

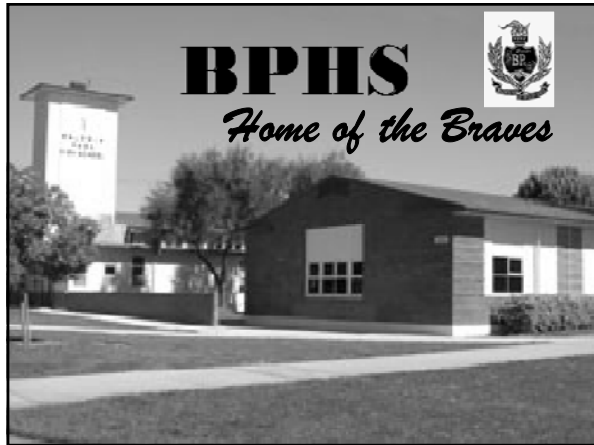
*Applying the 4e's of RTI
to ensure learning for
all students.*

Dr. Luis F. Cruz

RTI
AT WORK

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KEY PRINCIPLE

*In God we trust...
Everyone else needs data!*



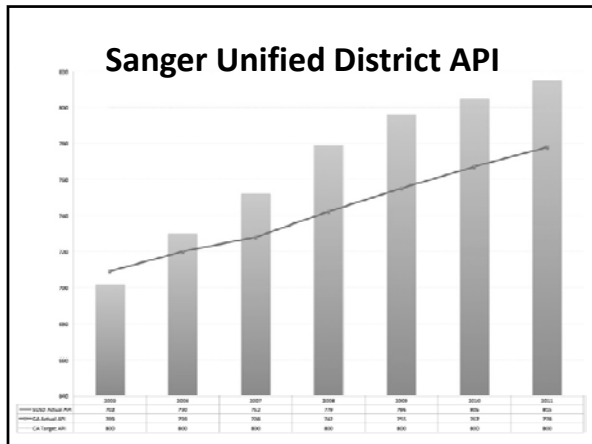
Where We Were in 2004–2005

- We were one of the first 98 California school districts to enter PI status.
- Five elementary schools were PI status (one school at PI 4, two schools at PI 3, and two schools at PI 2), as well as intermediate school (PI 2).
- The district did not adhere to the state textbook adoption cycle or maintain a focused staff development program.
- Schools had little fidelity to state curricular standards. There was no effective districtwide assessment system to monitor student achievement.



Three Guiding Principles

- Hope is not a strategy.
- Don't blame the kids.
- It is about student learning.



District Achievement

District	Awards Since 2004	API 2012
	Golden Bell Award	822
Centerville	State Distinguished, National Blue Ribbon, Title I Award	853
Del Rey	State Distinguished, Title I Award	801
Fairmont	State Distinguished, Title I Award	891
Jackson	State Distinguished, Title I Award	850
Jefferson	State Distinguished, Title I Award	843
John Wash	State Distinguished, National Blue Ribbon, Title I Award	893
Lincoln	Title I Award	784
Lone Star	State Distinguished, Title I Award	849
Madison	State Distinguished, Title I Award	809
Quail Lake	State Distinguished	955
Reagan	State Distinguished	870
SACS	State Distinguished, National Blue Ribbon	907
Wilson	State Distinguished, Title I Award	714
WAMS	National Middle School to Watch	839
Sanger High	State Distinguished, Title I Award	786

The Four C's of RTI

1. Collective responsibility
2. Concentrated instruction
3. Convergent assessment
4. Certain access

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Collective Responsibility

A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child. Thinking is guided by the question, Why are we here?

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Simplifying Response to Intervention

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Collective Responsibility

Essential question for our ELL student population:

Has every single adult on campus taken ownership of the responsibility to ensure learning for our English Language Learner students?

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Baldwin Park High School Mission Statement

All means all.

Highly skilled and proficient

"To graduate all students with high levels of academic and personal achievement, ready for post-secondary excellence through research-based instruction and a collaborative system of support."

College or job

Responsible

We're all in this together.

Vision

To be a nationally renowned high school whose graduates positively impact the global community and are ready for success at top institutions of higher learning







Reflection


Concentrated Instruction

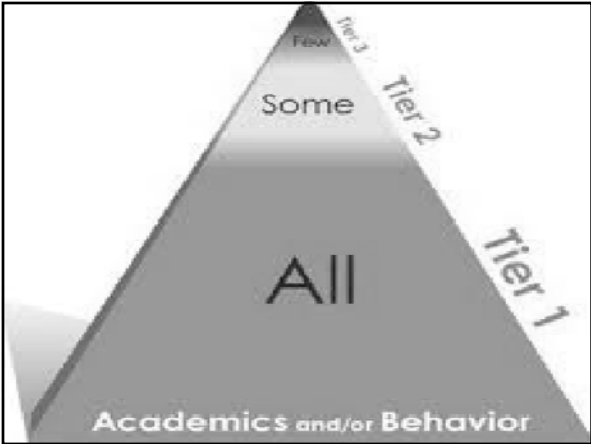
A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels, and determining the specific learning needs for each child to get there. Thinking is guided by the question, Where do we need to go?

Buffum, Mattos, Weber.
Simplifying Response to Intervention

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 Solution Tree



Reflection

Convergent Assessment

An ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction the child receives in meeting these needs. Thinking is guided by the question, Where are we now?

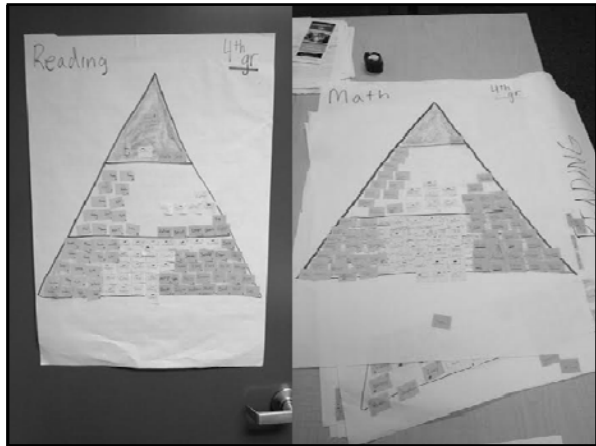
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 Solution Tree





4 th Grade		Baseline	T1	T2	T3
Kusnetzova	07 TA 6				
Robertson	217 TA 11				
Goldberg	07 TA 4				
Rose	261 TA 7				
Uceyo Carbajal	361 TA 12				

5 th Grade		Baseline	T1	T2	T3
Cantrell	317 TA 15				
Arredondo	547 TA 13				
Carreno	819 TA 9				
Castica	134 TA 7				

Reflection

Certain Access

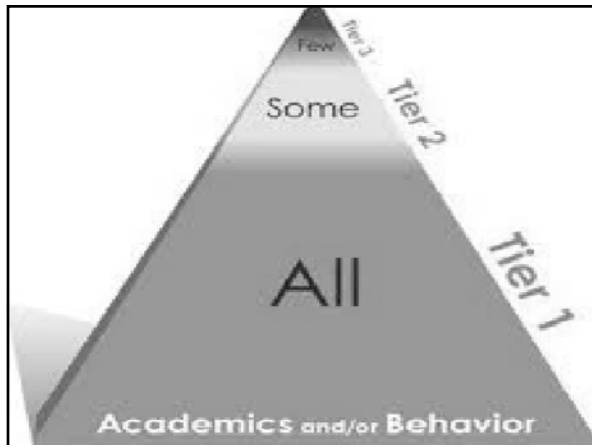
A systematic process that guarantees every student will receive the time and support needed to learn at high levels. Thinking is guided by the question, How do we get every child there?

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 Solution Tree



What does tier 2 and 3 mean?

Tier 2
"Students will need some help"

Tier 3
"Students need a lot of help"

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 Solution Tree

A systematic response prior to tier 2 and 3 responses should have first...

- Identify the students in need of additional help.
- Determine the specific needs of the students.
- Monitor the progress or lack of progress.
- Revise the instruction based on CFA evidence.
- Extend opportunities for learning when possible.

... regardless of the teacher.

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So what might tier 2 intervention look like?

Push in Time.

Flex time.

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Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15 Calendar Time	8:00-8:15 Calendar Time	8:00-8:15 Calendar Time	8:00-8:15 Calendar Time	8:00-8:15 Calendar Time
8:25-9:00 Foreign Language Arts	8:15-9:00 Language Arts	8:15-9:00 Language Arts	8:15-9:00 Language Arts	8:15-9:00 Language Arts
9:00-9:45 Math	9:00-9:45 Math	9:00-9:45 Math	9:00-9:45 Math	9:00-9:45 Math
9:45-10:30 Reading	9:45-10:30 Reading	9:45-10:30 Reading	9:45-10:30 Reading	9:45-10:30 Reading
10:30-11:15 Physical Education	10:30-11:15 Physical Education	10:30-11:15 Physical Education	10:30-11:15 Physical Education	10:30-11:15 Physical Education
11:15-11:45 Lunch/Recess	11:15-11:45 Lunch/Recess	11:15-11:45 Lunch/Recess	11:15-11:45 Lunch/Recess	11:15-11:45 Lunch/Recess
11:45-12:30 Science	11:45-12:30 Science	11:45-12:30 Science	11:45-12:30 Science	11:45-12:30 Science
1:00-1:45 Writing/Workshop	1:00-1:45 Writing/Workshop	1:00-1:45 Writing/Workshop	1:00-1:45 Writing/Workshop	1:00-1:45 Writing/Workshop
1:45-2:15 Math	1:45-2:15 Math	1:45-2:15 Math	1:45-2:15 Math	1:45-2:15 Math
2:15-2:45 Dismissal	2:15-2:45 Dismissal	2:15-2:45 Dismissal	2:15-2:45 Dismissal	2:15-2:45 Dismissal

So what might tier 3 intervention look like?

Push in Time.

Before and after-school

Saturday academies



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Gracias!

To schedule professional development at your site, contact **Solution Tree** at **800.733.6786**.

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