

# A Multi-Tiered Approach: One School's Journey Toward Success

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at Mark Twain Primary School,  
Kankakee, IL



# Illinois – Reading First History

-Currently in the 3<sup>rd</sup> year of Round 3  
ending June 2009

- 20 Districts, 147 Schools, 5 State  
Monitors, 15-18 Regional ERS's

-Round 3 started February 2006 for staff  
and into classrooms Aug/Sept 2006



# State Provided Professional Development

- Academies for Regional ERS's (developed by Dr. Kathy Barclay, WIU)
- DIBELS and Wireless training for ERS's and Coaches
- Coaching Model (Jan Hasbrouck)
- 3 Tier Instruction and RTI
- Professional Learning Community
- Vocabulary & Comprehension (Anita Archer)
- Administrator's Academy



# State RF Monitoring Visits

- Visit each school at least 2 times per year
- Occasional unannounced visits
- Discuss goals and support they will need to help accomplish these goals (See class and individual Goal sheets in handouts)
- Sustainability Plan for after Reading First



# Regional Support

- State and Regional Collaboration
- School Support
  - Data Review
  - Needs Assessment
  - Timeline
  - Materials
  - Professional Development



# Professional Development

- Universal
  - The Big Five
  - Reading First Academies
  - Data
  - Progress Monitoring
  - DIBELS
  - Rtl
  - Tucker Signing Strategies for Reading



# Professional Development

- Coaches Training
- Workstations
- Classroom Makeovers
- Small Group Instruction
- Explicit Instruction
- Differentiated Instruction
- DIBELS Intervention Kit
- PSI and PASI Intervention Kit
- IRA Conference



# School Level PD

- 95% Group
  - PSI and PASI
- Debbie Diller
  - Small Group
  - Room Arrangement
  - Workstations
- April DeCesare
- Lexile Conference
- Read, Write and Talk Conference



# School Turnaround: The First Steps

Mark Twain Primary School  
2250 E. Court St.  
Kankakee, IL 60901  
(815) 933-0722



# Mark Twain Primary School Kankakee, Illinois

- Located 60 miles south of Chicago
- One of the highest unemployment rates in state
- Ranked “Worst place to live in the United States” ('99 Places Rated Almanac)

(Improved to 327 out of 331 in 2003,  
310 out of 373 Metropolitan areas as of  
2007)



# Mark Twain Primary School Kankakee, Illinois

- Pre K – 3<sup>rd</sup> grade
  - 480 students
- 

## K-3:

- 96% Low Income
- 94.8% Minority Enrollment  
(81% AA, 12% H, 5% W, 2% Mixed)
- 24.4% Mobility Factor
- Neighborhood school
- 180 students



## Mark Twain Primary School Kankakee, Illinois

- 7 Principals in 8 years
- Complaints from staff about discipline
- Dismal test scores
  - 24% M/E Reading (steady)
  - 29% M/E Math (declining)
  - 47% M/E Writing (improving)
- Had never met AYP
- 1<sup>st</sup> job – Write “school choice” letter



# Acknowledge the Problem

- Lack of consistent leadership
- There was a problem with student performance
- Developed a sense of urgency (Academic Watch list)
- If not part of the solution, part of the problem



# Summon the will to do better

- Model, preach and support a culture of “No Excuses”
- Use data to drive decisions
- Focus on each student’s improvement at each grade level (not just a 3rd grade problem)
- Must work harder, longer and smarter



# Share the Vision

- Keep vision at forefront whenever given the opportunity
- Coordinate all efforts for improvement (SIP team, PBIS team)
- Relevant professional development
- Additional help in areas of highest need (1/2 time reading teachers, volunteers, after school program)
- Coordinate all activities with student achievement as the goal



# Employ support systems

- District alignment of curriculum with standards
- Reading First Grant
- 21<sup>st</sup> Century - After School program, summer school
- ROE: System of Support, PBIS, SIP planning, workshops
- Seek community involvement (foster grandparents, business partners, guest readers, board members, etc.)



# Accountability

- Daily classroom visits
- Frequent assessment, monitoring and reporting of student achievement
- Develop relationships with families using continuous, open communication
- Grade level meetings / PLTs (data review, student progress monitoring)
- Maximize time we have with students (teaching bell to bell)

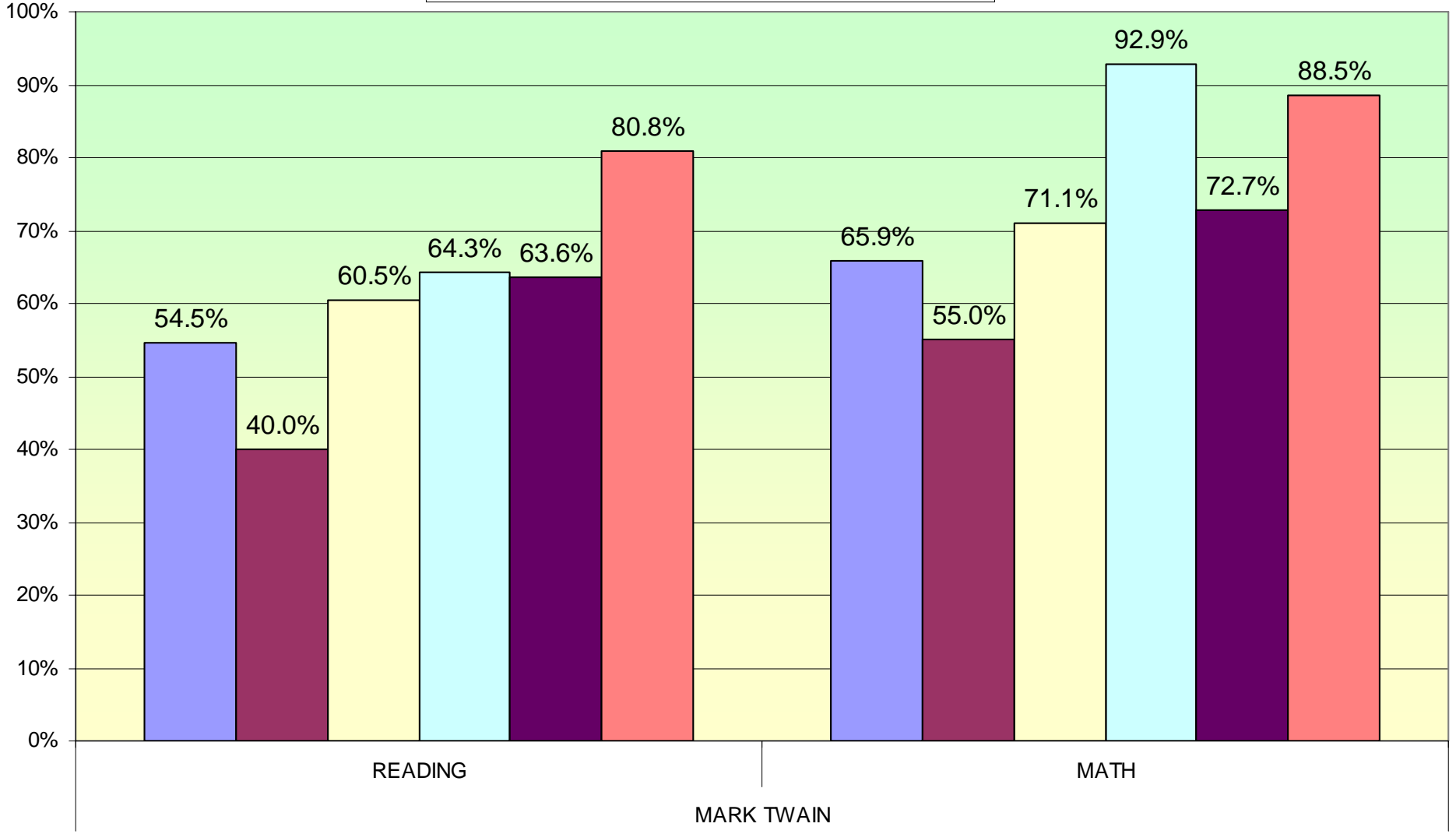
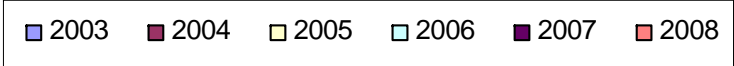


## Other Tips

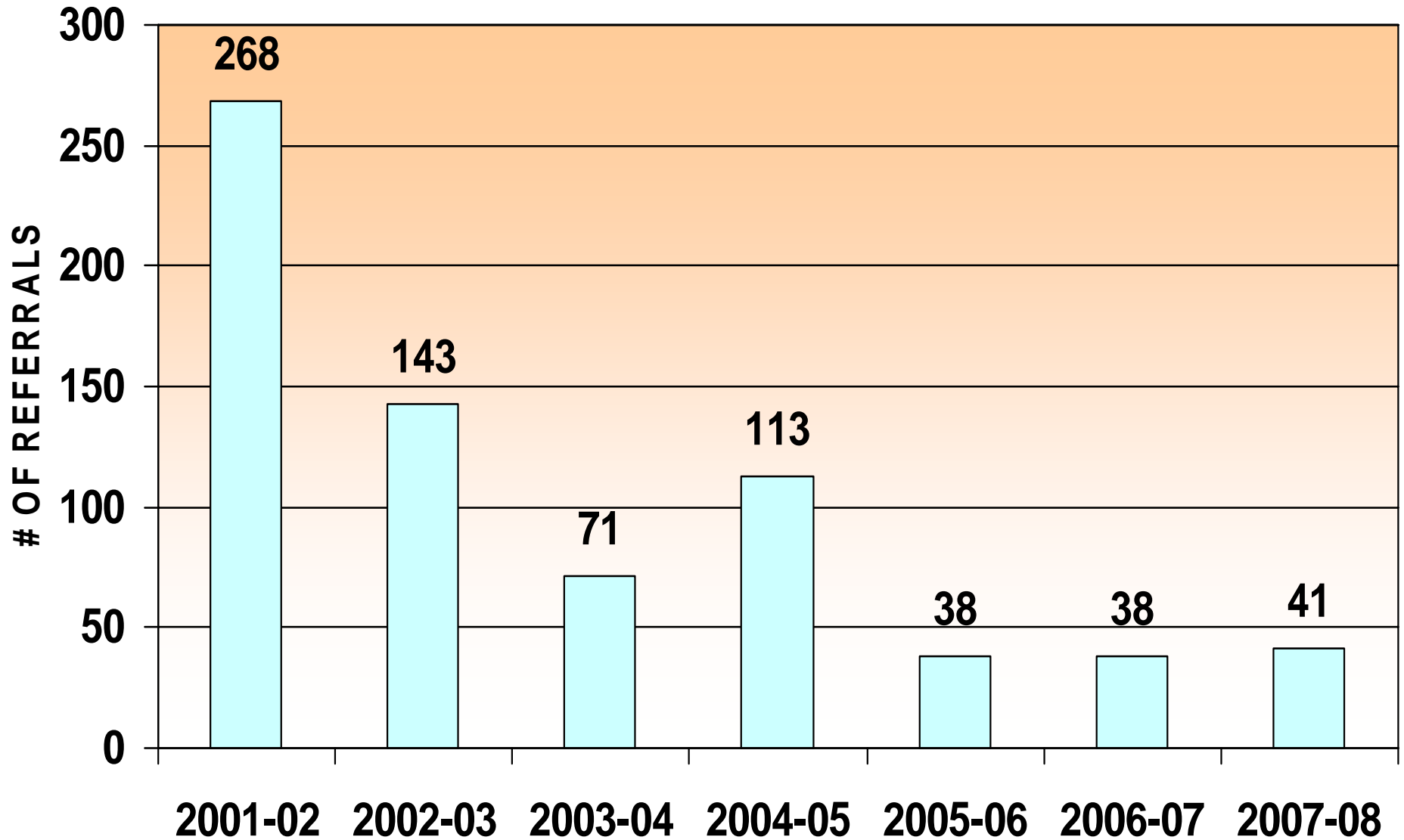
- Image is everything: make changes to exterior and interior of building
- Know the pulse of your building (personal and professional)
- Involve key teachers in committee work and decision-making
- Get the “right people on the bus”
- Hire teachers for heart rather than brain
- Support teachers any way possible (besides just providing them with a mentor)
- Give teachers and staff frequent praise and acknowledgement



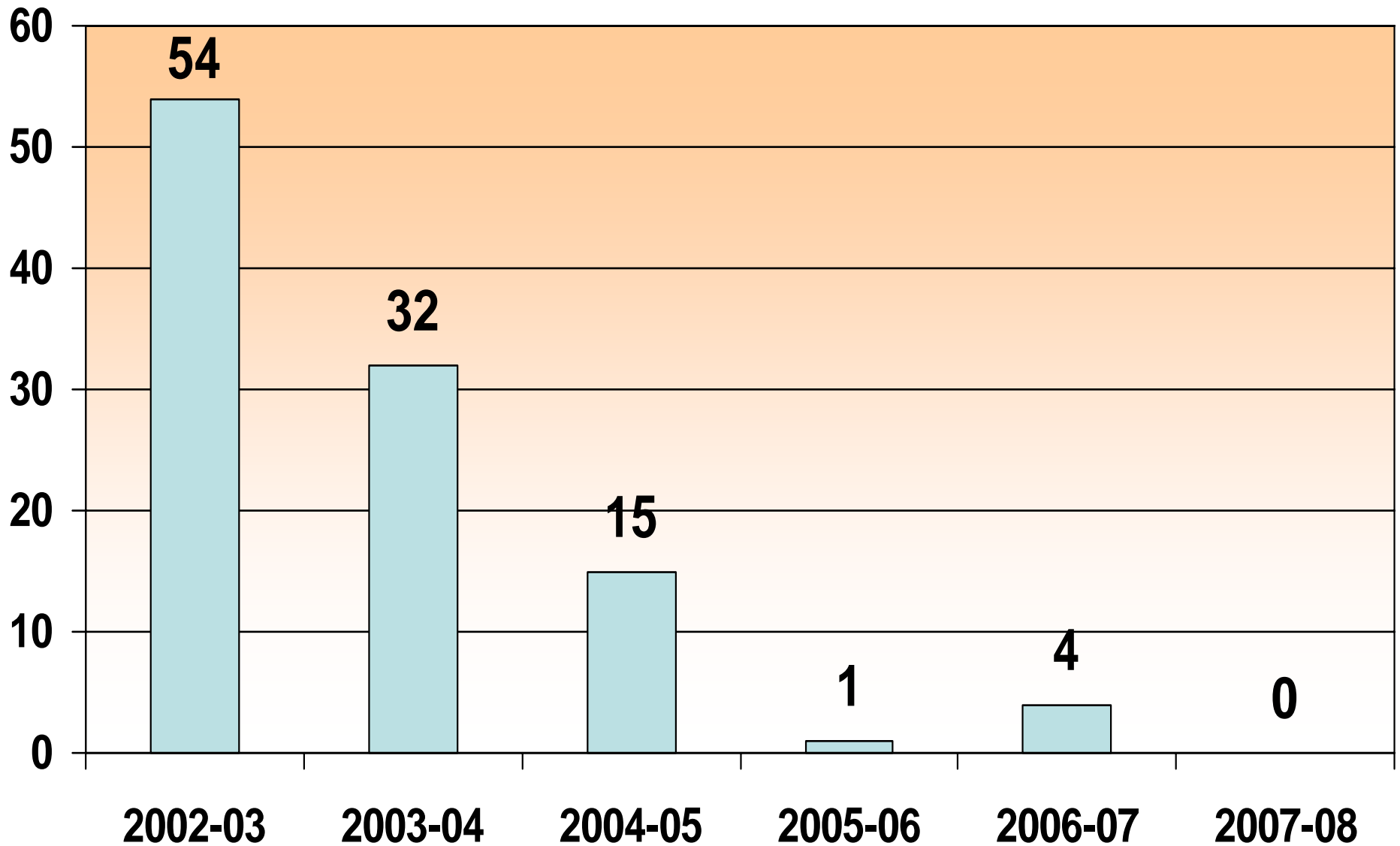
Mark Twain Primary  
**AYP HISTORY 2003-2008**



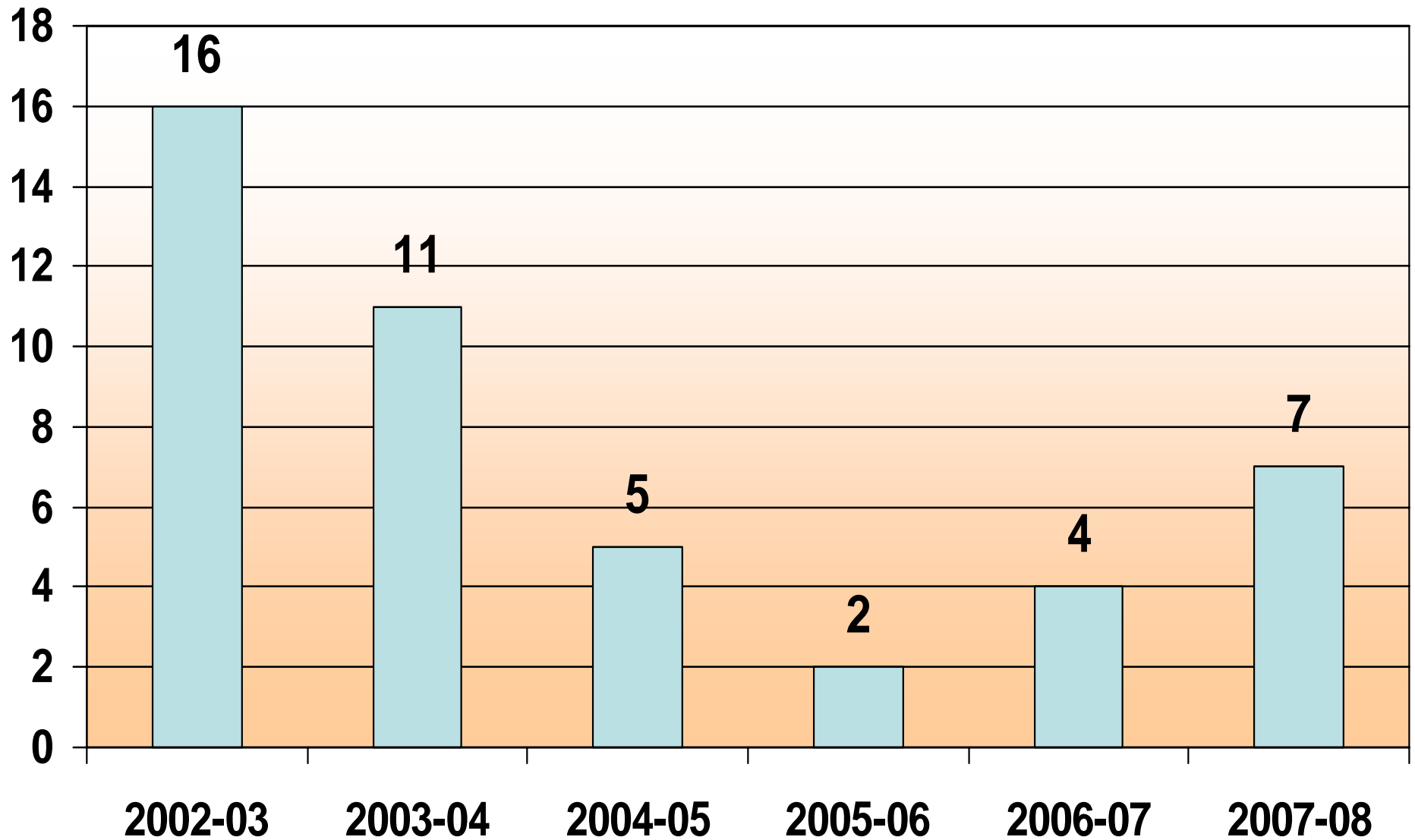
Mark Twain Primary  
**DISCIPLINARY REFERRALS**  
FOR CLASSROOM MISBEHAVIOR

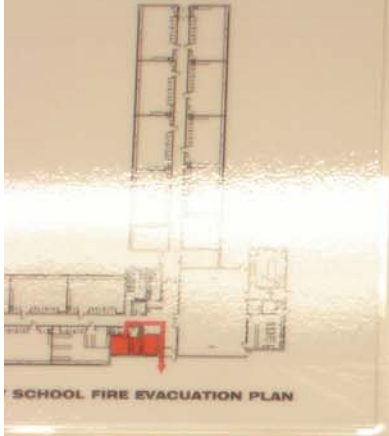


Mark Twain Primary  
**NUMBER OF SUSPENSIONS**



Mark Twain Primary  
**NUMBER OF REFERRALS FOR SPECIAL EDUCATION**





80%!

Everything we have or  
are...  
We owe to other people.

**NO**  
**EXCUSES !!!**

*Education is based on  
Relationships,  
Not Procedures!*

The relentless pursuit of excellence

# Rtl – Response to Intervention

- Tier I – 90 minute uninterrupted block
- Tier II – 30 additional minutes of intervention (4-6 students)
- Tier III – 30-60 additional minutes of intervention (2-3 students)
  
- Watch Aimline
- Movement through Tiers
- Collaboration Logs



# Grouping for Intervention

- Organized by Literacy Coach
- Part-Time Reading Teachers provide pull-out instruction
- Year 1: Stoplight Analogy
- Year 2: DIBELS measures for areas of weakness
- Year 3: Many pieces of data to form the groups (DIBELS, OTM, PASI, PSI)



# Materials & PD

- Materials
  - Intervention Materials
  - Workstation Materials
  - Leveled Sets of Books
  - Manipulatives
- Professional Development
  - Observe and Model
  - Grade Level Team Meetings
  - Build Professional Library
  - Best Presenters



# Benchmark Testing

- Variety of Methods to Test
- Quiet Area to Test
- Organize a Workable Schedule
- System for Keeping the Testing Moving Efficiently
- Keep Routines as Normal as Possible
- Review Probes Before Administering Them
- Benchmark Board

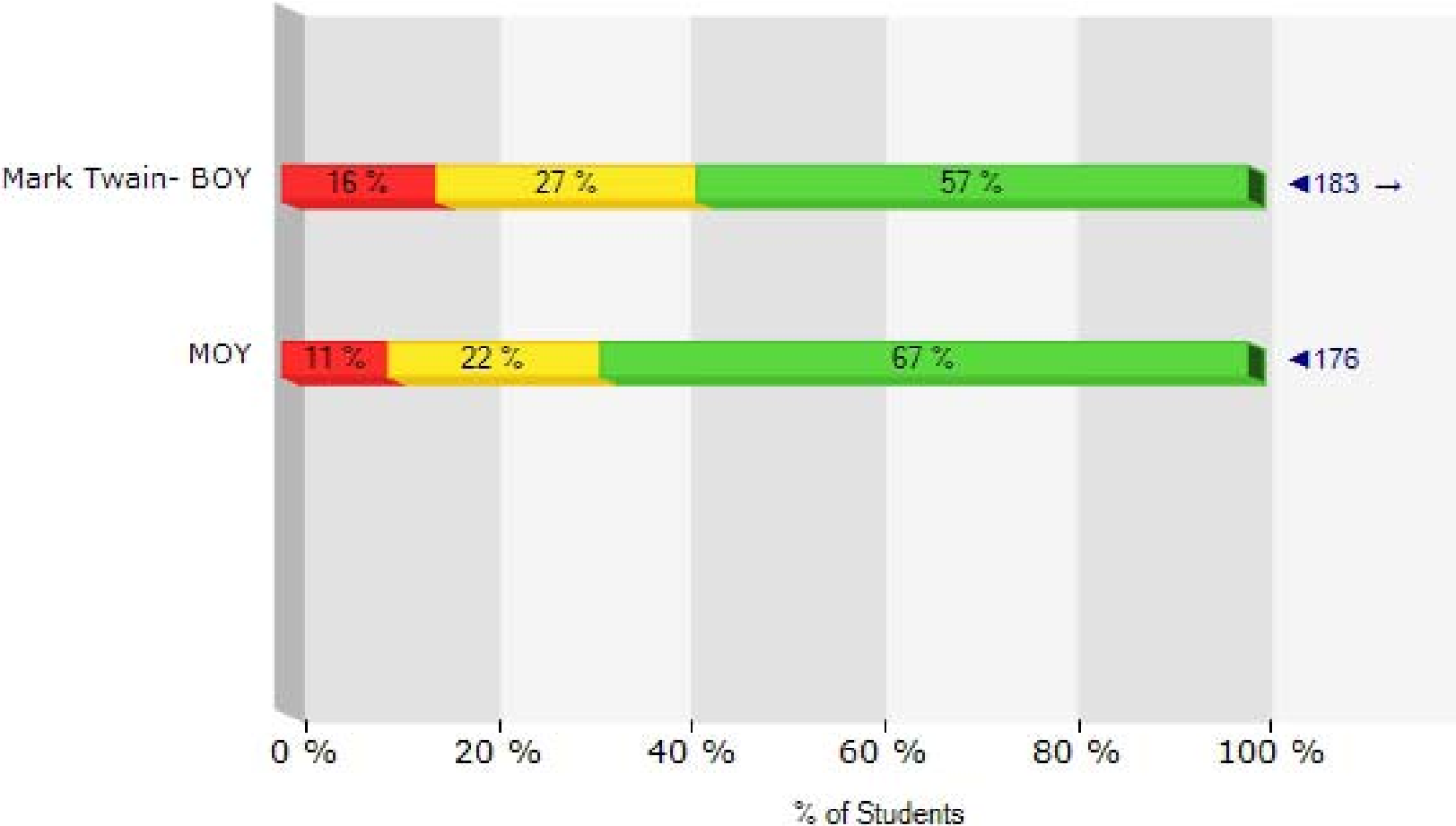


# Progress Monitoring

- Create a Schedule
  - Intensive every 2 weeks
  - Strategic every 4 weeks
  - Benchmark Once a Semester
- Target Skill
- Other Skills as Needed
- Out of Level

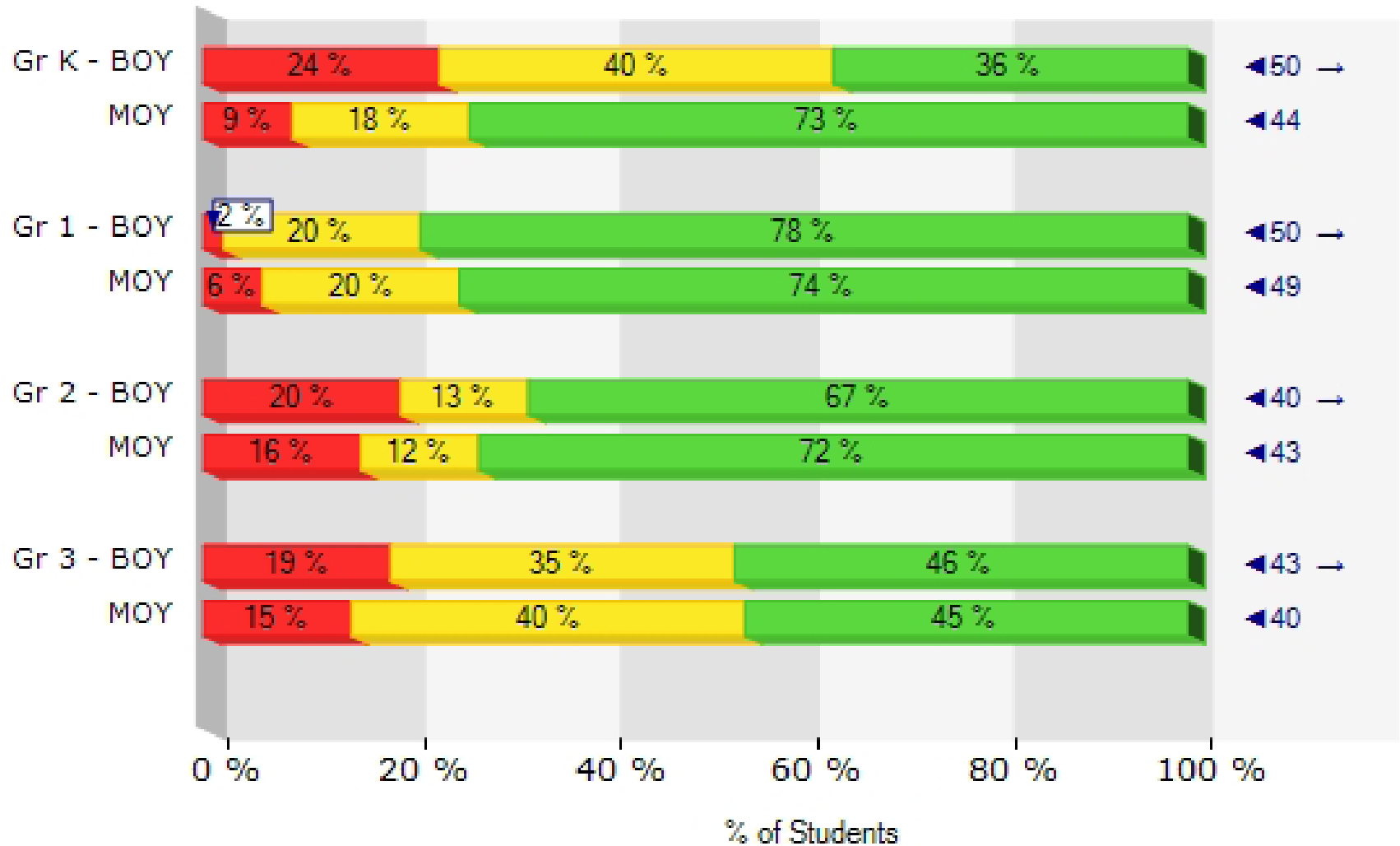


# DIBELS Data BOY-MOY School Level 08-09

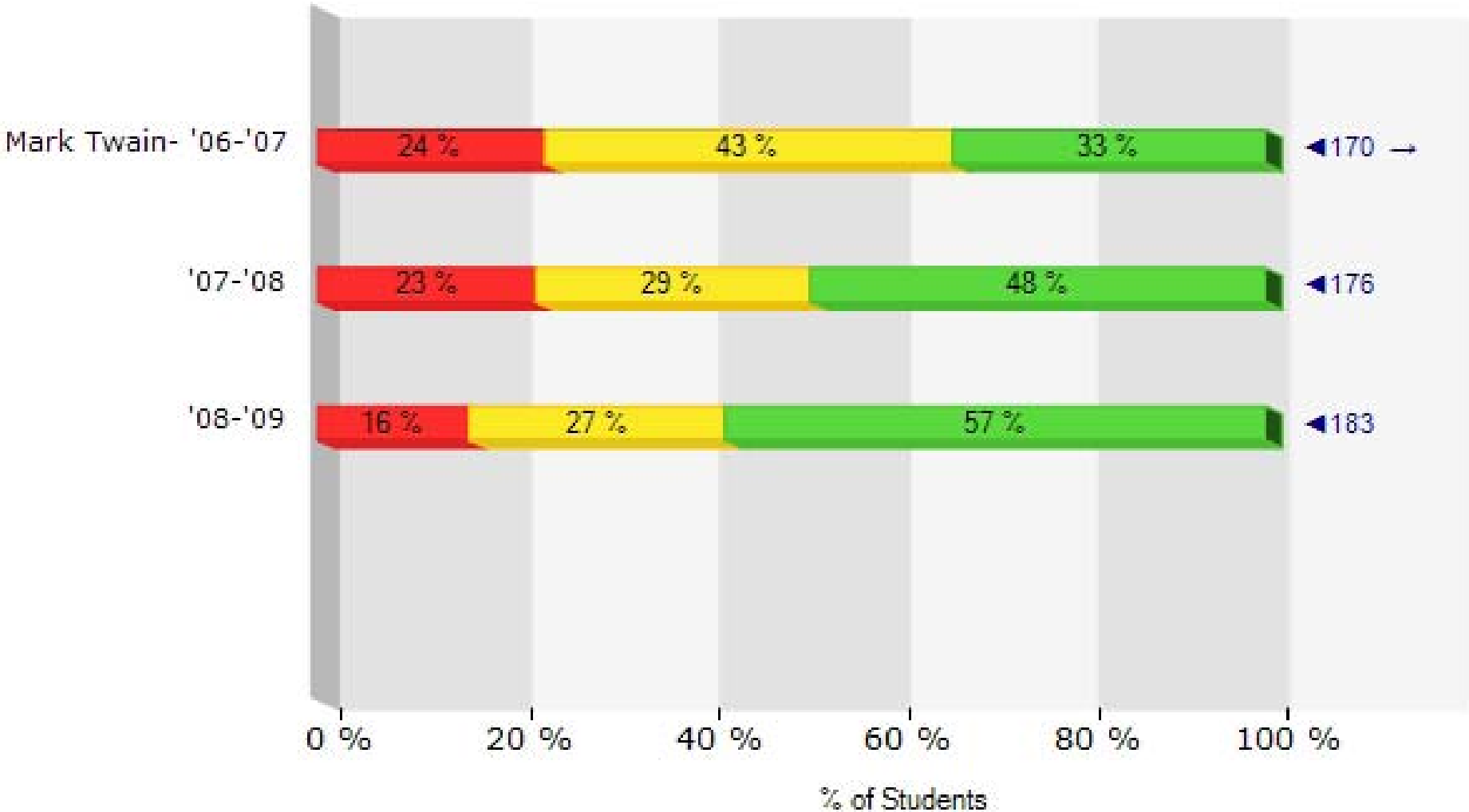


# DIBELS Data BOY-MOY

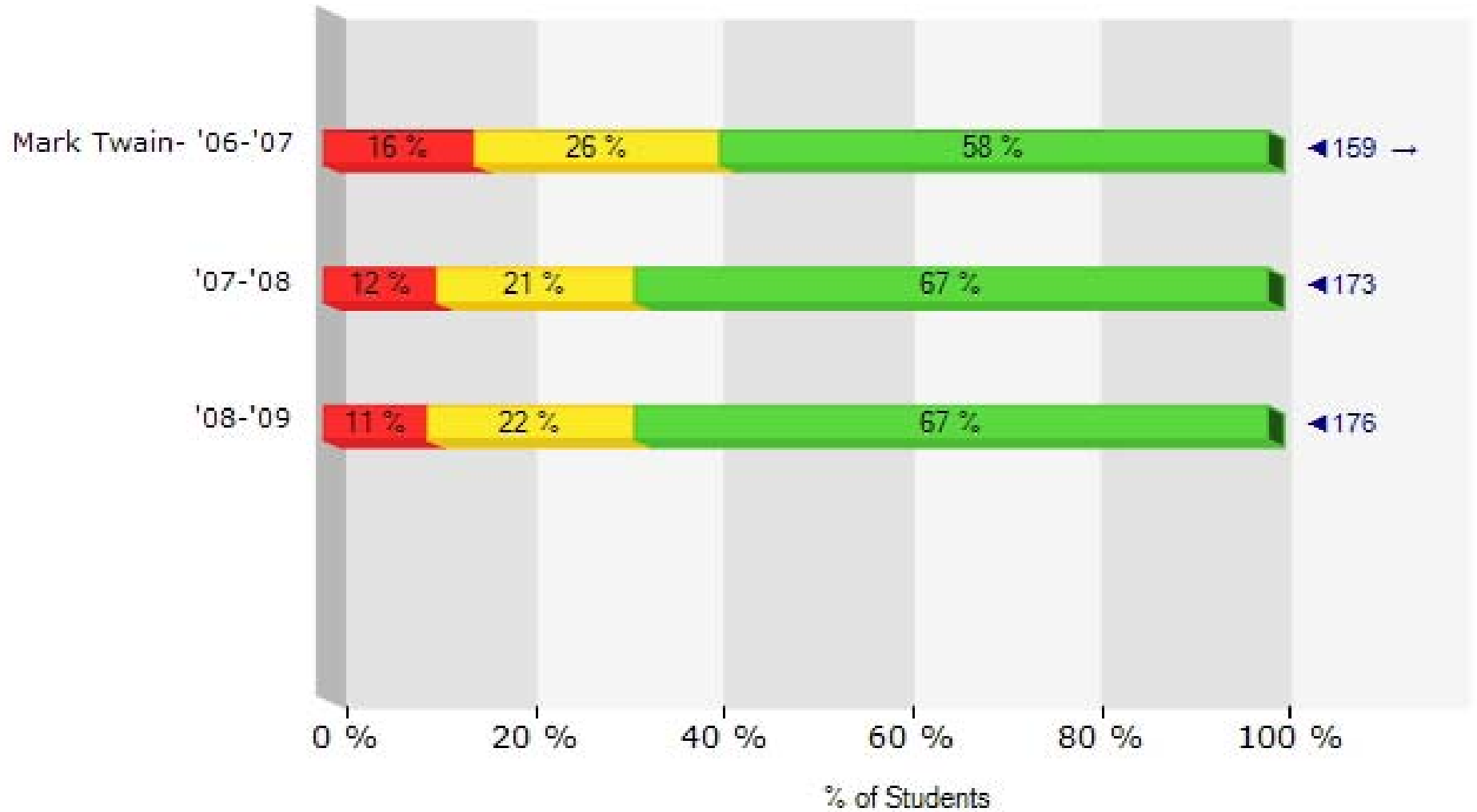
## Grade Level 08-09



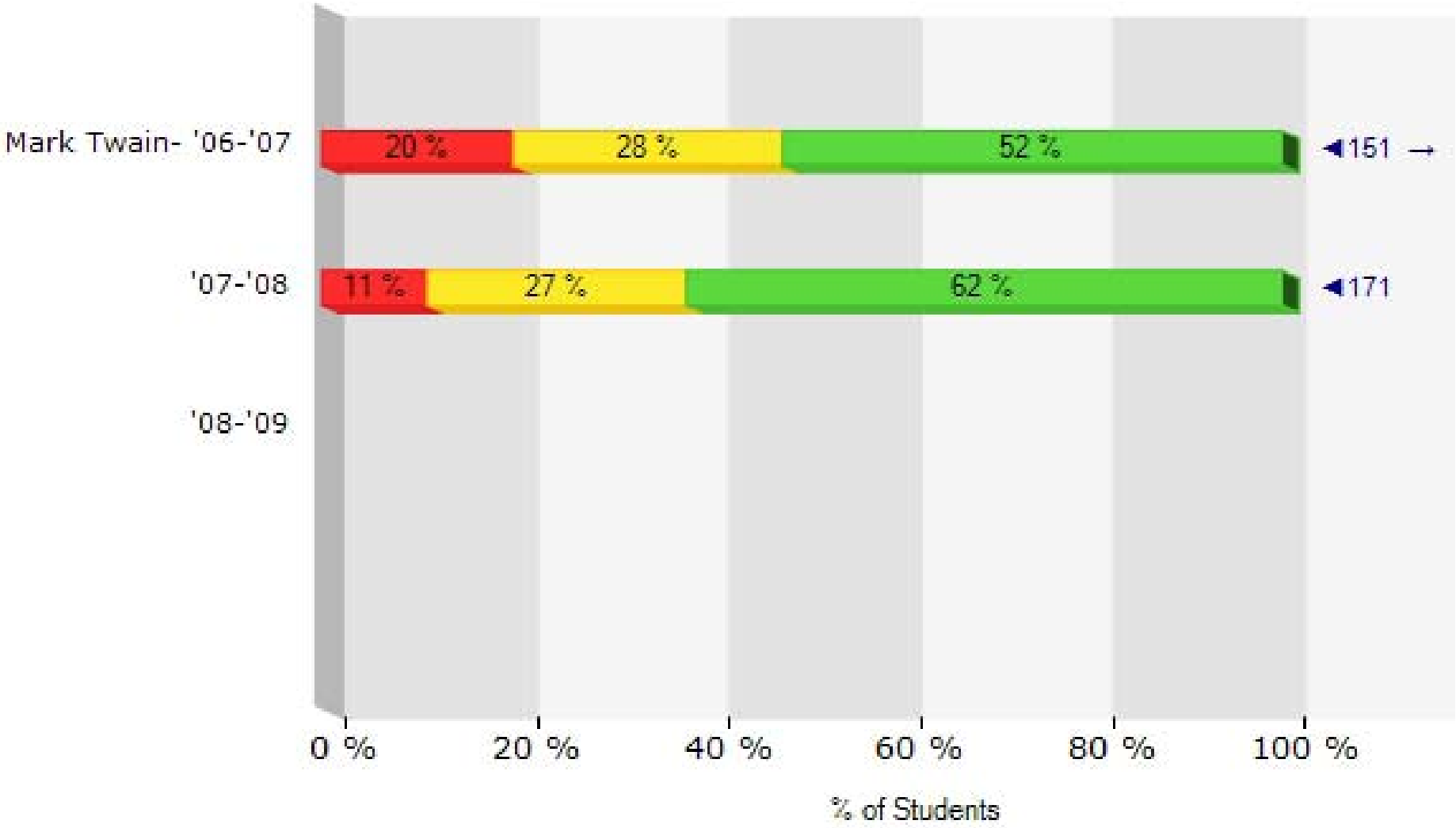
# DIBELS Data BOY 3 Years



# DIBELS Data MOY 3 Years



# DIBELS Data EOY 2 Years



# High Goals Set

- Benchmark Level is the 40<sup>th</sup> Percentile
- Borderline Benchmark doesn't mean success without support
- Higher expectations for all measures
  - NWF: Keep track of words recoded; our goal for Kdg. is 8 words recoded at EOY
  - ORF: Our 1<sup>st</sup> Grade goal is 40 wpm at MOY and 60 wpm at EOY



# Comprehensive Skill Usage

- Whole Group
- Small Guided Groups
- Intervention Groups
- Extended Day
- Computer Programs
  
- Summer School



- Questions
- Comments
- Ah-Ha's



# Contact Information

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- Dawn Schwarzkopf  
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**Individual Child Data**

**BOY DIBELS Level**

Benchmark \_\_\_\_\_

Strategic \_\_\_\_\_

Intensive \_\_\_\_\_

**Guided Reading Level:** \_\_\_\_\_

Goal for MOY: Level:\_\_\_\_\_ Goal for EOY: Level:\_\_\_\_\_

**Deficits (based on screeners/assessments)**

**Workstation / Intervention Activities to help with these deficits:**

**Related text at Independent Level:**

## Classroom Goal Planner

### BOY DIBELS Data

% Benchmark \_\_\_\_\_

Phonics / Phonemic Awareness Screener Used: \_\_\_\_\_

% Strategic \_\_\_\_\_

Measure used to Determine Guided Reading Level: \_\_\_\_\_

% Intensive \_\_\_\_\_

### Common Deficits (based on screeners/assessments)

### Workstation Activities (with related text):

### Guided Reading Groups:



**Pull-Out Interventions and Extended Day**

Specific Skill Addressed	Intervention Strategies/ Program Used	Start/ Stop Dates	Person Responsible/ Title	Notes	Results

**Software Interventions**

Skills Addressed	Program	Start/ Stop Dates

**Additional Information**

Ex.: Previous retention, summer school recommended/attended, previous special ed testing
Recommendations for next year

# Curative Intervention Log

Student's Name Brandon

Teacher Bull

School Year 08-09 Grade 2nd

TAT Dates	11/9/05 (MT)	3/8/06 (MT)	11-14-08

nothing done or 01/08/08

## DIBELS

Beginning of the Year Benchmark	Middle of the Year Benchmark	End of the Year Benchmark
NWF 51/4 59/10 ORF 25 28 28 PSI 91 96 01/15	ORF 33 PSI 89/90/91/92/93/94/95/96	

## On the Mark

Beginning of Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
F	B	B		

\* PPS / tested

## Differentiated Instruction (Classroom modifications and home-school connection)

(When student falls below the aim-line three times make modifications in a new row)

Specific Skill Deficit	Intervention Strategies	Start/ Stop Dates	Person Responsible/ Title	Notes	Suggestion for Parent/ Dates
Phonics	Phonics Books w/ Crayons (and bending up a man)	Sept 08	Bull		

**Pull-Out Interventions and Extended Day**

Specific Skill Addressed	Intervention Strategies/ Program Used	Start/ Stop Dates	Person Responsible/ Title	Notes	Results
Fluency	Read Naturally	Sept 08 - Nov 08	Richard	(5 x 30)	
Phonics	Extensive - Blendable w/ CVC words Handspring	Nov 08 - Jan 09	Richard	5 x 30	
Phonics	Sidewinder -	Jan '09 -	Richard	45 x 5	
A115					

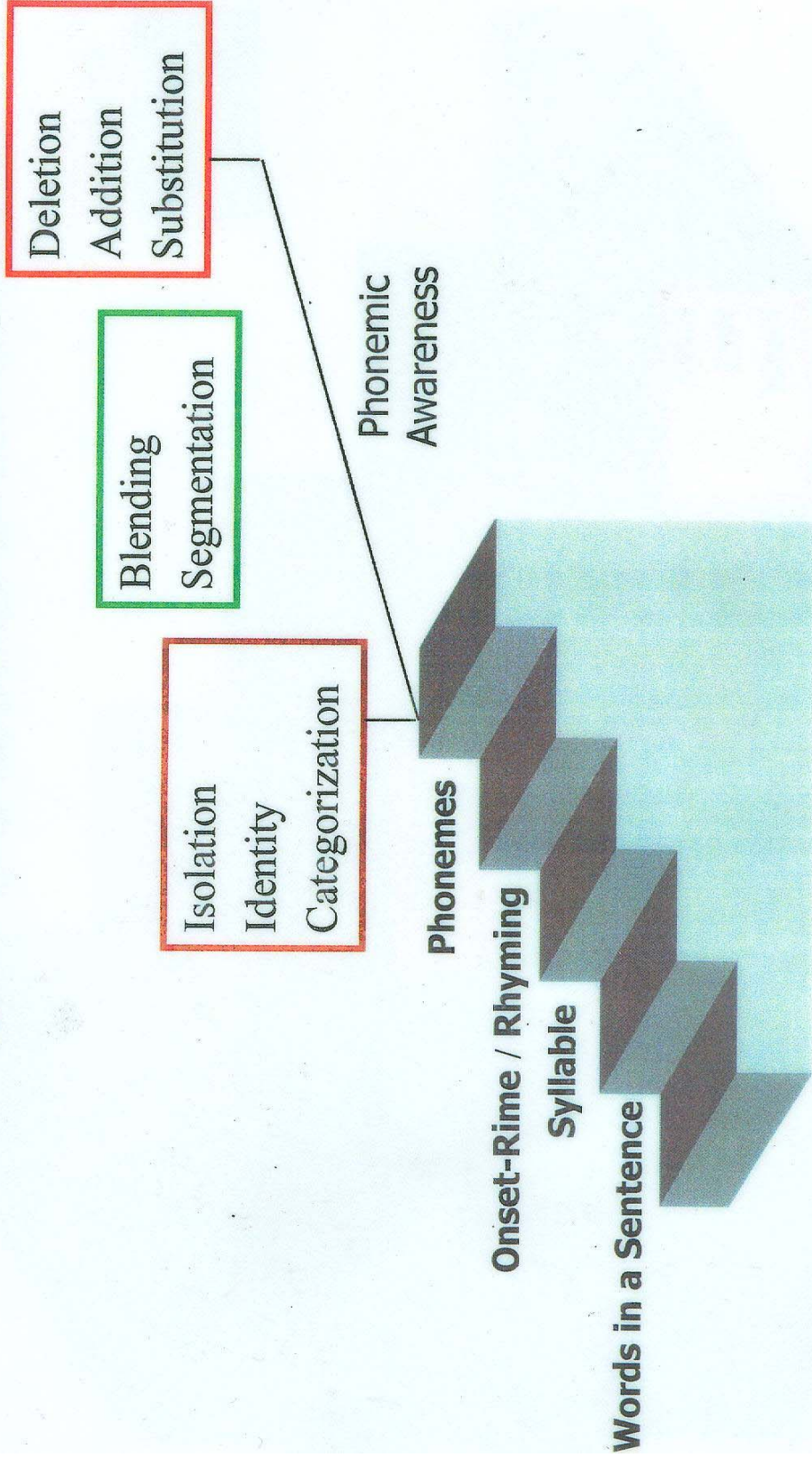
**Software Interventions**

Skills Addressed	Program	Start/ Stop Dates
Phonics	Intensive Phonics	Sept. 08 - Jan. 09
P.A Phonics	Handspring Lesson 30	1-22-09
	BOX 5	Nov 08 start

**Additional Information**

Ex.: Previous retention, summer school recommended/attended, previous special ed testing  
 SS 08 - Attended 11 days  
 Mother passed away in 1st grade (lots of abs + tardies)  
 Kdg. Retention (NORTHVA listed for 05/06 year, was before, and at school for 2 years)  
 TAT 11/08 classes ADD-?? Penns  
 Recommendations for next year

# 95 Percent Group's Phonological Awareness Continuum



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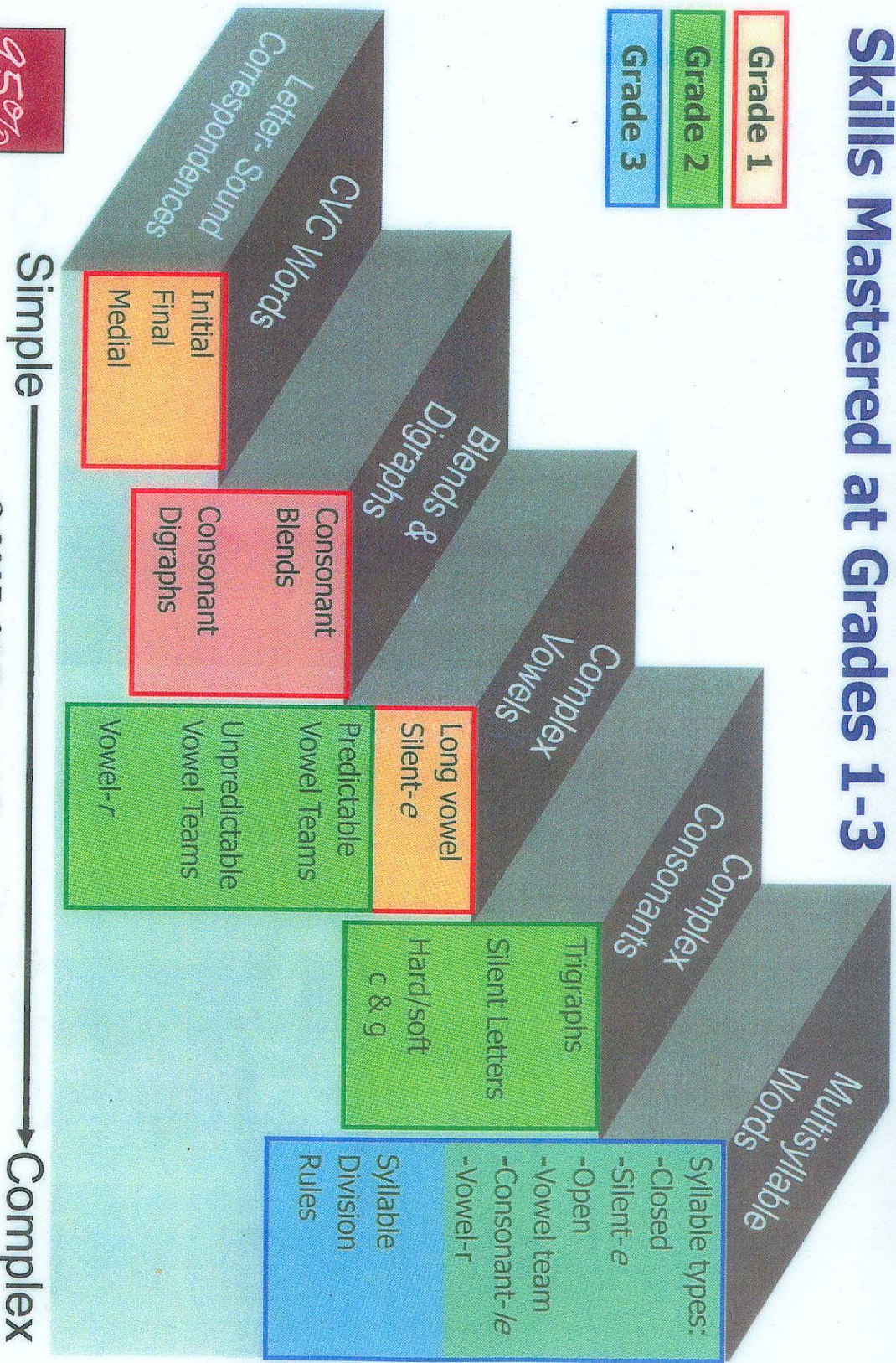
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Slide 1

# 95 Percent Group Phonics Continuum

## Skills Mastered at Grades 1-3

- Grade 1
- Grade 2
- Grade 3



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<sup>1</sup> 10 Sounds

<sup>2</sup> CVC

<sup>3</sup> Blends

<sup>4</sup> Digraphs

<sup>5</sup> Silent e

<sup>1</sup> Vowel Team

<sup>7</sup> Vowel Team

<sup>8</sup> Vowel + r

<sup>9</sup> Consonants

<sup>10</sup> Multisyll.

Verardo Ramirez

Antonio [redacted]

Briaham Pena

Jonathan Jewett

Reshawnra Clark

[redacted]

Taron Stokes

Drew Truesdell

Juwahn Deloach

ezaria Solomon

Dangelo Robinson

Travis Bell

Micaela Little

Myndrich Wright

Airade Madison

Chequene Thompson