

Project Summary for Vermont School "X"

Project Goals

1. Reduce number of students eligible for SPED in kindergarten through grade 2
2. Improve the performance of the students who continue to get service from any source
3. Improve collaboration, continuity, and coherence between grades and across providers.

Pre-existing Foundational Work

Pre-existing professional work that made us think a three-year project was sensible:

1. Adopted a core reading framework that all teachers K-6 were using
 - a. Teachers had created pacing guides for all grades (summer work)
 - b. Teachers were working strengthen vertical alignment
2. Developed an assessment system and all teachers:
 - a. Entered their own data
 - b. Were becoming more comfortable accessing and discussing data
3. Had supported PD in the area of formative assessment
4. Were addressing concerns about climate and behavior
5. Had established PLCs and committed to supporting this professional engagement

Data Summary

	Year 1 - End	Year 2 - End	Year 3 - End
Kindergarten		6 Ss served as Pilot 4/6 met end of year Benchmarks	124/130 Ss met end-of-year Benchmarks 26 Ss received ISA intervention Reading Specialist 19 (17) SPED 7(3)
Grade 1	56%	83%	91%
Grade 2	74%	87%	91%

Project Activities

Year 1

1. Overview of RTI (mtss) with whole faculty
2. Regular meetings with leadership team (building administration; Director of Special Education, Director Curriculum; Assessment Coordinator)
3. Work with kindergarten teachers
 - a. Regular meetings to discuss and clarify periodic benchmarks and Kindergarten curriculum

- b. Progress monitoring
 - c. Discussion and exploration of specific student needs
- 4. Work with reading specialists
 - a. Reviewing research on interventions
 - b. Reviewing data on primary students at MES
 - c. Identifying recurrent “profiles” of struggling students
 - d. Planning initial interventions -- and aligning with classroom curriculum
 - e. Monitoring student progress more closely and preparing to “release” students
- 5. Systemic Work
 - a. Clarification and agreement on consistent materials and approaches to early reading
 - b. Profile development -- planning interventions

Year 2

1. Established a research-based intervention (ISA) for grade 1 (and kindergarten)
2. Recruit and support one of the building reading specialists
3. After initial November benchmark period, extended Professional Development to:
 - a. Kindergarten teachers
 - b. Specialist teachers at kindergarten (SLP, SPED)
 - c. Grade 1
4. Supported development of a mid-year transition plan for “released” students
5. Grade 1 (and K) Intervention
 - a. Interactive Strategies Approach (ISA): Lesson Plans
 - b. Periodic “dipsticking” with leveled text
 - c. Informing Instruction
6. Kindergarten: A Prevention Focus
 - a. Teachers had been working to improve their core instruction
 - b. Teachers had/were becoming adept at collecting and entering data
 - i. Phonological awareness
 - ii. Letter and letter-sound knowledge
 - iii. Word recognition (high frequency)
 - iv. Dictated sentence
 - v. Leveled text (end of year)
7. Future directions
 - a. Profiles of reading difficulty
 - b. Portfolio of interventions
8. Systemic Work
 - a. The role of PLCs in examining data and identifying students for intervention
 - b. Establishing intervention cycles
 - c. Leadership team discussions
9. Year 2 Evaluation Report

Summer Between Year 2 and Year 3: Professional Development for ISA

- * Two-week summer “course” and clinic
- * Refine instruction and intervention practice, with coaching
- * Classroom teachers (grades K-1) and special educators

Year 3: Cascading Effects and Building Capacity

1. Fast Start in Grades 1 and 2
2. In Year 2(3), earlier intervention in Kindergarten

3. Systemic response and coordinated instruction and intervention
 - a. PLC use data at grade level meetings
 - b. Identify students and monitor response to instruction and intervention
4. Grade 2 -- Expand ISA to all appropriate students with additional Reading Specialist and special educator
5. Kindergarten -- Expand ISA to all kindergarten students with support of a reading specialist and a special educator. Small group instruction **by classroom teachers**
6. Grade 1 -- Expand ISA in grade 1 with small groups provided **by classroom teachers**
7. Support on-going work in K-2 to strengthen core instruction and transitions among settings