Mountainside School District

Addressing The Needs of Struggling Students

November 27, 2018

Presentation Team

Beechwood

- Lisa Bruno - School Nurse / I&RS Coordinator
- Laurie Wilson - AIM Coordinator

Deerfield

- Michelle Cruz- AIM Coordinator/ I&RS Co- Coordinator / Reading Specialist
- Kristen Dal Cortivo - I&RS Co- Coordinator / School Counselor

Bridging the Achievement Gap

- This presentation is a bridge from last month's PARCC presentation

- We are a high performing district

- Our program is meeting our students' needs

- However, there is a small percentage of students who are still weak in critical areas

- Prior to last year we haven't had:

  - the comprehensive data from multiple sources and a means to analyze the data
  - the staffing
  - the specific benchmarks and criteria
  - the sustained professional development and understanding of the learning process
  - a consistency in our implementation of interventions

History of AIM

- 2014-2016 - Focused on enhancing our Basic Skills program
- Created Coordinator position (Veteran Math Teacher)
- Renamed program AIM
- Worked with teachers on differentiation
- 2016-2017 - Created Reading Specialist/AIM Coordinator position

Evolution of AIM. . . .What is it now?

- General Education program

- Designed to help students meet grade level expectations

- Supplemental instruction

- Strengthens core, foundational skills

- Fluid, not permanent

Evolution of AIM. . . .What is it now?

- Bolsters self-confidence

- Identification process 3x per year *based on specific criteria*

- Push-in support (within classroom) and Pull-out support (in the AIM classroom)

- Parental consent required for pull-out participation

Response to Intervention Model

RTI - is intended to provide individual students with classroom-based interventions at increasing levels of intensity depending on how much progress students make. RTI is a way to help all students succeed, including struggling learners and is state mandated.

1st Level of Intervention
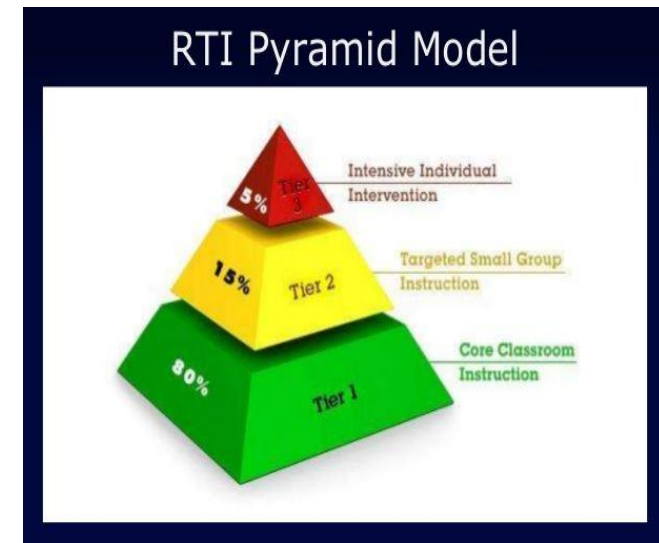- Differentiation w/in the classroom

2nd Level of Intervention
- AIM -- Push-in/Pull-out

3rd Level of Intervention
- I & RS Referral

Possible CST Referral

RTI Pyramid Model

Tools Used to Identify Students

- **DIBELS** - Dynamic Indicators of Basic Early Literacy Skills
  - A set of procedures and measures for assessing the acquisition of early literacy skills. **Used in K-3.**

- **F&P BAS** - Fountas & Pinnell Benchmark Assessment System
  - Assessment used to accurately and reliably identify each child's instructional and independent reading levels. **Used in K-8.**

Tools, continued

- **MAP** - Measures of Academic Progress
  - Computer adaptive achievement tests in Mathematics and Reading. **Used in K-8.**

- **PARCC** - Partnership for Assessment of Readiness for College and Careers
  - Computer based assessments in Mathematics and English/Language Arts that measure students' readiness to succeed in college and career. **Used in 4-8.**

AIM Criteria ~ Grades K-2 ~ Reading
A student is eligible for AIM support if 2 of the 3 listed criteria are met.

	BOY - Reading (Instructional Level)	MOY - Reading (Instructional Level)	EOY - Reading (Instructional Level)
Kindergarten	X	➤**A** and Below ➤MAP RIT score **147.3** or below ➤S/I DIBELS score	➤**B** and Below ➤MAP RIT score **154.1** or below ➤S/I DIBELS score
1st grade	➤**C** and Below ➤MAP RIT score **156.7** or below ➤S/I DIBELS score	➤**F** and Below ➤MAP RIT score 167.5 or below ➤S/I DIBELS score	➤**I** and Below ➤MAP RIT score **173.5** or below ➤S/I DIBELS score
2nd grade	➤**I** and Below ➤MAP RIT score of **170.7** or below ➤S/I DIBELS score	➤**K** and Below ➤MAP RIT score of **180.2** or below ➤S/I DIBELS score	➤**L** and Below ➤MAP RIT score of **184.7** or below ➤S/I DIBELS score

One Sample Assessment of Kindergarten Reading (F&P) Data

Student	Sept. Level	Benchmark	Jan. Level	Benchmark	Above/Below/On	June Level	Benchmark	Above/Below/On
Student 1	AA	N/A	E	C	above	F	D/E	above
Student 2	AA	N/A	C	C	on	E	D/E	on
Student 3	AA	N/A	D	C	above	F	D/E	above
Student 4	AA	N/A	C	C	on	E	D/E	on
Student 5	B	N/A	F	C	above	J	D/E	above
Student 6	AA	N/A	AA	C	below	B	D/E	below
Student 7	AA	N/A	C	C	on	E	D/E	on
Student 8	AA	N/A	E	C	above	H	D/E	above
Student 9	AA	N/A	D	C	above	E	D/E	on
Student 10	AA	N/A	C	C	on	E	D/E	on
Student 11	AA	N/A	C	C	on	E	D/E	on

Example of Identified/Qualifying 2nd Grade Students

		F & P (J/K)	DIBEL	MAP READING	Qualifies ?
				171.7--177.7	
Student 1	Grade 2	I	Benchmark	167	Y
Student 2	Grade 2	I	Benchmark	171	Y
Student 3	Grade 2	D	Strategic	157	Y
Student 4	Grade 2	E	Benchmark	163	Y
Student 5	Grade 2	H	Core	168	Y
Student 6	Grade 2	I	Strategic	183	Y
Student 7	Grade 2	H	Intensive	173	Y
Student 8	Grade 2	I	Benchmark	187	Monitor
Student 9	Grade 2	I	Benchmark	187	Monitor
Student 10	Grade 2	H	Benchmark	193	Monitor
Student 11	Grade 2	I	Benchmark	171	Monitor
Student 12	Grade 2	I	Benchmark	171	Monitor
Student 13	Grade 2	H	Benchmark	180	Monitor
Student 14	Grade 2	J	Benchmark	165	Monitor
Student 15	Grade 2	K	Benchmark	166	Monitor
Student 16	Grade 2	K	Core	167	Monitor
Student 17	Grade 2	J	Benchmark	167	Monitor
Student 18	Grade 2	J	Benchmark	168	Monitor
Student 19	Grade 2	I	Core	180	Monitor

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How Teachers Monitor Student Progress

- Informally assess students monthly and record results

- Keep accurate notes on each student indicating difficulties and strengths

- Inform AIM Coordinator of students struggling throughout the school year. Teachers do not have to wait until the middle/end of year to bring concerns to the team.

How We Monitor Students
K-Teacher Informal Reading Comments

Student Name	Date	Level	Comments
Student 1	October	A	[+] "reads" left to right [–] working on one-to-one matching
	November	A	[+] "reads" left to right [–] working on one-to-one matching**LEARNING DECODING SKILLS NOW**
	December	D	[+] uses decoding strategies independently [–] MSV – what makes sense??
	January	E	[+] uses decoding strategies independently [–] MSV !!
	February	E	[+] uses multiple reading strategies to decode [–] THINK ABOUT WHAT MAKES SENSE!!!
	March	E	[+] uses decoding strategies independently [–] MSV – what makes sense??
	April/May	G	[+] uses vowel teams [–] still does not think about what makes sense to help decode – uses decoding strategies only
Student 2	October	AA	[+] "reads" left to right [–] working on one-to-one matching
	November	AA	[+] "reads" left to right [–] working on one-to-one matching**LEARNING DECODING SKILLS NOW**
	December	B	[+] follows pattern [–] pattern change needs to remember to use what he knows and not get stuck!
	January	C	[+] looks at the pictures and attempts to stretch out words [–] use pattern/prior knowledge
	February	D	[+] uses multiple strategies [–] what makes sense??
	March	D	[+] uses multiple reading strategies to decode [–] THINK ABOUT WHAT MAKES SENSE!!!
	April/May	E	[+] reads fluently [–] look at the whole word (fireman vs. firefighter)

How We Monitor Students Sample Kindergarten Class

		Instructional				Instructional					
Student Name	Benchmark	October	November	December	Benchmark	MOY	February	March	April/May	EOY	Benchmark
Student 1	N/A	A	A	D	C	E	E	E	G	F	D/E
Student 2	N/A	AA	AA	B	C	C	D	D	E	E	D/E
Student 3	N/A	A	A	B	C	D	D/E	D/E	E	F	D/E
Student 4	N/A	A	A	B	C	C	D	D	E	E	D/E
Student 5	N/A	D	D	D	C	F	G	G	G	J	D/E
Student 6	N/A	AA	AA	A	C	AA	A	A	A	B	D/E
Student 7	N/A	AA	AA	B	C	C	C/D	C/D	E	E	D/E
Student 8	N/A	AA	AA	B	C	E	E	E	E/F	H	D/E
Student 9	N/A	B	B	C	C	D	D/E	D/E	D/E	E	D/E
Student 10	N/A	AA	AA	C	C	C	C/D	C/D	E	E	D/E
Student 11	N/A	AA	AA	B	C	C	C/D	C/D	E	E	D/E
Student 12	N/A	A	A	D	C	D	D/E	D/E	E	E	D/E

K-Teacher F&P Informal Data

AIM Criteria ~ Grades K-2 ~ Math
A student is eligible for AIM support if 1 of the 2 OR 2 of the 3 listed criteria are met.

	BOY - Math	MOY - Math	EOY - Math
Kindergarten	X	➤MAP RIT score **147.5** or below ➤Go Math: ≦70 on two or more assessments	➤MAP RIT score **155.1** or below ➤Go Math: ≦70 on two or more assessments
1st grade	➤MAP RIT score **158.4** or below ➤Go Math: ≦70 on two or more assessments ➤Prereq Math assessment	➤MAP RIT score **169.8** or below ➤Go Math: ≦70 on two or more assessments	➤MAP RIT score **176.8** or below ➤Go Math: ≦70 on two or more assessments
2nd grade	➤MAP RIT score of **172.9** or below ➤Go Math: ≦70 on two or more assessments ➤Prereq Math assessment	➤MAP RIT score of **182.4** or below ➤Go Math: ≦70 on two or more assessments	➤MAP RIT score of **188.1** or below ➤Go Math: ≦70 on two or more assessments

Example of Identified/Qualifying 1st Grade Students

At Risk	Grade 1	Fall 2018		Go Math	
Math		*<158.4*	<80%	<70%	
		MAP Score	Math Pre-req	Chapter 1	
Student 1	Grade 1	154	75%	100%	Yes
Student 2	Grade 1	142	75%	75%	Yes
Student 3	Grade 1	155	71%	92%	Yes
Student 4	Grade 1	145	88%	66%	Yes
Student 5	Grade 1	148	67%	96%	Yes
Student 6	Grade 1	148	75%	79%	Yes
Student 7	Grade 1	150	88%	100%	
Student 8	Grade 1	153	92%	96%	
Student 9	Grade 1	144	96%	96%	
Student 10	Grade 1	157	92%	83%	
Student 11	Grade 1	157	96%	100%	
Student 12	Grade 1	169	75%	87%	Monitor
Student 13	Grade 1	139	92%	100%	
Student 14	Grade 1	154	83%	100%	
Student 15	Grade 1	159	86%	58%	Monitor
Student 16	Grade 1	169	86%	66%	Monitor

AIM Criteria ~ Grades 3-5 ~ Reading
A student is eligible for AIM support if 2 of the 3 listed criteria are met.

	BOY - Reading (Instructional Level)	MOY - Reading (Instructional Level)	EOY - Reading (Instructional Level)
3rd grade	➤**K** and below ➤MAP RIT score **184.3** or below ➤S/I DIBELS score	➤**M** and Below ➤MAP RIT score **191.6** or below ➤S/I DIBELS score	➤**N** and Below ➤MAP RIT score **194.6** or below ➤S/I DIBELS score
4th grade	➤**N** and Below ➤MAP RIT score **194.2** or below ➤PARCC score of **2** or below	➤**P** and Below ➤MAP RIT score **199.6** or below ➤PARCC score of **2** or below	➤**Q** and Below ➤MAP RIT score **201.9** or below ➤PARCC score of **2** or below
5th grade	➤**Q** and Below ➤PARCC score of **2** or below ➤MAP RIT score of **201.7** or below	➤**S** and Below ➤PARCC score of **2** or below ➤MAP RIT score of **205.8** or below	➤**T** and Below ➤PARCC score of **2** or below ➤MAP RIT score of **207.8** or below

Example of Identified/Qualifying 4th Grade Students

Student Name	BOY Inst. Reading Level	BOY MAP Reading RIT Score	LAL PARCC 2018	Qualifies?
Student A	Q	197	3	monitor
Student B	P	200	4	monitor
Student C	T	211	2	monitor
Student D	V	207	4	monitor
Student E	P	199	4	monitor
Student F	Q	207	4	monitor
Student G	U	208	4	monitor
Student H	U	215	5	monitor
Student I	U	221	4	monitor
Student J	S	210	4	monitor
Student K	U	215	5	monitor
Student L	R	204	4	monitor
Student M	Q	212	3	monitor
Student N	R	205	4	monitor
Student O	R	212	3	monitor
Student P	R	207	4	monitor
Student Q	R	193	3	monitor
Student R	S	195	4	monitor
Student S	R	192	1	yes
Student T	S	213	5	monitor
Student U	P	200	3	monitor
Student V	R	207	no data	monitor

AIM Criteria ~ Grades 3-5 ~ Math
A student is eligible for AIM support if 2 of the 3 listed criteria are met with the exception of Math. Students that score a 3 on PARCC must meet all other criteria.

	BOY - Math	MOY - Math	EOY - Math
3rd grade	➤BOY Pre-Req score 26 or below ➤MAP RIT score **186.4** or below ➤Go Math: ≦2 average on standards on two or more assessments	➤MAP RIT score **194.2** or below ➤Go Math: ≦2 average on standards on two or more assessments	➤MAP RIT score **199.4** or below ➤Go Math: ≦2 average on standards on two or more assessments
4th grade	➤*PARCC score of **3** or below ➤MAP RIT score **197.9** or below ➤Go Math: ≦2 average on standards on two or more assessments	➤*PARCC score of **3** or below ➤MAP RIT score **204.7** or below ➤Go Math: ≦2 average on standards on two or more assessments	➤*PARCC score of **3** or below ➤MAP RIT score **209.5** ➤Go Math: ≦2 average on standards on two or more assessments
5th grade	➤*PARCC score of **3** or below ➤MAP RIT score **207.4** or below ➤Go Math: ≦2 average on standards on two or more assessments	➤*PARCC score of **3** or below ➤MAP RIT score of **213.2** or below ➤Go Math: ≦2 average on standards on two or more assessments	➤*PARCC score of **3** or below ➤MAP RIT score of **217.4** or below ➤Go Math: ≦2 average on standards on two or more assessments

Example of Identified/Qualifying 4th Grade Students

Student Name	BOY MAP Math RIT Score	BOY Go Math #1	BOY Go Math #2	Math PARCC 2018	Qualifies?
Student A	213	3	3	4	monitor
Student B	200	1	1	3	yes
Student C	217	3	3	4	monitor
Student D	193	3	3	1	yes
Student E	208	3	3	4	monitor
Student F	197	3	3	4	monitor
Student G	198	3	3	3	monitor
Student H	210	3	3	4	monitor
Student I	229	3	3	5	monitor
Student J	222	3	3	5	monitor
Student K	213	3	3	4	monitor
Student L	217	3	3	5	monitor
Student M	208	3	1	4	monitor
Student N	218	3	4	4	monitor
Student O	223	3	3	5	monitor
Student P	224	3	3	5	monitor
Student Q	203	3	3	3	monitor
Student R	197	3	3	3	yes
Student S	202	3	1	3	monitor
Student T	206	3	3	4	monitor
Student U	216	3	3	5	monitor
Student V	213	3	3	4	monitor

AIM Criteria ~ Grades 6-8 ~ Reading
A student is eligible for AIM support if 2 of the 3 listed criteria are met.

	BOY - Reading (Instructional Level)	MOY - Reading (Instructional Level)	EOY - Reading (Instructional Level)
6th grade	➢**T** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **207** or below	➢**V** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **210.2** or below	➢**W** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **211.8** or below
7th grade	➢**W** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **210.4** or below	➢**W** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **212.9** or below	➢**X** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **214.2** or below
8th grade	➢**X** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **213.2** or below	➢**X** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **215.1** or below	➢**X** and Below ➢PARCC score of **2** or below ➢MAP RIT score of **216.1** or below

AIM Criteria ~ Grades 6-8 ~ Math
~ *A student is eligible for AIM support if 2 of the 3 listed criteria are met.*

	BOY - Math	MOY - Math	EOY - Math
6th grade	➤*PARCC score of **2** or below ➤MAP RIT score **213.6** or below ➤65 ≦ on two or more chapter/unit assessments	➤*PARCC score of **2** or below ➤MAP RIT score **217.1** or below ➤65 ≦ on two or more chapter/unit assessments	➤*PARCC score of **2** or below ➤MAP RIT score **221.3** or below ➤65 ≦ on two or more chapter/unit assessments
7th grade	➤*PARCC score of **2** or below ➤MAP RIT score **218.6** or below ➤65 ≦ on two or more chapter/unit assessments	➤*PARCC score of **2** or below ➤MAP RIT score **222.1** or below ➤65 ≦ on two or more chapter/unit assessments	➤*PARCC score of **2** or below ➤MAP RIT score **224.6** or below ➤65 ≦ on two or more chapter/unit assessments
8th grade	➤*PARCC score of **2** or below ➤MAP RIT score **222.3** or below ➤65 ≦ on two or more chapter/unit assessments	➤*PARCC score of **2** or below ➤MAP RIT score **225.1** or below ➤65 ≦ on two or more chapter/unit assessments	➤*PARCC score of **2** or below ➤MAP RIT score **226.9** or below ➤65 ≦ on two or more chapter/unit assessments

Beechwood AIM Program

K-2 AIM

- Laurie Wilson - Monday - Friday
- Patricia Bruce - Monday - Friday
- Kim Hain - Monday - Friday
- Allie Eppinger - Tuesday & Wednesday
- Peggy Barsa - One period per day

Reading and Math

- Push-in and Pull-out
  - 1 - 2 times per week for Kindergarten
  - 2 - 4 times per week for Grades 1 and 2

Deerfield AIM Program

3-5 AIM

- Michelle Cruz - Monday - Friday

- Deb Conley - Monday - Thursday

- Kaitlin Elliott - Thursday & Friday

- Elena Bentey - Monday - Friday (half days)

- Some 6-8 Teachers (depending on schedule)

AIM at Deerfield School

3-5

- **Reading**

  (Push-in and pull out)
  - 2x a week
- **Math**

  (Push-in and pull out)
  - 2x a week
- Intervention takes place during Social Studies and Science classes

6-8

- **Reading**

  Opportunity Period ~ (OP)
  - 2x a week for 30 minutes
- **Math**

  Via the FM Club ~ (Future Mathematicians Club)
  - 2-4x a week before school for 45 minutes

Reading Interventions K-8

- **Leveled Literacy Instruction (LLI)**
  - Intensive, small-group
  - Deepen and expand comprehension with close reading
  - Increase reading volume (amount)
  - Increase student engagement
  - Emphasis on phonics as needed
  - Increase fluency
  - Monitor student progress

Math Interventions K-5

○ Intensive, small-group

○ Model and use problem solving strategies

○ Increase student engagement

○ Increase fact fluency

○ Monitor student progress

Math Interventions 6-8

- Different scheduling and social needs
  - Some periods of push-in
  - FM Club
  - Opportunity Period

How Do Students Exit from AIM?

- At or above grade level in reading on F&P
- At Benchmark on DIBELS
- Increase in MAP RIT score
- Increase in PARCC score
- Increase in GO Math assessments
- Teacher input

If above criteria are not met, possible referral to I&RS.

What is I&RS?

Intervention & Referral Services is a coordinated system in each school building required by law in which general education students are served. It is designed to:

- Assist students who are experiencing learning, behavior or health difficulties.

- Assist staff who have difficulties in addressing students' learning, behavior or health needs.

I & R S Committees

Beechwood

- Lisa Bruno - Coordinator

- Laurie Wilson - AIM Teacher

- Allie Eppinger - Special Ed. / AIM

- Amanda Somers - Psychologist / CST

- Ramona Ramesar - School Counselor

- Christina Orozco - Assistant Superintendent

Deerfield

- Michelle Cruz - Co-Coordinator / Reading Specialist

- Kristen Dal Cortivo - Co-Coordinator / School Counselor

- Kathy Goldbeck - Special Ed.

- Suzanne Jenks - General Ed.

- Tara Pirozzoli - LDTC / CST

- Kim Richards - Principal

What Happens in I&RS?

- I&RS Committee meets monthly
- Discusses interventions that may not have been successful
- Parents are invited to provide additional information
- Committee brainstorms additional interventions
- Length of time student is monitored by I&RS varies
- Possible referral to CST

Questions?