

3D

A New Dimension for Intervention

School District of Indian River County

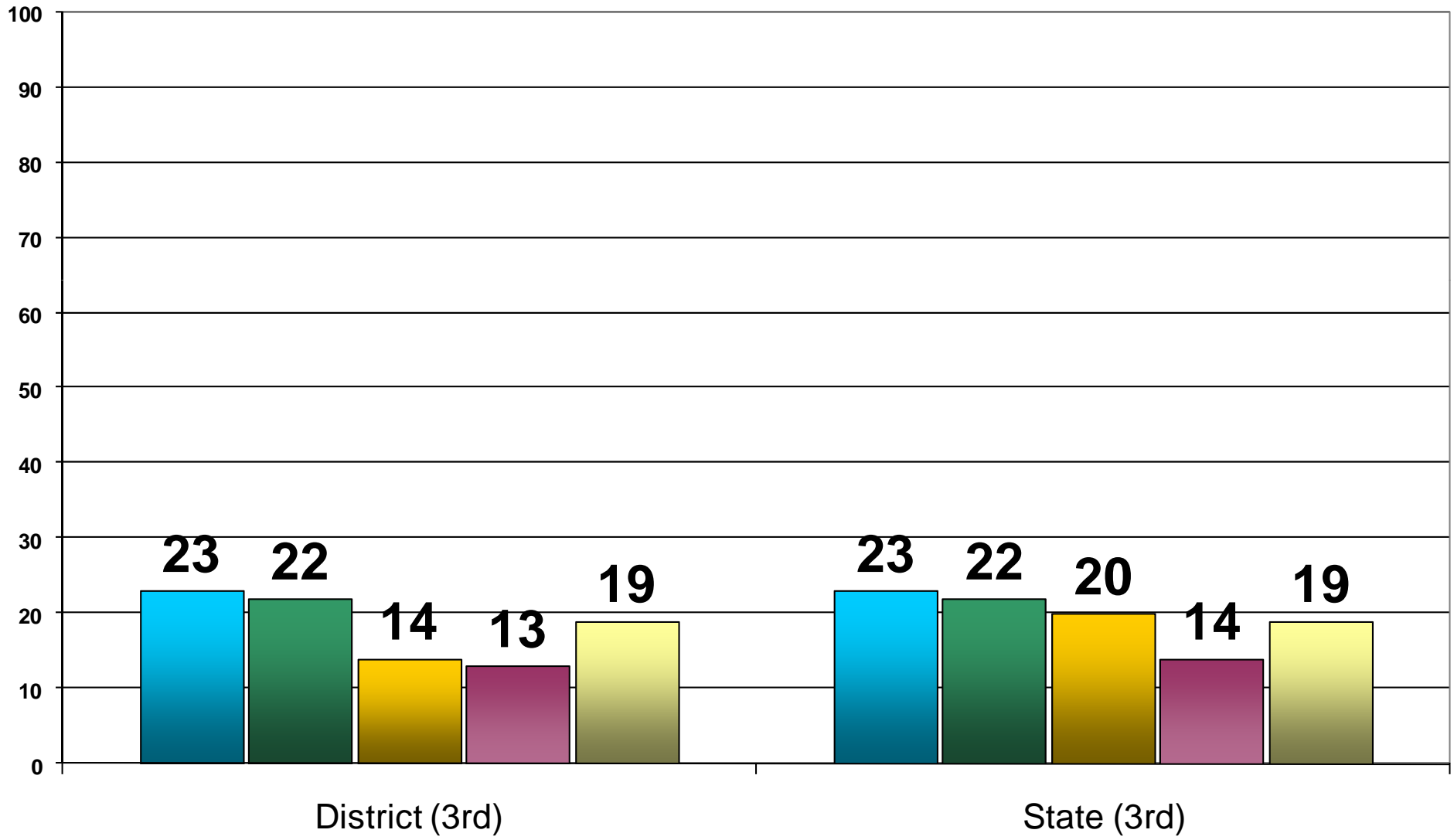
Janai Cooper

Sue Curtis

Tish Hart

Pat Shaw

3rd Grade FCAT Reading - % Level 1



Progress monitoring /FCAT results

Benchmark Average	FCAT	Level 1	Level 2	Level 3	Level 4	Level 5
Green		0%	1%	15%	70%	15%
Yellow		4%	11%	67%	18%	0%
Red		54%	27%	19%	0%	0%

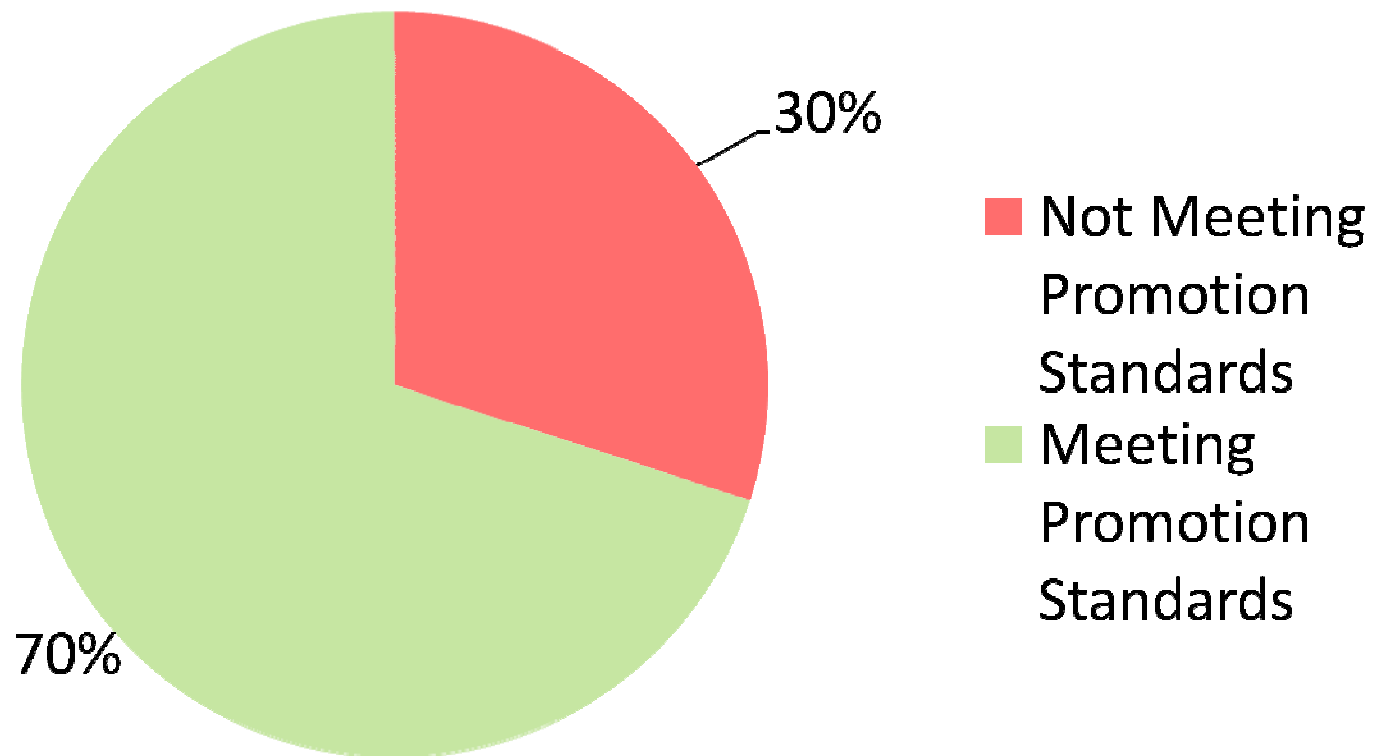
Do we have schools that were more successful with their 3rd graders?

Three schools showed a marked improvement in the % of 3rd graders scoring above level 1.

Why?

Their struggling readers had been provided Tier 2 intervention through Response to Intervention (RtI)

103 At Risk 3rd Graders Received Tier 2 Rtl



What were the tier 2 Rtl students receiving that others were not?

- Additional 30 minutes of daily instruction targeting student's specific skill deficit
- Direct instruction – using research based curricula
- Bi-weekly assessments
- Data-driven team decision making

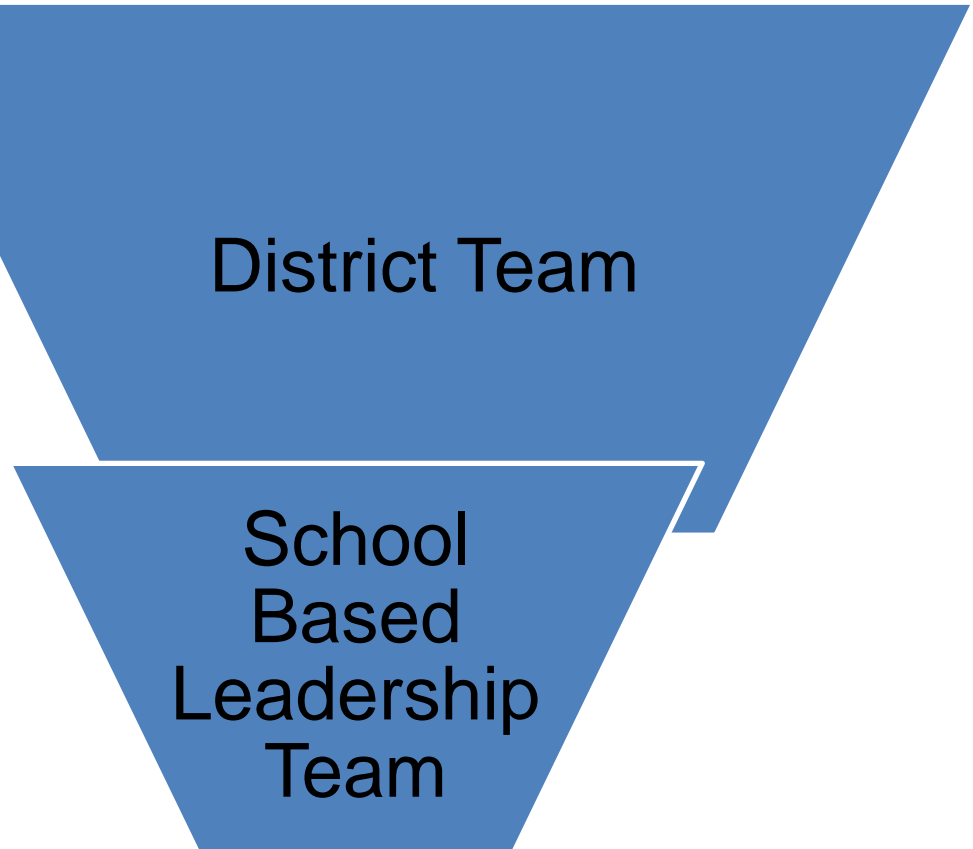
District staff wanted all 3rd graders to
have this opportunity so....

Double Dose Differentiation
was👶born!

3D

A New Dimension for Intervention

- District Psychologist (Rtl)
- District Speech/Language (Rtl)
- District ESE Reading (Rtl)
- School Psychologist (Rtl)
- Director of Elementary
- District Reading Specialist



- Reading Coach
- Assistant Principal (principal)

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Timeline

June 2007	Principals asked to reserve 30 minutes of common instructional time across their 3 rd grade classrooms.
Summer 2007	District RtI & Curriculum Instruction team met to plan implementation, selection & purchase of curricula
August 2007	3D training for Assistant Principals and Reading Coaches
Late August	Baseline Diagnostic Assessment of Reading administered to striving third grade readers. 3 rd Grade teachers trained in curriculum. Peer Fluency Practice began with all 3 rd grade students.
By end of September	3D groups began to meet daily
January	2 nd administration of DAR
March	FCAT
April	3 rd administration of DAR
May	FCAT results

Ongoing activities

- Bi-weekly assessments- MAZE & ORF
- Monthly 3D meetings with teachers and school leadership (Data analysis & redesign groups if necessary)
- Monthly meetings/trainings with District team, Assistant Principals & Reading Coaches
- School visits by district team

Research Based Curricula selected for 3D

Phonics

- PALS (Peer assisted learning strategies)
- REWARDS

Fluency

- Peer Fluency Practice
- Read Naturally & Reading A-Z

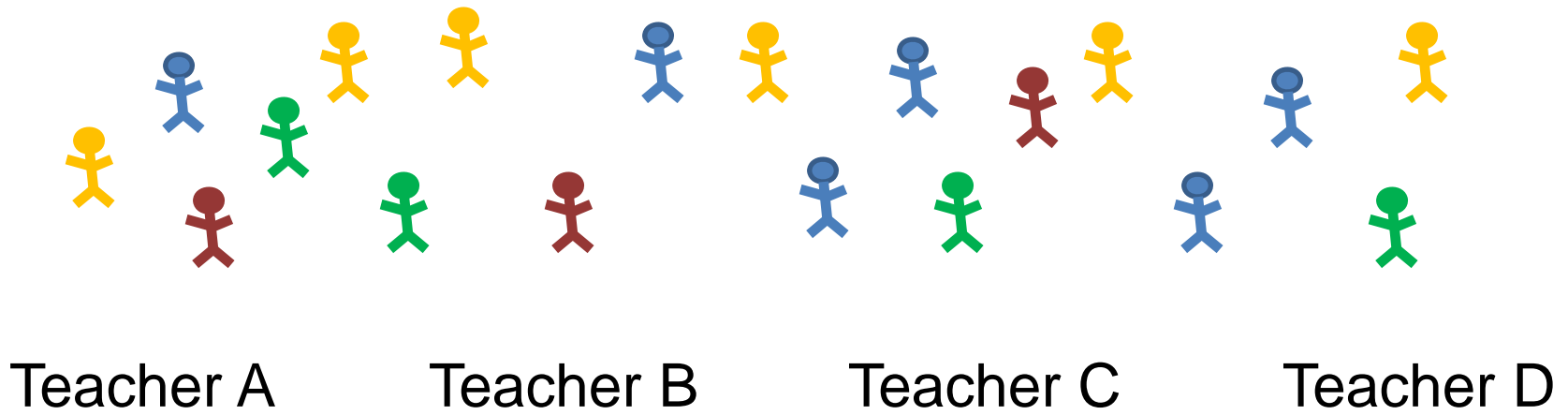
Vocabulary

- Bridge of Vocabulary

Comprehension

- STARS
- Extensions in Reading

RtI Grouping



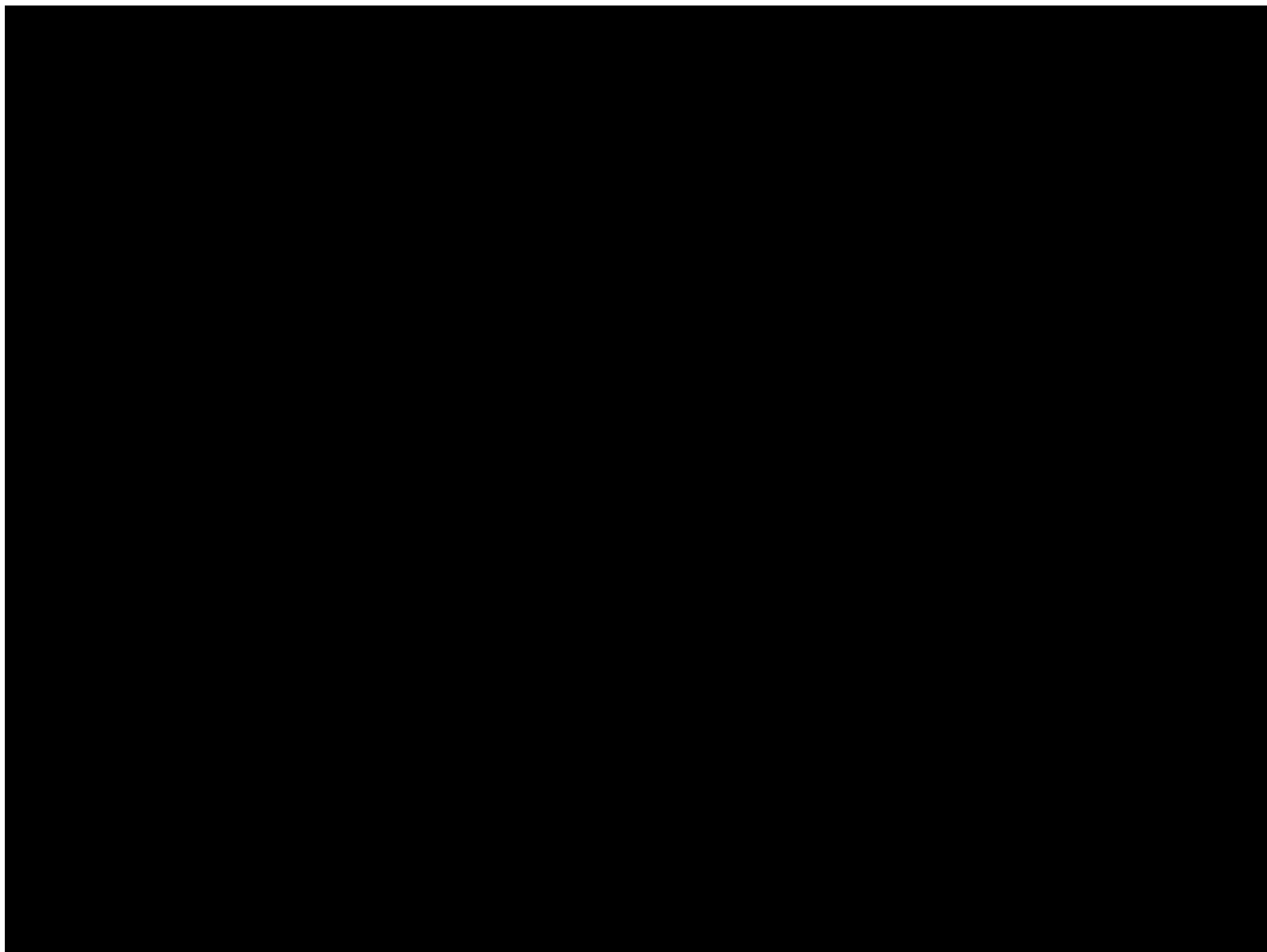
Phonemic Awareness

Phonics

Vocabulary

Comprehension

Video of PALS lesson with
Reading Coach
Janai Cooper



What about the students who do not need intervention?

Opportunities for Enrichment

- Computer based instruction
- Novel studies
- Project based learning
- Vocabulary development
- Content area reading
- Science centers
- Process writing
- FCRR activities
- Comprehension through Art

Assessment Component

MAZE

- Bi-weekly (some weekly)
- Cloze activity to measure comprehension

ORF

- Bi-weekly (some weekly)
- One minute fluency with cold text

DAR

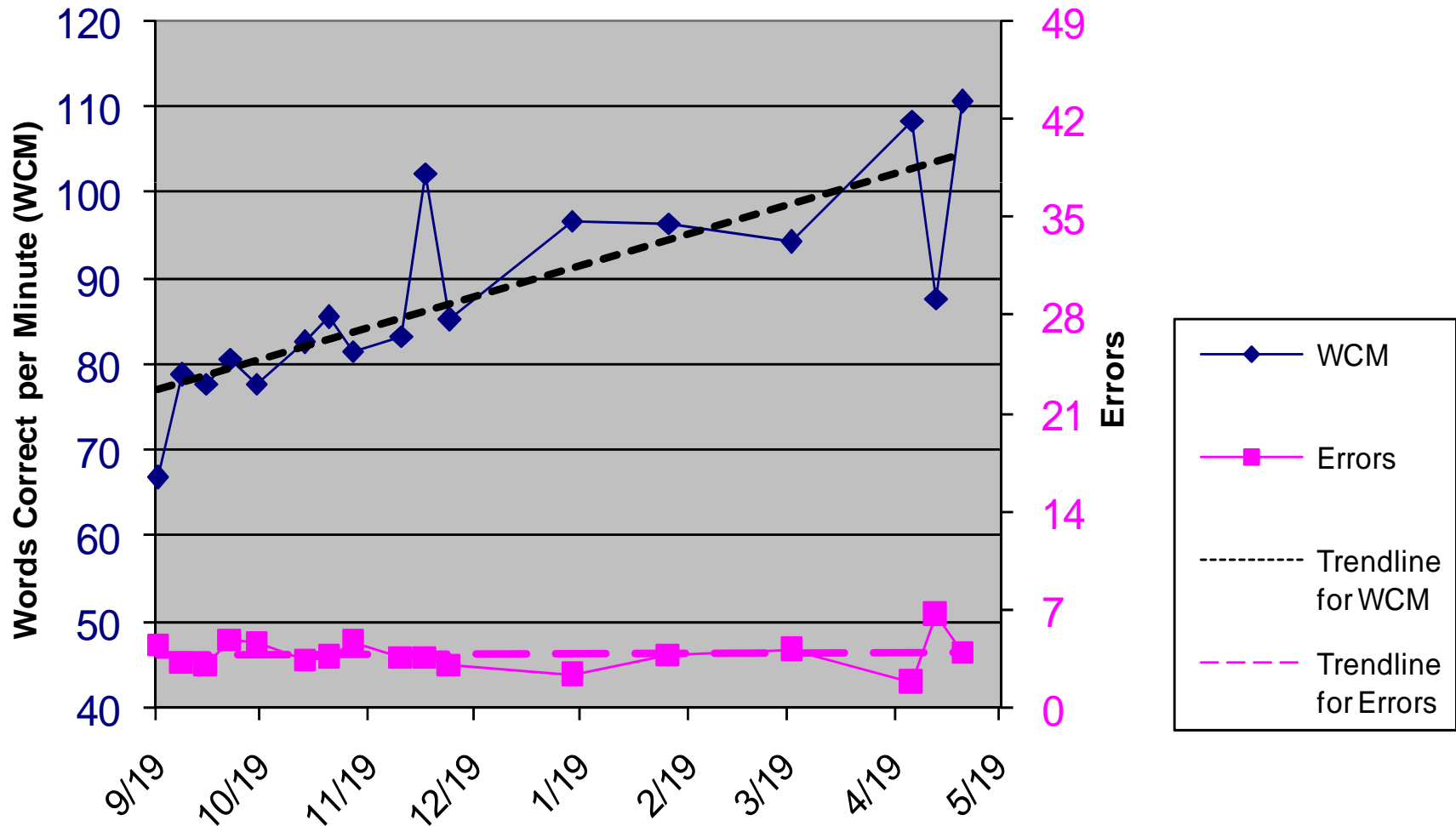
- 3x a year
- Measures word recognition, oral reading, silent reading, spelling word meaning, phonics & more

Progress
Monitoring

- 5 x a year
- Measures comprehension in FCAT format

Aims Web

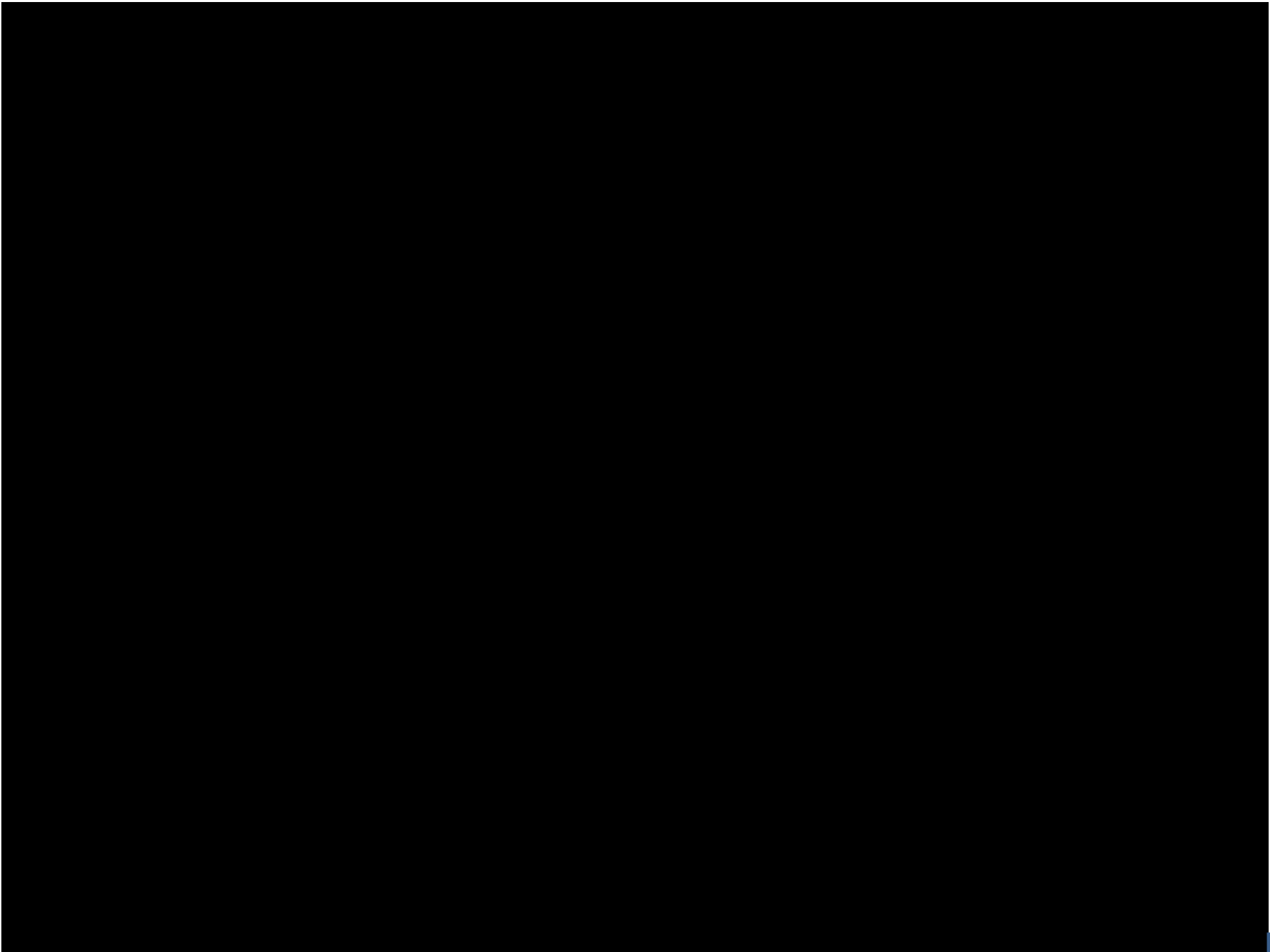
ORAL READING FLUENCY



Role of the Reading Coach in 3D

- Teacher training & support
- Materials preparation
- Administer assessments
- Data input & analysis
- Teach group
- Lead data team meetings
- Collaborate with district level leaders

Video of 3D Teacher meeting
with
Assistant Principal
Tish Hart



Peer Fluency Practice

Who:	All 3 rd graders
What:	1 minute timing with a peer
How often:	Daily (6 minutes)
Why:	To improve fluency & prosody
Reactions:	Initial resistance now expanding to other grade levels

Teachers & students love it!

Observed Results

- Increased collaboration among teachers
- Quality differentiated instruction
- Maximized use of instructional time
- Students had an additional adult relationship
- Improved student attitude towards reading
- Negative student behaviors decreased
- Improved student self confidence
- Overall grades improved

Results on FCAT

This slide will be completed after FCAT scores are released.

Vision for 2008-2009

- Expand to more grade levels
- Increase vertical collaboration
- Improved student performance resulting from consistent intervention curricula
- Provide district pre-printed materials to reduce impact on schools
- Improve quality of enrichment instruction during 3D time

Thank You!

School District of Indian River County

Janai.Cooper@indian-river.k12.fl.us

Sue.Curtis@indian-river.k12.fl.us

Letitia.whitfield@indian-river.k12.fl.us

Patricia.Shaw@indian-river.k12.fl.us