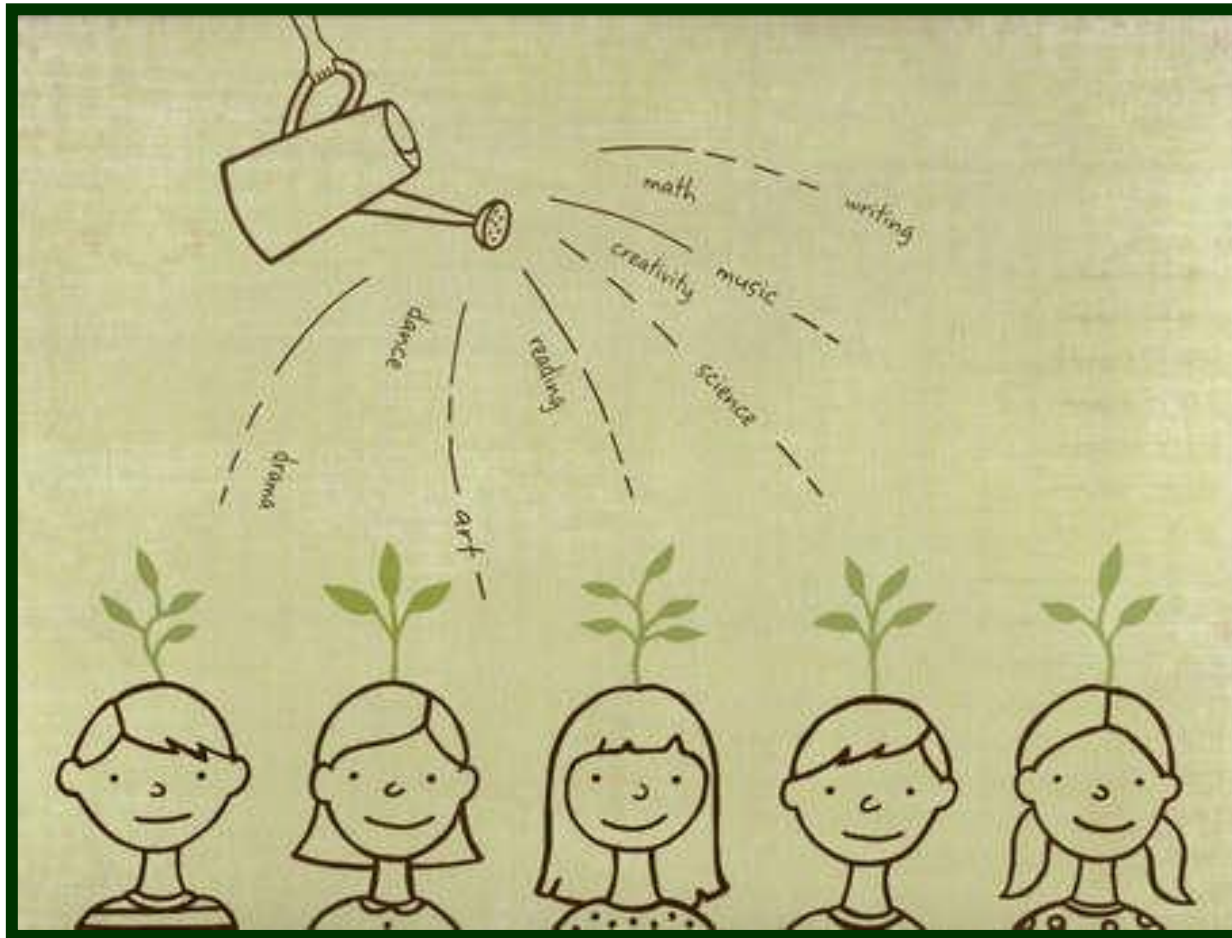


Bayfield Elementary School RtI/Problem Solving Journey





Bayfield Elementary School

Bayfield School District 10 JT-R

Diane Gardner – Principal
Susan Johnson – Assistant
Karen Lunceford – Literacy
Coach/BMS Principal

Bayfield is located in Southwestern Colorado, 18 miles east of Durango, 46 miles west of Pagosa Springs, and 10 miles north of Ignacio

- The Elementary School is grades K-5, housed on two campuses.
- Grades K & 1 comprise what we refer to as the **Primary School**.
- Grades 2-5 are in the **Elementary School**.
- There are approximately 100 students per grade level.
- We don't have a very diverse population.
- We are less than 40% free and reduced.

The Rtl Process at BES is like a garden with all its cycles and rhythms.



We plant.

- 2008/09 - Kindergarten
- 2009/10 - Schoolwide, K-5
- 2010/11 – Inventory year
- 2011/12 – Focused on purposeful planning





We provide nutrients.

What is a good nutrient?



Tier 3: K: Sounds About Listening Rhyming, and Reading – Starfall, Grade 1: PreFlight-, Road to the Code--Phonemic Awareness for Young Children- Handwriting w/o Tears- Right Flight, Letterbugs, SRA Reading Mastery Plus levels 1 & 2, McGraw Hill Leveled Books, Supplemental phonics materials, Jacob's Ladder, Junior Great Books, Vocabulary study on words to know for MAP RIT range. Writing inclusion, Language! Take Flight, Jacob's Ladder, Montessori grammar, SRA specific skills. Grade 4: Take Flight, Lit Circles, Reading Detective, Fluency work using Take Flight fluency, reader's theater, Catching On, Orton-Gillingham, Rewards, Supplemental Reading Comprehension Materials, Frank Schaffer(IF), Building Comprehension ,Evan -Moor Read and Understand, advanced proofreading

Tier 2 resources currently in use: K: Florida Site PA Activities, OG 3 part drill Phonics, Phonemic Awareness was targeted skill area, Linguistics PA Kit, FCRR PA activities, Phonemic Awareness in Young Children, Great Source Poetry Posters, teacher created activities. Grade 1: Reading Series for Comp./Fluency. (Unit behind classroom) series and little readers, Spire phonics readers, Alphabet Series readers (phonics readers that correspond to R for R lessons), predictable books, Pair-it-books, other children's lit from Title I library, FCRR PA, Phonics and fluency activities, Read Naturally passages, Scholastic Reading Comprehension & Fluency: Gr1, teacher created activities. Grade 2: OG Phonics, Spire books and other phonetic readers to match skill, We Both Read books, I can Read Series, Fluency Reads from the series w/written work, Grade Level curriculum map, McGraw Hill reading series and little books, Spire phonics readers, Alphabet Series readers (phonics readers that correspond to R for R lessons), Orton Gillingham materials, Recipe for Reading, children's lit from Title I library, FCRR PA, Phonics and fluency activities, Read Naturally passages, Step Up to Writing/Write Tools, Teacher created activities. Angling for Words. Grade 3: Visualize/Verbalize for Comp. Step Into Reading stage 3 with lots of writing, Fluency reads from the series w/writing, Grade Level curriculum map, McGraw Hill reading series and little books, Spire phonics readers, Alphabet Series readers (phonics readers that correspond to R for R lessons), Orton Gillingham materials, Recipe for Reading, children's lit from Title I library, FCRR PA, Phonics and fluency activities, Read Naturally passages, Step Up to Writing/Write Tools, Teacher created activities. Angling for Words, Rapid Naming (color, object, # - teacher created) activities from Right Flight, Language, FCRR Fluency. Grade 4: SRA, Non fiction, Text structures, Summary writing. OG materials used to complement/reinforce Zoo Phonics (PIEDRA's phonics program), Read Naturally. Grade 5: Language Program, SRA Non-Fiction Reading for Information.

Differentiation in Tier 1 K: Leveled Readers from our leveled library, OG, Various classroom supplies/materials, Writer's Workshop, what we have available - there is no set program - alphabet cards, blending board, alpha chips. Grade 1: Read Naturally, basal, fluency readers, OG, blending board, leveled readers, reading strategy instruction, for excelled readers we work more on higher leveled comprehension strategies and leveled books. Grade 2: Basal, O/G, Florida Website, Reading First, Supplemental Materials for reading strategies, phonics, Handwriting without Tears. Grade 3: extended time, modified assignments, 6 minute solution, explicit, systemic (30 min), rapid sight naming, leveled readers, listening center, clustering 5 days/wk, challenge-enrichment, Jacob's Ladder, Junior Great Books, Read Naturally, Grade 4: On line sources, SRA, readers that go with basal, dictionary skills, almanac, non-fiction cards, comprehension cards, reading skill games, TONS of teacher purchased materials, computers. Grade 5: Materials or Curriculum=*classroom books for reading then students responded to what they read through constructed responses, teachers modeled and students were shown different types of anchor papers, *Florida Center for Reading for word study

Current Tier I Resources and Practices : OG instruction, OG texts, McGraw Hill Basal hardcover texts, basal leveled texts, leveled library containing Rigby, Sunshine, and trade books, Modern Curriculum Press phonic readers, various phonic readers, teacher created materials, Time for Kids, Scholastic Magazine, various trade books and novel sets, literature circles, variety of poems and songs, comprehension toolkit, SRA, games, Jacob's ladder, Junior Great Books, Handwriting w/out Tears, Writing Workshop, Write Tools, Step Up to Writing, big books, various practices with read aloud-think aloud, reading to-with-and by, various note-making note-taking practices, shared reading, choral reading, paired reading, popcorn reading, round-robin reading, literacy centers, various approaches to spelling, various approaches to grammar, whole group instruction, small group instruction, mini-lessons, various methods of providing feedback to students: clickers, rubrics, worksheets from basal series, various uses of technology –hardware and software

Tier 3:
RS My
Sidewalks,
Language!, W&M

**What is our response
when they don't know,
or they already know?**

Tier 2: RS Intervention Kit, ELL
Handbook

**Tier 1: What do all students need to know and be able
to do?**

ALL: Common Core Reading Street
How do we know they know?
common assessments

We monitor growth for all.

- **DIBELS**
- **NWEA/MAP**
- **Local common assessments**



Class spreadsheets.

The image shows a large, multi-page spreadsheet, likely a class roster or attendance sheet. The spreadsheet is filled with data, including names of students and various numerical values. The cells are color-coded, with red, green, yellow, and blue used to highlight specific information. There are also handwritten notes and markings on the pages, such as "Page 18 of 25" and "↑". The spreadsheet is organized into columns and rows, with some columns containing names and others containing numbers. The overall appearance is that of a detailed and complex data management tool.



Data card for each student



Pocket chart for each grade





We provide supplements.

- Interventions
- Progress monitoring



Problem solving process

- Teacher concern
- Grade level team
- Parents
- Child study team





Where do we 'grow' from here?

Student goal setting
Core reading program
Continue LETRS training
Math RtI
Behavior RtI



TIER 1

Student _____ Teacher/Grade _____

Fall _____ IEP _____ ALP _____

Grade level expectations: Yes or No ___above grade level ___below grade level

Tool(s) used to measure progress:

___Unit Tests ___DIBELS ___CSAP ___Progress Monitoring ___CELA

Best Practices used (circle any used consistently):

challenge/enrichment	evidence-based replacement core*	nonlinguistic representations
clustering	flexible grouping	scaffolding
cognitive strategy instruction	identifying similarities/differences	objective/learning goal statements
cooperative groups	increased positive instruction interaction	subject acceleration
corrective specific feedback	increased time	summarizing
curriculum compacting	modeling	supplemental evidence-based curriculum
engagement strategies	monitoring w/ frequent timely feedback	support
explicit systematic instruction	multiple guided practice opportunities	targeted instruction
		exemplars

other: _____

Winter _____ IEP _____ ALP _____

Grade level expectations: Yes or No ___above grade level ___below grade level

Tool(s) used to measure progress:

___Unit Tests ___DIBELS ___CSAP ___Progress Monitoring ___CELA

Best Practices used (circle any used consistently):

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		exemplars

other: _____



Tier Two

Student _____ Teacher/Grade _____

Fall of _____ Teacher Responsible for Intervention: _____

_____ ILP _____ Not on an ILP but with accommodations

Student's Goal/Targeted Skill:

Tool(s) used to measure progress: (progressing monitoring)

Best practices used/type of intervention: _____ times per week for _____ minutes

_____ progress made _____ some progress made _____ no progress made

Winter of _____ Teacher Responsible for Intervention: _____

_____ ILP _____ not on an ILP but with accommodations

Students Goal/Targeted Skill:

Tool(s) used to measure progress: (progressing monitoring)

Best practices used/type of intervention: _____ times per week for _____ minutes

_____ progress made _____ some progress made _____ no progress made

Spring of _____ Teacher Responsible for Intervention: _____

_____ ILP _____ not on an ILP but with accommodations

Student's Goal/Targeted Skill:

Tool(s) used to measure progress: (progressing monitoring)

Best practices used/type of intervention: _____ times per week for _____ minutes

_____ progress made _____ some progress made _____ no progress made



Grade Level Problem Solving Meeting

Student _____ Date _____

Teacher _____

Members in Attendance

_____	_____
_____	_____
_____	_____

Problem Identification (Quantify, be specific)

What is the problem?

What is the discrepancy between what is expected and what is occurring? (Gap Analysis)

Problem Analysis

The team believes the discrepancy may exist because...

Plan Development

What is the goal?

What is the intervention plan to address the goal?





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