (really) providing tier 2 support?

What are the "problem areas" that we discuss on a regular basis with the team?

Do these areas (learning targets/standards) line up with the Essential Standards we identified several years ago?

Go as slow as you need to go as fast as you can

## What this means for students

Tailoring our instruction to reflect what is essential, and teaching that to mastery. Some students will need more time.

## What this means for us

We don't have time to wait - although we are in the beginning stages of RTI work, we must commit to making shifts, no matter how small, that promote efficacy and equity*.

*Equity - Reducing the predictability of who succeeds and who fails; interrupting practices that negatively impact students and cultivating the gifts and talents of every student.
National Equity Project

# Where does the trail lead us now?

It's a rebirth! 12 weeks

March PLC meetings...our just right next steps

Why Literacy and SEL and how?

Google Form K-3 teachers only

"There is no school improvement without literacy improvement.
~Paula Maeker

"We have to be students of learning before we bring learning to our students"
~Paula Maeker

"Look to your left and right. These are OUR people. What WE do together matters." ~Ken Williams

"If a child is not learning, it's up to me to change my practice."
~Luis Cruz

Wilson Fundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Fidelity means to do all components. Be creative in how you do them!
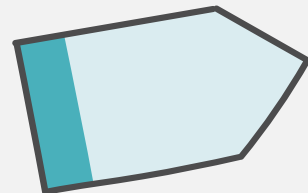
01

02

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Awesome Words From Austin

Systematic, leverage, doable, access, assessment, essential, guaranteed, equity, viable, accelerate, universal, dignity, urgency, prioritize, collective work, measurable, competence, engagement, dispositions, persistence, efficacy, expectations, transforming, culture, collaboration, Barbeque, Espolon, scooters

Photo Board

# How does the change work?

| | | | | | |
|---|---|---|---|---|---|
| Vision | + Skills | + Motivation | + Resources | + Action Plan | = 😃 Change |
| Missing | + Skills | + Motivation | + Resources | + Action Plan | = 🤔 Confusion |
| Vision | + Missing | + Motivation | + Resources | + Action Plan | = 😓 Anxiety |
| Vision | + Skills | + Missing | + Resources | + Action Plan | = 🙄 Resistance |
| Vision | + Skills | + Motivation | + Missing | + Action Plan | = 😤 Frustration |
| Vision | + Skills | + Motivation | + Resources | + Missing | = 🙃 False Starts |