



Breaking the Pattern of Academic Failure through Intervention



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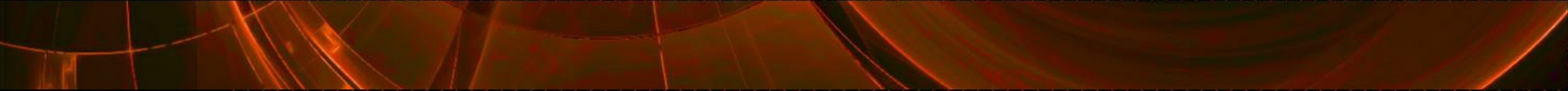
Intervention Strategist

North Middle School

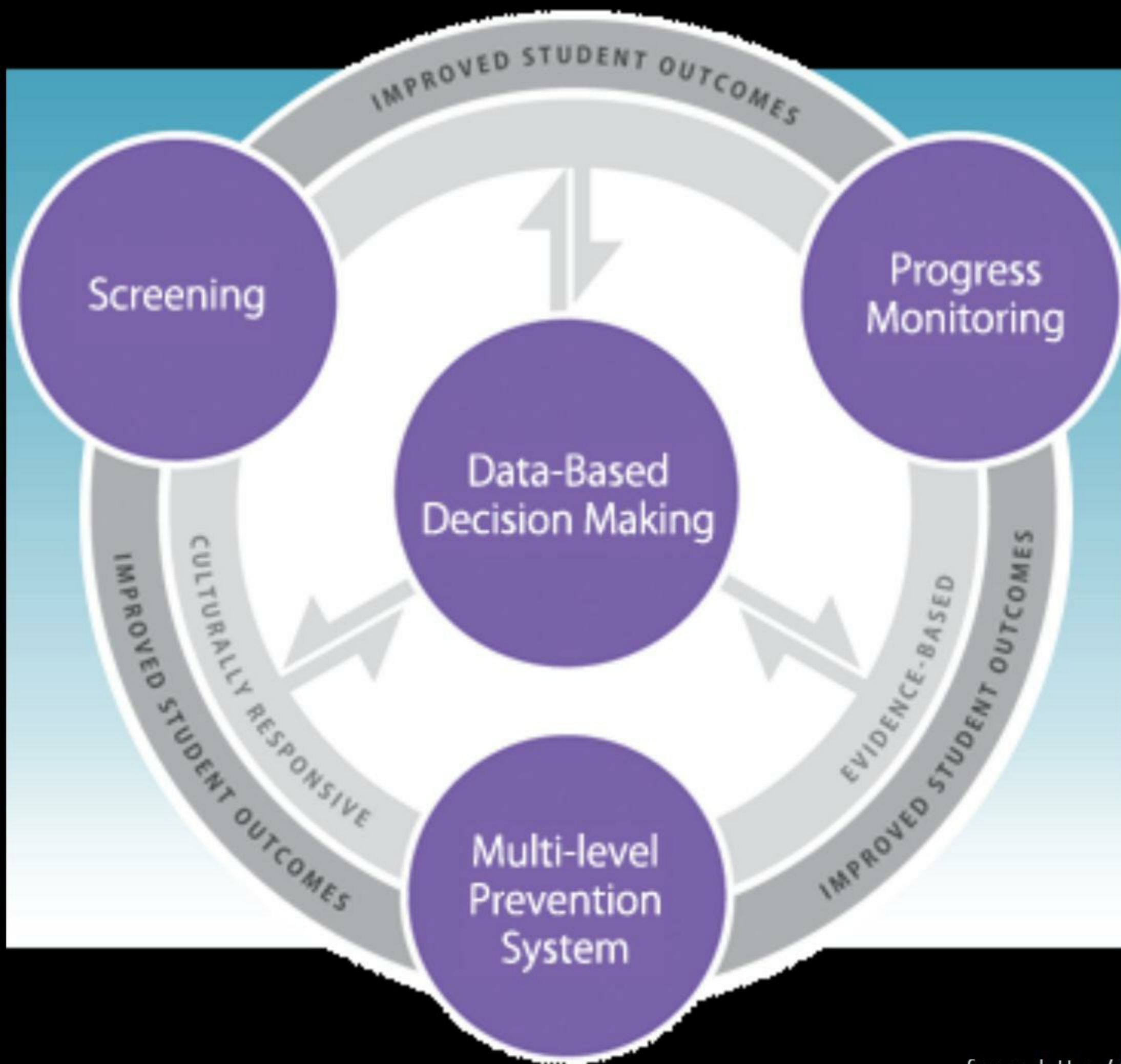
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By the time struggling students get to middle school or high school, they have most likely already developed a pattern of academic failure.

- 
- **Response to Intervention (RtI) Overview**
 - **North Middle School Tiered System**
 - **My Intervention Experiences**
 - **Classroom Culture**





Essential Components

Rtl Overview

Tier I - Universal Level
75% - 85%

Tier II - Targeted Level
10% - 15%

Tier III -
Intensive Level
5% - 10%

- Universal instruction for all students, conducted in core classroom
- High-quality, research-based instruction
- Rigorous, relevant, standards-driven curriculum

- Targeted supplemental interventions for students at some risk, conducted in small-group break-out sessions

- Supplemental instruction, outside of core classroom
- High-quality, research-based instruction, standards driven curriculum
- Interventions are differentiated, scaffolded, and targeted

- Supplemental interventions for high risk students, often one- on-one sessions

- High-quality, research-based instruction, standards driven curriculum
- In some instances, can replace core classroom instruction

Assessment

Tier I

- Universal Screener (Benchmark Assessment)
- Core Curriculum Assessments
- Screening

Tier II

- Universal Screener (Benchmark Assessment)
- Core Curriculum Assessments
- Diagnostic Assessments
- Progress Monitoring (frequently)

Tier III

- Universal Screener (Benchmark Assessment)
- Core Curriculum Assessments or Alternative
- Diagnostic Assessments
- Progress Monitoring (frequently)

Instruction

Tier I

- Low risk
- At or above Benchmark in Core Program
- Differentiated instruction within the core classroom

Tier II

- Some risk
- Below Benchmark in Core Program
- Targeted instruction outside the core classroom (in addition to Core Program)

Tier III

- High risk
- Below Benchmark in Core Program
- Special Education (in addition to or occasionally in place of Core Program)

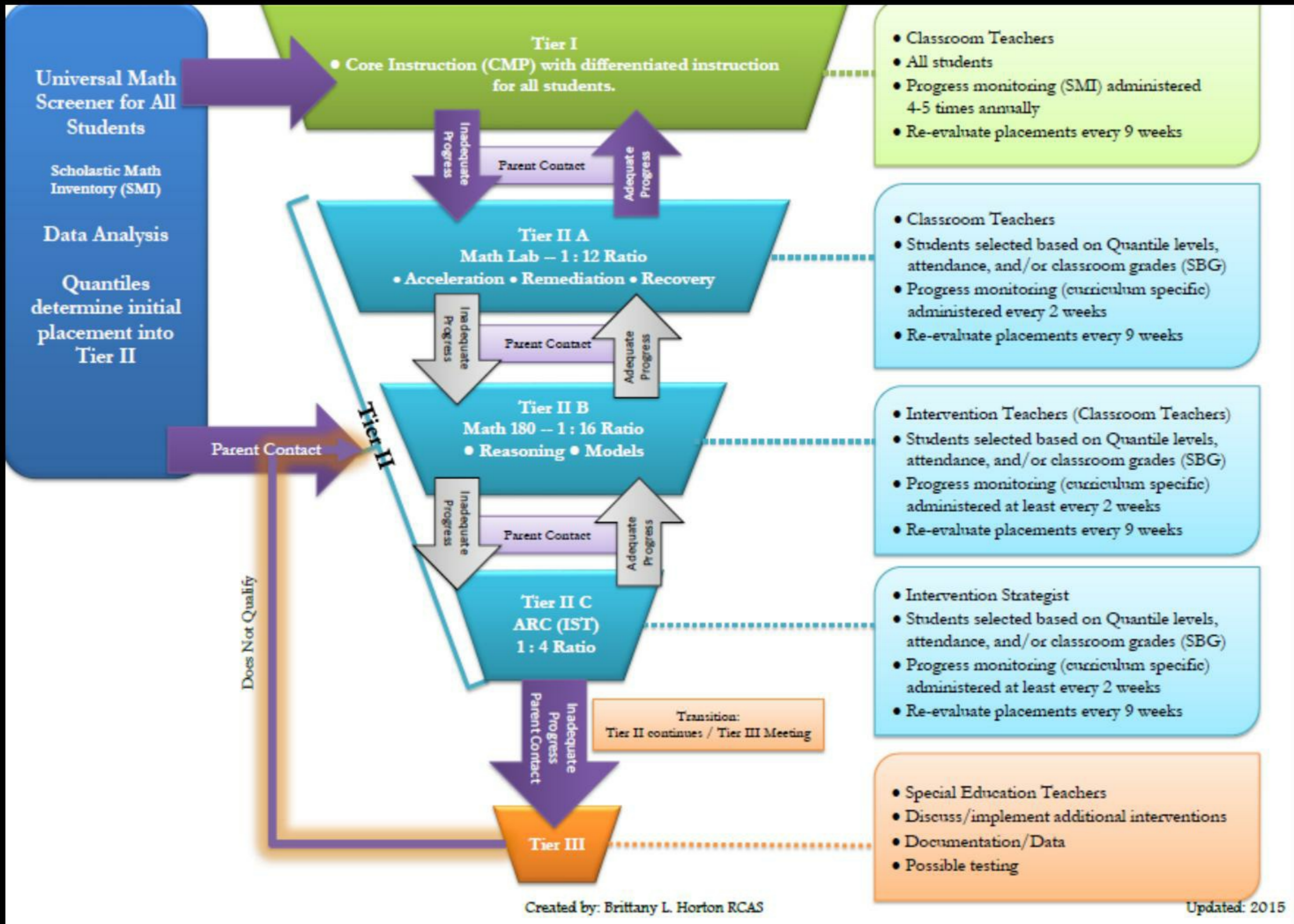
NMS Tiered System

The graphic features the text "NMS Tiered System" in a bold, yellow, sans-serif font. The text is centered horizontally and partially overlaid by a red, semi-circular radar or target graphic in the background. Below the text, there are several white, stylized circuit traces that resemble a printed circuit board (PCB) layout, extending across the width of the image. The background is solid black.

North Middle School Characteristics

- Native American 60%; Caucasian 33%; Hispanic 4%; African American 2%; Asian 1%
- Special Education 18%
- English Language Learners (ELL) 1%
- Free and Reduced Lunch 92%
- Migrant/Homeless 28%
- Mobility Rates 40%
- Discipline - PBIS (Positive Behavior Intervention & Supports)



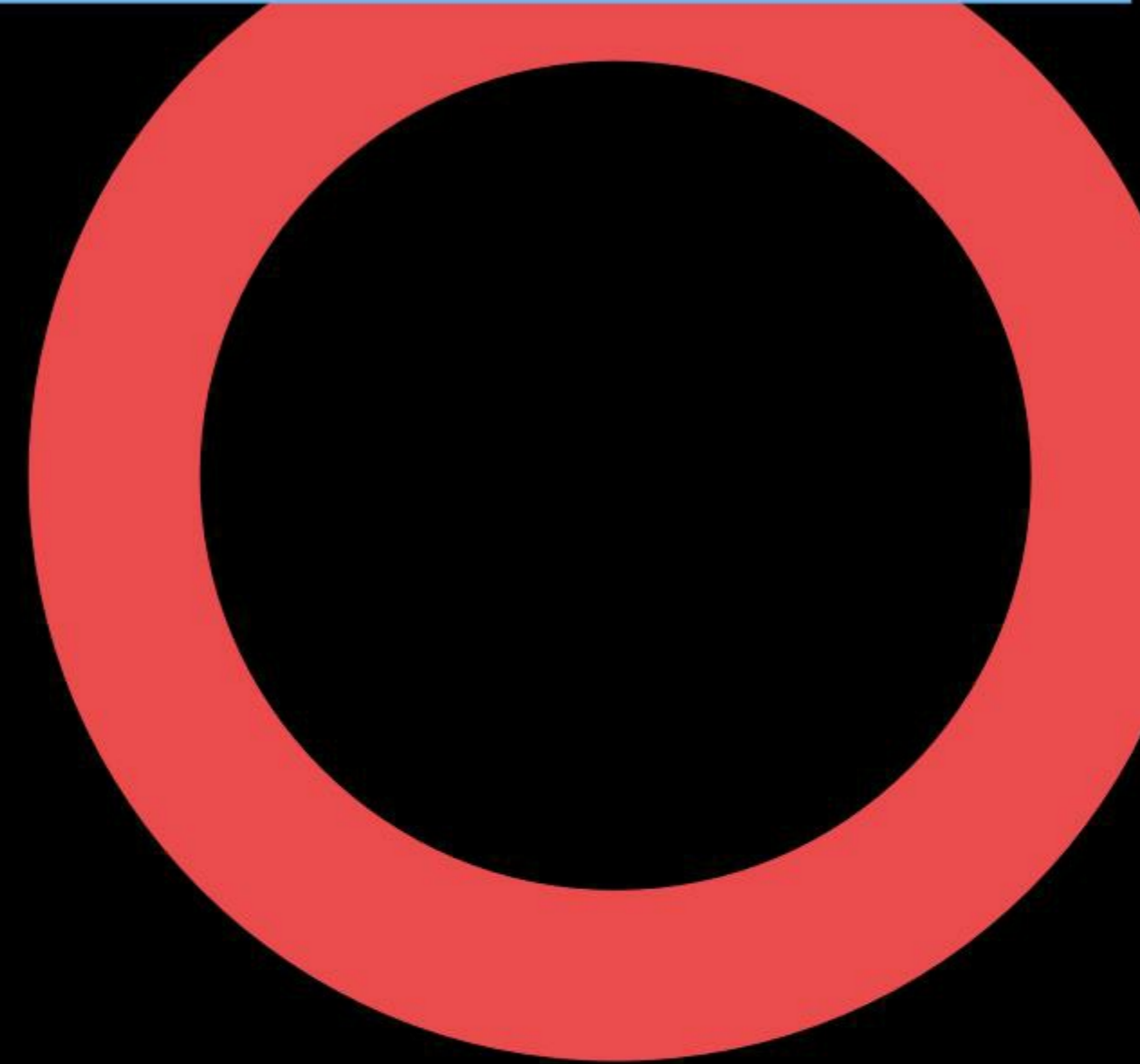




Intervention Experiences

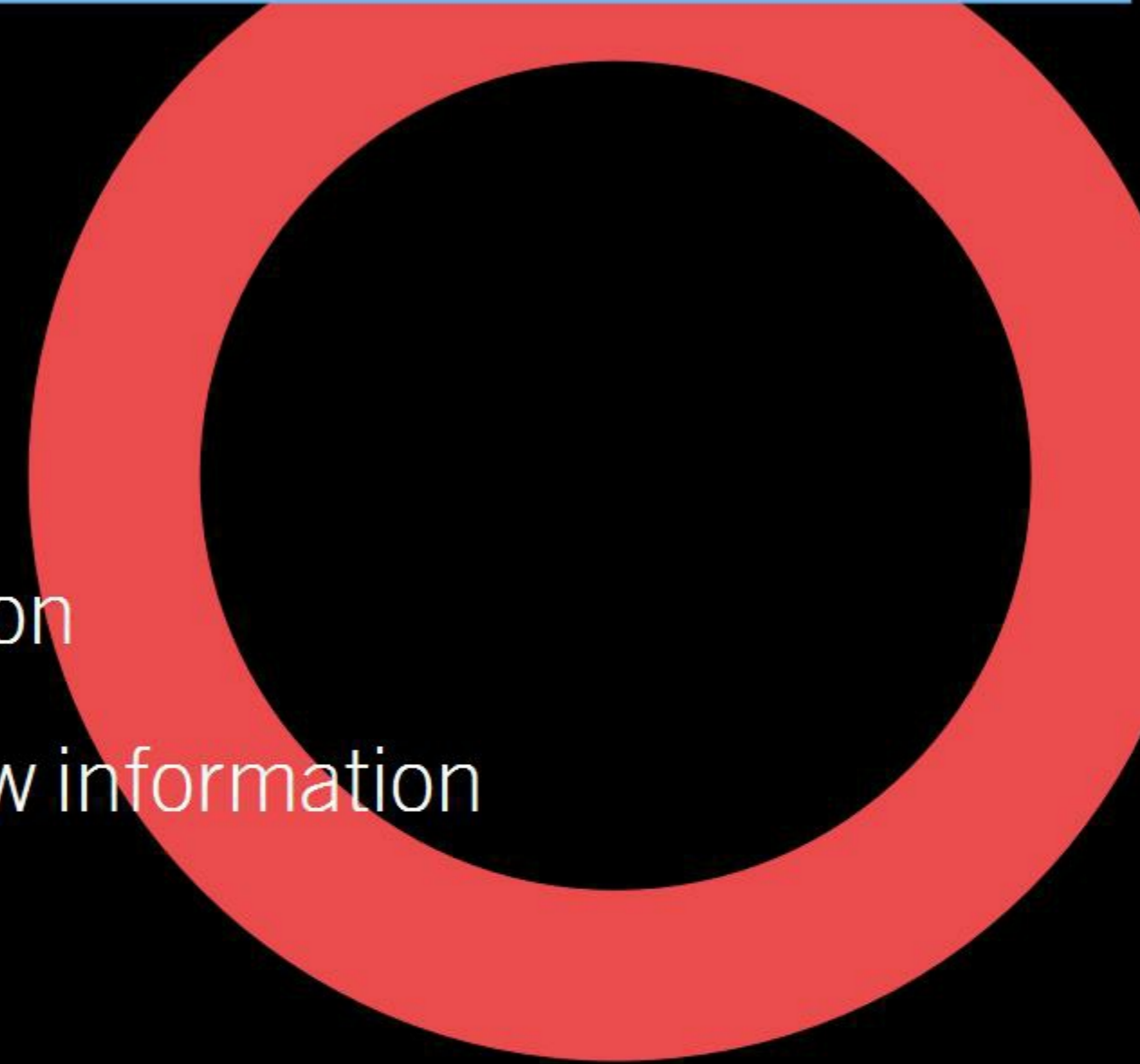
What have you tried?

- Think Through Math
- Do the Math NOW
- Math Reasoning Inventory
- Math Navigator
- Dreambox
- On Ramp to Algebra
- Add+Vantage Math Recovery
- Math 180



Components of Effective Intervention

- Screening and Diagnostic Assessments
 - Interviews
 - Avoiding IDK
- Explicit instruction as opposed to direct instruction
 - Build connections between existing and new information
 - Not necessarily "I do, we do, you do"
 - Concept driven not skill driven
- Progress monitoring
- Mindset component



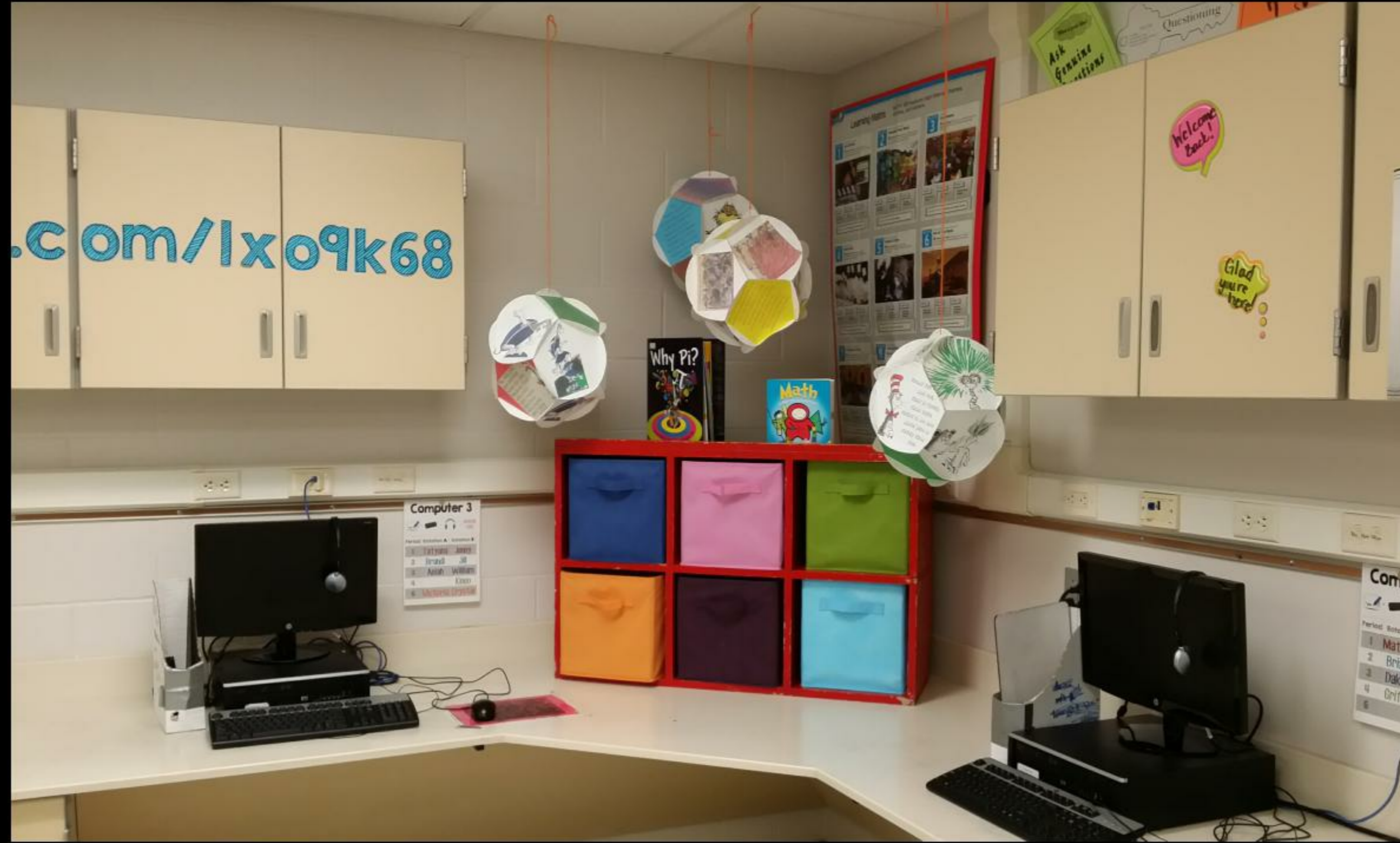
What should I look for in an intervention?

- Research-based!
- Standards-driven
- Relevant - student engagement
- Focuses on more than just math (mindset)
- Avoid the gimmicks, tricks, and flashy stuff



Classroom Culture

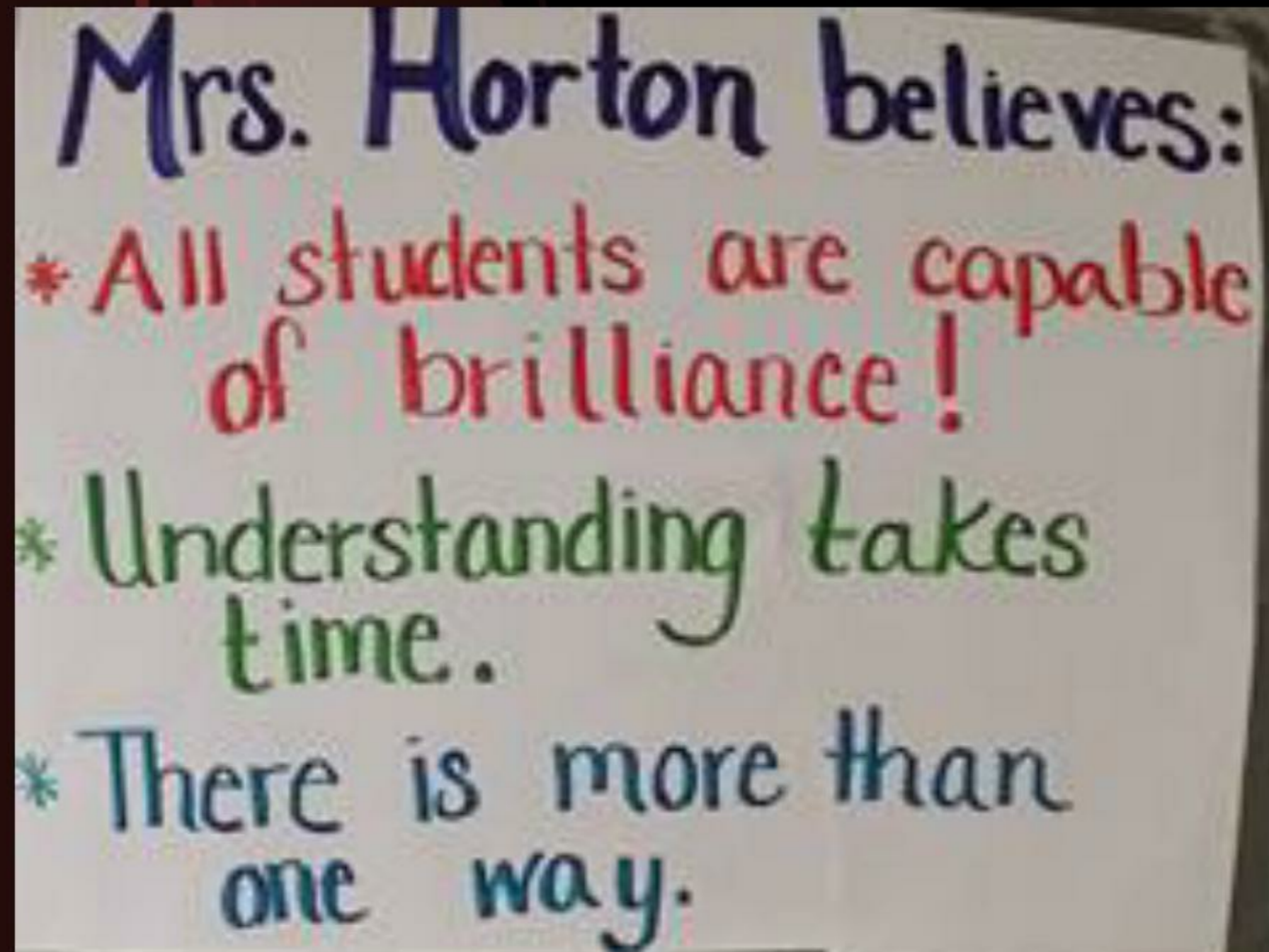
- Mental
- Emotional
- Physical



Mental & Emotional Space

Begins with you

- Your Mindset
- Your Expectations
- Your Beliefs



Mrs. Horton believes:

- * All students are capable of brilliance!
- * Understanding takes time.
- * There is more than one way.



**The
power of
YET**

**Growth
Mindset**

**Honest
Conversations**



Eliminate the negative

- "I suck at math"
- The school component -- "I'm in this class so I must be dumb"
- The home component -- Parent/Teacher conferences

Develop Growth Mindset

- Helping students develop a growth mindset is about creating experiences to show students they **can learn** math, they **can believe** in success, and that their efforts will pay off.
- A growth mindset will help build their capacity to reason and will build their self-confidence.
- Empowers students to become what they never have before



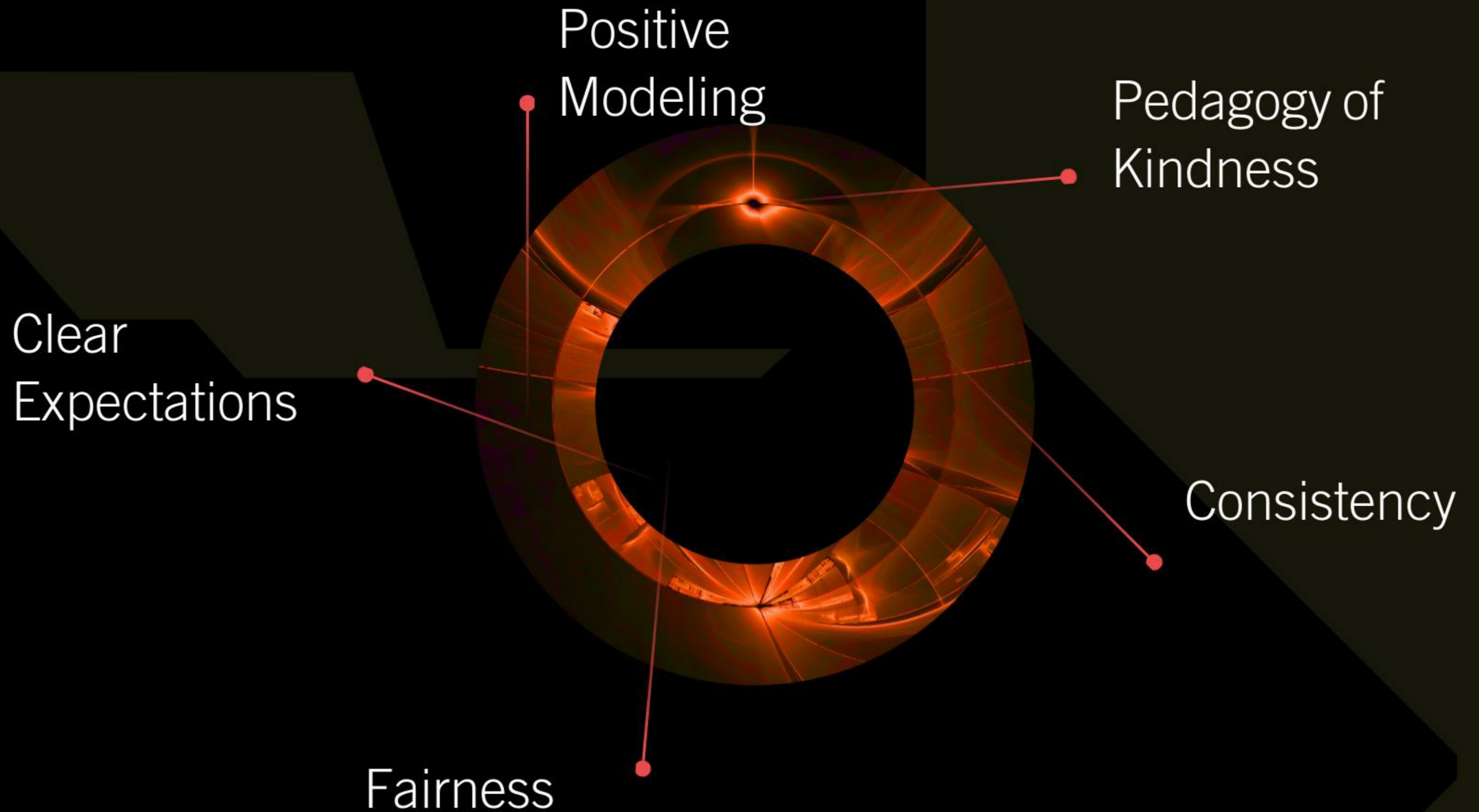
**Build
Trust**

**A student who
feels valued will
often do more
than what is
expected.**

**Build
Confidence**



Safe Environment



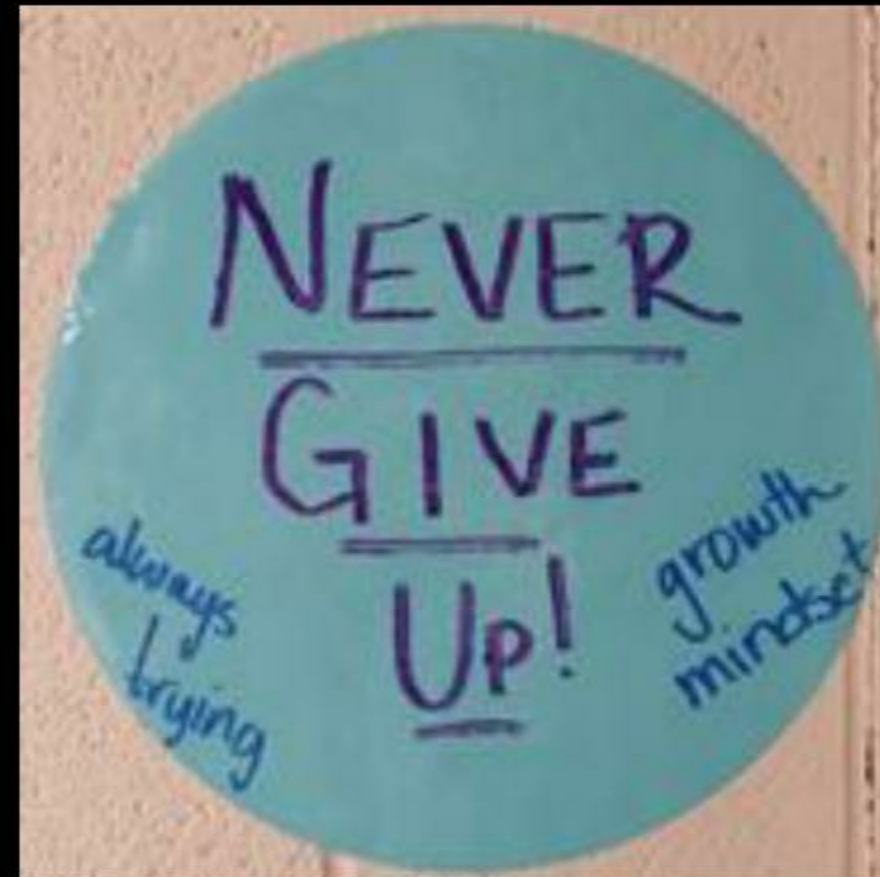
Our Math 180 Expectations

- * Feel free to do anything that does not cause a problem for anyone else.
- * If someone causes a problem I will ask them to fix it.
- * If they cannot or will not fix it, I will do something.
- * What I do will depend on the unique situation.

Our Math 180 Family

- * You are welcome to begin the Do Now as soon as you are in the classroom.
- * Feel free to get out of your seat during your computer rotation.
- * Feel free to ask to leave the classroom during your computer rotation.
- * You are welcome to be in your chair or behind your chair to be dismissed at the bell.

Language matters!



Physical Space

- Mathematical
- Organizational
- Motivational





- Incorporate the students
- Share the classroom
- Celebrate



MESSAGES ()

Congratulations

Ryan

(3rd period)

for finishing

Block 9!

Block 9
Per 1

Block 7
Per 10A

Block 5
Per 2
3A

Block 3
Per 3B
4
10B

LEARNING TARGETS

I can generate situations that can be represented by integers.

I can express fractions with a denominator of 10 or 100 as decimals.

I can use reasoning to compare fractions with common features.

I can represent division as taking out equal groups.

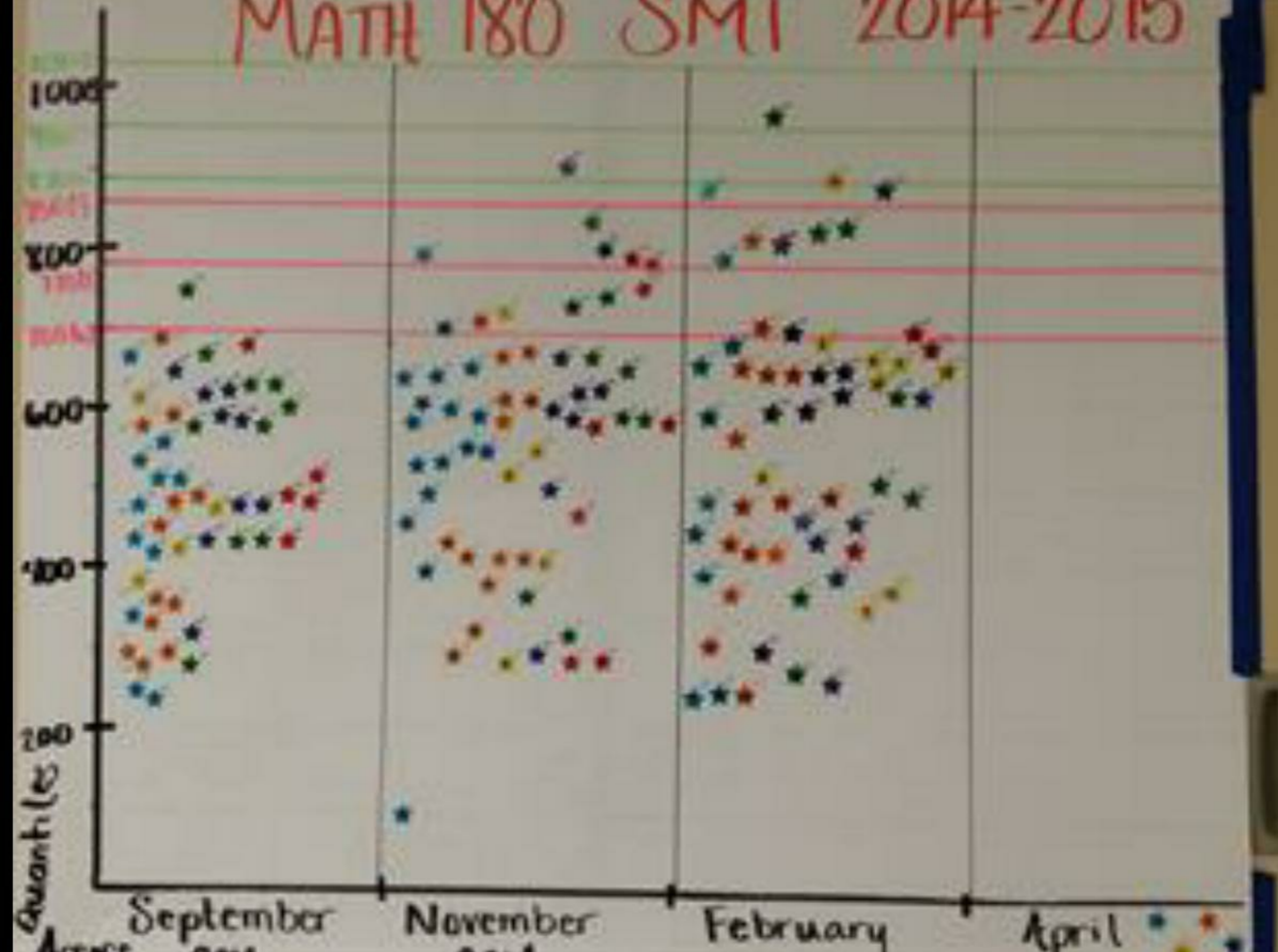


- We do our best
- We do fun
- We do questions
- We do math
- We do mistakes
- We do encourage
- We do 2nd chances
- We do assessments
- We do I'm sorry
- We do Thank You
- We do laughter
- We do cry
- We do working hard
- We do dreams
- We do reflect
- We do happiness
- We do growing
- We do learning
- We do praise
- We do kindness
- We do goals
- We do respect
- We do real
- We do love
- WE ARE FAMILY

In Our Classroom



MATH 180 SMI 2014-2015



Public Data

- **Visable**
- **Anonymous**
- **Purposeful and Revisited**

How do we break the pattern of academic failure?

- Change the way we teach
 - Change our thinking, change our language, change our mindsets
- Implement a comprehensive, multi-tiered intervention system
 - Screening
 - Progress Monitoring
 - Data-based decision making
 - Curriculum that best fits your students' needs
 - Do research
 - Look for more than just math
 - Avoid the shiny





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