



"Walk to Intervention": One School's Success with 1st Grade RtI

Volusia County
Friendship Elementary



School Demographics

 Reading First School - 4th year

 Title 1 - 65% Free or Reduced Lunch

 Population

 48% White

 32% Hispanic

 14% Black


 7% Multiracial

 4% American Indian

 5% Asian

 54% Mobility Rate

 21% Receive ESE services



Reading First Focus School

 December 2005







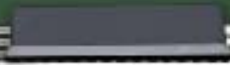

 Receive extra support from Reading First and the District


 Reading First Regional Coordinator visits school twice monthly





Intervention Plan



-  30 minutes a day of additional intervention
 -  Improved Phonics Instruction
 -  Tighter Progress Monitoring
 -  Understanding and use of phonics screener
 -  Professional development for teachers (K-3, ESE, ESOL, and Intervention Teachers)
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Launching Interventions



Timeline:

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- September full day for kindergarten, first grade teachers, ESOL, ESE, and Intervention Teachers
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- January full day for second and third grade teachers



Model



Walk to Intervention



Staffing

-  3 ESE teachers
-  2 Intervention teachers
-  7 Classroom teachers



Homogenous groups across classrooms



Intervention occurs daily



Groups have a specific focus



Flexible movement based on data



Time

 30 minutes daily

 Scheduled every day at the same time for the entire grade level

 Groups began intervention the first week in October





Groups

 Intensive Groups - no more than 6





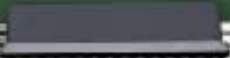

 Enrichment Groups - no more than 20

 Intensive groups are taught by ESE, Intervention or classroom teachers








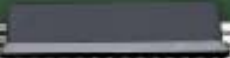



Intervention Groups

-  Phonemic Awareness Screener on each student
 -  Groups formed according to skills on the phonemic awareness continuum
 -  Skills ranged from words in a sentence to segmenting
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Regrouping

-  1st grade team initially met biweekly to monitor progress of groups and regroup
 -  Regrouping was based on new data
 -  Each student's name, classroom teacher's name and the skill needed were written on a post-it note
 -  The students were divided according to need and assigned an interventionist
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Instructional Focus

-  After 10 weeks all students had mastered the PA skills up to and including blending and segmenting
 -  Decision was made in December to shift instructional focus to phonics
 -  The Quick Phonics Assessment was administered to all students
 -  Groups were now formed according to phonics skill
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Selection of Materials

-  Phonological Awareness - FCRR Student Center Activities
 -  Phonics - Build-Up Phonics (Benchmark Education)
 -  Carl's Corner Website - free website for both PA and Phonics:
<http://teachers.santee.k12.ca.us/carl/>
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Resources

 95% Group Phonemic Awareness and Phonics Lesson Plan


 Phonemic Awareness, Jo Fitzpatrick

 Wiley Blevins





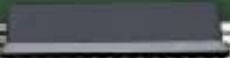
 Phonics A to Z

 Teaching Phonics and Word Study to the Intermediate Grades





Attendance Log


-  Each interventionist maintains an attendance log for each group
 -  Helps to determine whether or not the student has had access to the intervention
 -  Records actual minutes of instruction during the 30 minute block.
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Progress Monitoring

 Random sampling of students with the DIBELS progress monitoring probes was completed in November

 January DIBELS

 Starting in March - OPM was done every other week on intensive and strategic students







Progress Monitoring

11/15/06

 1 red and 1 yellow from each first grade class were selected.



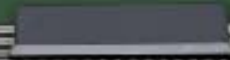
 If class did not have a red or yellow additional names were selected randomly from the the class list.



PSF		MR	HR
	Fall DIBELS	23%	7.7%
	November OPM	0%	0%
NWF			
	Fall DIBELS	11.5%	11.5%
	November OPM	46%	11.5%
ORF			
	Fall DIBELS	27%	19%
	November OPM	0%	39%



Progress Monitoring March






PSF		MR	HR
	Winter DIBELS		
	March OPM		
NWF			
	Winter DIBELS		
	March OPM		
ORF			
	Winter DIBELS		
	March OPM		



Outcomes



Phonological Awareness Screening Inventory (PASI)



% passing first assessment



% passing ending assessment






Outcomes



Quick Phonics Assessment (QPA)

 % passing skills at grade level - beginning

 % passing skills at grade level - ending



Outcomes



DRA Levels


 % below level initial

 % below level end of year




Phoneme Segmentation Fluency

	Moderate Risk	High Risk
Fall	8.3%	3.3%
Winter	1.8%	.9%
Spring		



Nonsense Word Fluency

	Moderate Risk	High Risk
Fall	7.4%	3.3%
Winter	36.6%	7.1%
Spring		



Oral Reading Fluency

	Moderate Risk	High Risk
Fall	16.5%	5.8%
Winter	19.6%	2.7%
Spring		



Effect on New Referrals

 2005-2006 referrals

 2006-2007 referrals





Retentions



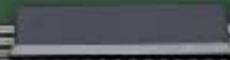
2005-2006

retentions



2006-2007

retentions





Future Direction

-  Professional Development for 1st grade teachers in implementing interventions
 -  Select intervention materials for consistency
 -  Specific Lesson Plans for the 30 minutes
 -  Tighten progress monitoring
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Thank You!

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