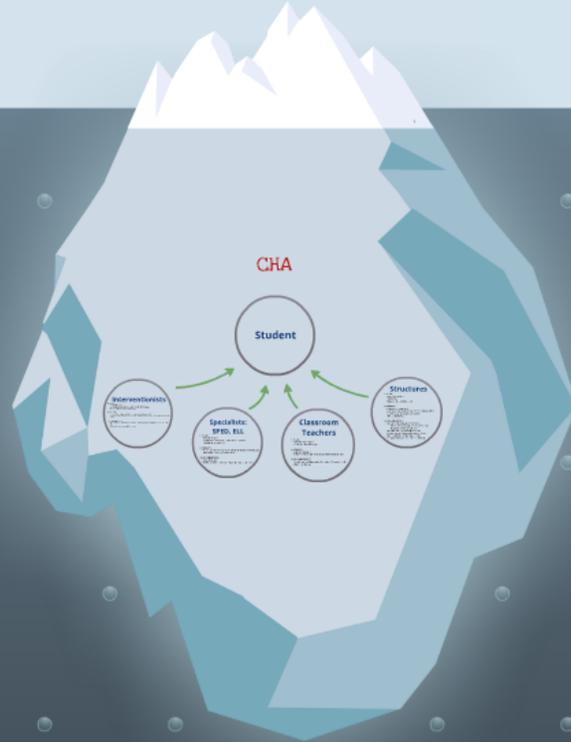


Rtl



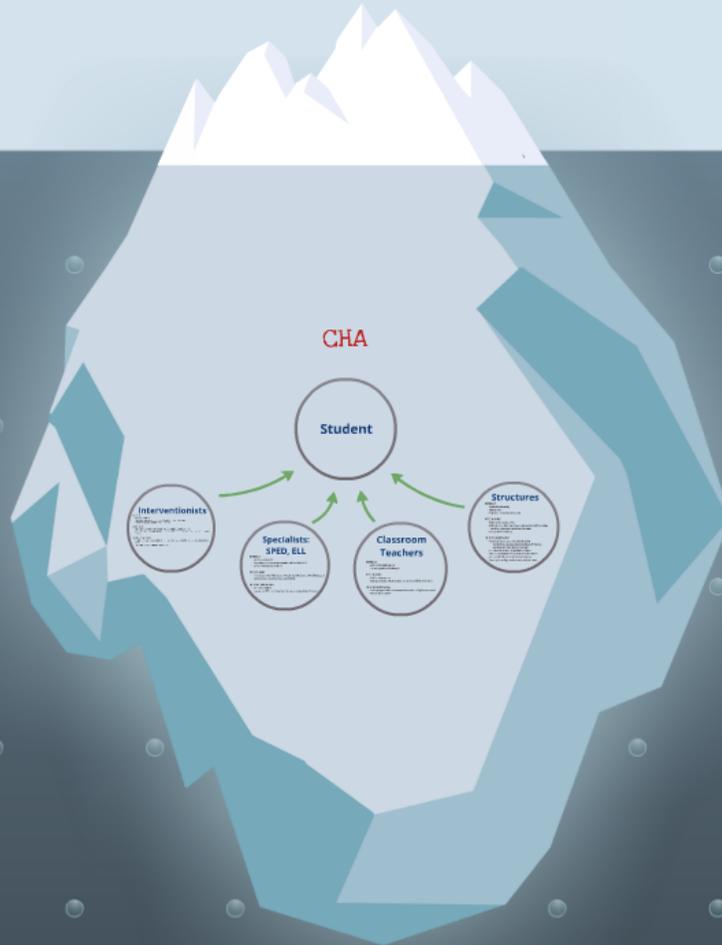
Under the Surface

Rtl

CHA



RtI



Under the surface

Interventionists

HISTORICALLY

- Data driven interventions
- Work with students was based on an equal distribution of time in teachers' classrooms.
- Worked with each House independent of other support staff.

NEEDS/CHALLENGES

- Let student needs drive intervention schedules. This can be challenging to organize and plan for.
- Need all interventionists to support one another, and receive feedback and support from Heads. The challenge is finding a common time to meet.

SOLUTIONS/CURRENT PRACTICES

- Student needs drive intervention schedules (can look like interventionists spending 2/3 of the day in one classroom and 1/3 in the other).
- Weekly meeting during morning meeting time for support.

Specialists: SPED, ELL

HISTORICALLY

- Lots of pull-out support
- One primary, one elementary, one secondary, and two aides for SPED
- One coordinator and one aide for ELL

NEEDS/CHALLENGES

- Pull-out support meant that students were getting further behind, not additional support
- Lack of personnel caused everyone to stretched thin.

SOLUTIONS/CURRENT PRACTICES

- 90% push-in support
- Increased to 2 SPED in secondary, three aides, and added an additional ELL teacher.

Classroom Teachers

HISTORICALLY

- Work with the middle students
- Use mostly qualitative data during RtI

NEEDS/CHALLENGES

- Need to push everyone up
- Need space/strategy to document and track quantitative RtI data in the interim

SOLUTIONS/CURRENT PRACTICES

- Push in by support staff allows teachers to focus on low and high students as well.
- Electronic data documents

Structures

HISTORICALLY

- Standards-based grading
- Saturday Stars
- Rtl process - House level & whole school

NEEDS/CHALLENGES

- Need a way to encourage growth
- Need to get our students more access to teachers in a small group setting
- House Rtl could get eaten up by behavior discussions
- Whole school Rtl took forever

SOLUTIONS/CURRENT PRACTICES

- School Goal: Create a school-wide culture of revision
 - Standards based grading using Learning Targets & Power Law
 - Restorative Justice & Responsive Classrooms

- RtI process - house level & whole school

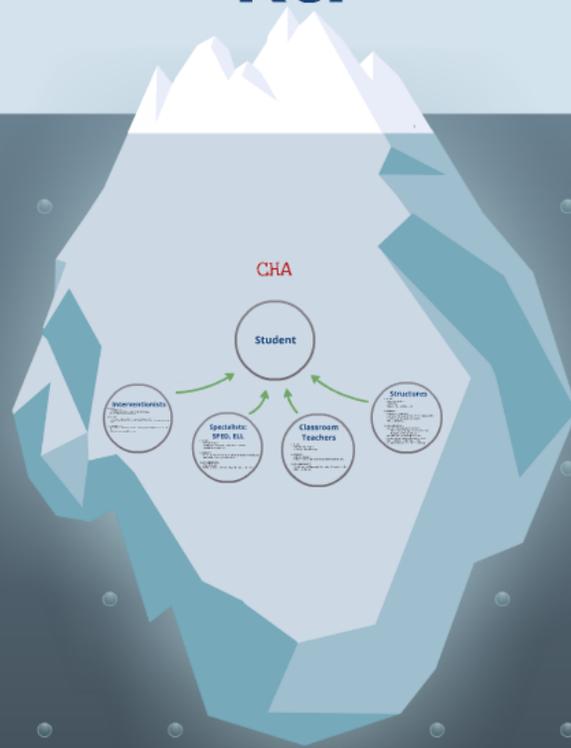
NEEDS/CHALLENGES

- Need a way to encourage growth
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- House RtI could get eaten up by behavior discussions
- Whole school RtI took forever

SOLUTIONS/CURRENT PRACTICES

- School Goal: Create a school-wide culture of revision
 - Standards based grading using Learning Targets & Power Law
 - Restorative Justice & Responsive Classrooms
- Early release for teachers = Study Tables for students
- Behavior & Academic RtI meetings alternate weekly in Houses
- Whole school RtI divided into elementary & secondary
- Developing Co-teaching structures in partnership with UIndy

RtI



Under the Surface