



Integration for Rtl Success

Park Hill School District- Kansas City, Missouri

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* **Silo Effect**



*Communication Separation



IARS

English as a
Second
Language

Reading
Improvement/
Title I Reading

Special
Education

* 2011-2010 Integration



Park Hill School District

IARS focuses on effective instructional and behavioral practices related to the specific needs of the child. Through integration and collaborative communication, a holistic approach is used to implement the three tiered model of interventions further impacting the success of all students.

- * Focus on student outcomes
- * Integration of support services
- * Individualization of student needs
- * Collaborative communication
- * Flexibility of scheduling
- * Efficiency of resources
- * Increased building-level autonomy

* **Benefits**

- * Universal screening- Fall, Winter, Spring
- * Interventions based on RtI Intervention Map
- * Systematic progress monitoring
- * Data driven decision making rules
- * School wide IARS teams meet Fall, Winter, Spring
- * Grade level IARS team meet every 6-8 weeks during grade level time
- * Intervention specialists
 - * Student contact (50-70%)
 - * Coordination of IARS (30-50%)
- * Quarterly intervention fidelity checks

*** Non-Negotiable Criteria**



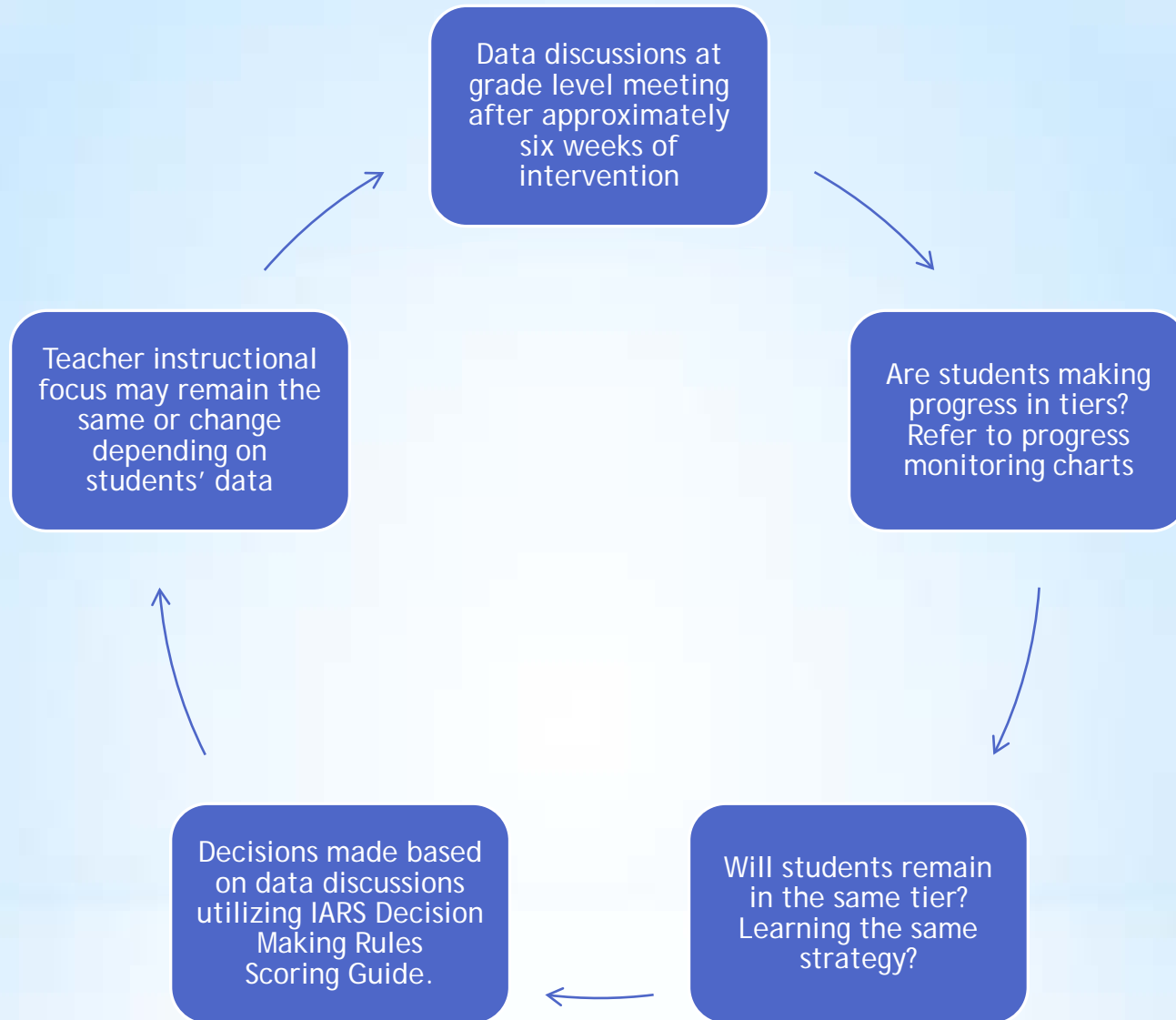
Intensive

Strategic

Instructional

- Universal Screener
- Progress Monitoring
- Diagnostic

*** Role of Assessment**



* IARS Decision Making

IARS Intervention Planning Form

School		Date:		Check if Appropriate		STAR Scores		STAR Scores		Tier	Areas of Concern	Focus Area	Interventionist	Months in Placement		Moved	Notes	
First Name	Last Name	Grade	Homeroom Teacher	Special Education	ELL	Reading Improvement / Title I	STAR Reading GE	STAR Reading/ Early Scale Score	STAR Math GE	STAR Math Scale Score	Instructional/Strategic / InTensive	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension Fluent Computation, Number & Equivalent Representation, Apply Operations & Prop. Fractions Decimals & Percents		Strategic (Tier 2)	Intensive (Tier 3)	In District	Out of District	

* Planning Form

Student Dashboard for IARS

Name _____

School _____

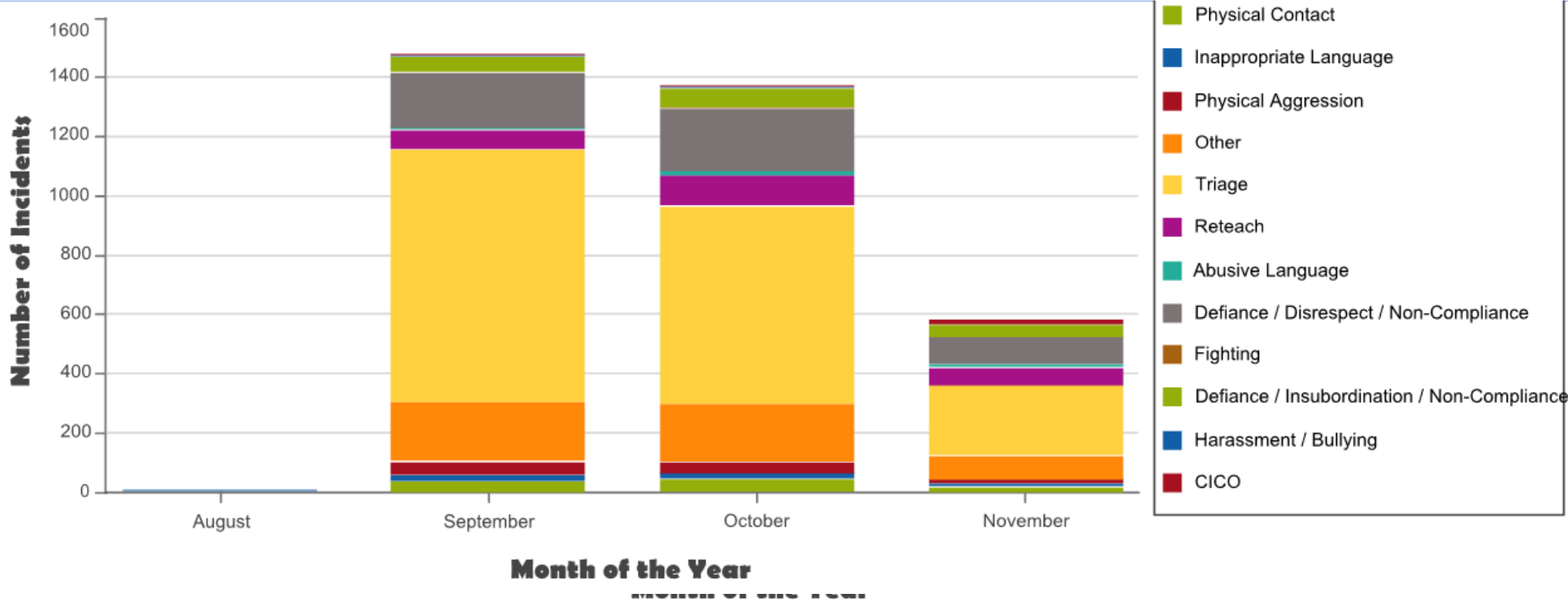
Reading																			
Tier	School Year	Grade	STAR Early Literacy (scaled score)			STAR Reading (percentile)			Acuity Reading (% likely proficient)			Running Record (DRA)				Fluency (WPM)			
			Fall	Winter	Spring	Fall	Winter	Spring	1st	2nd	3rd	1st	2nd	3rd	4th	1st	2nd	3rd	4th
Date	Tier																		
/	/	K																	
/	/	1																	
/	/	2																	
/	/	3																	
/	/	4																	
/	/	5																	
/	/	6																	

Math									
Tier	School Year	Grade	STAR Math (percentile)			Acuity Math (% likely proficient)			
			Fall	Winter	Spring	Fall	Winter	Spring	
Date	Tier								
/	/	K							
/	/	1							
/	/	2							
/	/	3							
/	/	4							
/	/	5							
/	/	6							



May 2010

* Dashboard



* Data Management System

**Park Hill School District IARS
Standard Reading Protocol**

Grade	CORE PROGRAM Time	PROGRAM OPTIONS	STRATEGIC Time & Group Size	PROGRAM OPTIONS	INTENSIVE Time & Group Size	PROGRAM OPTIONS
K	60 minutes daily	Jolly Phonics McGraw-Hill Fountas & Pinnell	Add 10-15 minutes daily Large or small group in classroom	Jolly Phonics Triumphs Fountas & Pinnell SuccessMaker	-Add minimum of 30 minutes daily -Small group (3-4) or individual	Reading Mastery Jolly Phonics Fountas & Pinnell
1	90 minutes daily	Jolly Phonics McGraw-Hill Fountas & Pinnell	Add 30 minutes daily Small group (4-6)	Jolly Phonics Triumphs Fountas & Pinnell SuccessMaker	-Add minimum of 30-45 minutes daily -Small group (3-4) or individual	Reading Mastery Jolly Phonics Fountas & Pinnell
2	90 minutes daily	McGraw-Hill Fountas & Pinnell	Add 30 minutes daily Small group (4-6)	Triumphs Fountas & Pinnell SuccessMaker	-Add minimum of 30-45 minutes daily -Small group (3-4) or individual	Reading Mastery Fountas & Pinnell
3	90 minutes daily	McGraw-Hill Fountas & Pinnell	Add 30 minutes daily Small group (4-6)	Triumphs Fountas & Pinnell SuccessMaker	-Add minimum of 30-45 minutes daily -Small group (3-4) or individual	Reading Mastery Fountas & Pinnell
4	90 minutes daily	McGraw-Hill	Add 30 minutes daily Small group (4-6)	Triumphs SuccessMaker	-Add minimum of 30-45 minutes daily -Small group (3-4) or individual	Reading Mastery Corrective Reading
5	90 minutes daily	McGraw-Hill	Add 30 minutes daily Small group (4-6)	Triumphs SuccessMaker	-Add minimum of 30-45 minutes daily -Small group (3-4) or individual	Reading Mastery Corrective Reading
6	45 minutes daily	Prentice- Hall	Add 30 minutes daily Small group	Buckle Down SuccessMaker	-Add minimum of 30-45 minutes daily -Small group or individual	Corrective Reading Read180

*** Standard Protocol**

- Set up and Communication is Paramount
- Data is the driver and should be the focus
- Have decision-making rules

*** Lessons Learned**

- * Further Integration Conversations
- * Investigate and Implement a common Progress Monitoring Tool
- * Full implementation of Intervention Specialist
- * Implementation of the Standard Reading Protocol
- * Deployment of IARS data management system
- * Development of a district Standard Math Protocol
- * Initiate Middle School IARS process

*** Next Steps**



* Questions