


Walk To Learn Time (WTL) and At My Pace (AMP) Intervention Training

- A framework for organizing and using data
- A process of collecting data over a time for making decisions about efficiently matching student needs to instruction
- A collection of practices for the purpose of maximizing student learning
- The RTI process emphasizes increasingly differentiated intensified instruction/intervention in language and literacy.
- A model for systems change
 - Who needs help?
 - How many need help?
 - Plan and implement support.
 - Evaluate and modify support.
 - Review outcomes.



- As part of district-wide efforts to improve student achievement, all SLE students are given brief assessments, or universal screenings (ACADIANCE), three times per year (August, January, May) to measure their academic progress over time.
- Interventions (extra support) will be provided as needed to students who did not meet expected levels of achievement in reading.
- This system of providing intervention based on individual student needs is called Response to Intervention (RtI).
- RTI requires a dynamic, positive and productive collaboration among professionals with relevant expertise in professionals with relevant expertise in language and literacy.
- Success also depends on strong and respectful partnerships among professionals, parents, and students. 
- Tier 1 – CORE instruction
 - HUGE focus on EXPLICIT phonics instruction DAILY
 - Reteaching for mastery
- Tier 2 – Strategic intervention



- Small group instruction
- Differentiation, not just modification/reduction
- Tier 3 – Intensive intervention
 - Specific, targeted skills

- In order to dramatically improve reading achievement, approximately 400 kindergarten through third grade students will receive explicit and systematic phonics instruction daily for 30 minutes in small group settings.
- This intervention will be in addition to English Language Arts core curriculum.





- The Fairfax School District wants to ensure our students possess all the reading tools needed for grade level competency.
- For a large portion of our kindergarten through sixth grade students, *our data indicates well below grade level expectations in word accuracy*. This directly correlates to a deficit in foundational phonics skills.
- As part of the reading program, Shirley Lane Elementary will schedule Walk To Learn (WTL) time for every kindergarten through third grade student.
- During this time, students with deficits in phonics skills will receive daily phonics instruction by a teacher or instructional aide.
- This will include direct, explicit, systematic phonics instruction on specific skills needed as indicated by a phonics screener for intervention.

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- Instruction for each grade level will include a minimum of 10 instructional groups. We will follow an “all hands on deck” format, where all teachers in a grade level along with instructional aides will teach a skills based group.
 - Students will essentially “walk to learn” and will travel to their groups to receive specific skills instruction.
 - When the deficit skills have been identified for each student, they will receive prescribed instruction using purchased materials from the 95% Group and SIPPS.
 - These materials provide the specific skills on the phonemic awareness and phonics continuum that ensure current and future reading success.
 - Different modalities and learning styles will be addressed in each lesson through the materials identified above in order to ensure the needs of each student are being met in the most effective way possible.
 - For those students who do not need additional phonics instruction, grade level and enrichment activities will be provided by instructional aides during this time.
 - Each student will receive 2.5 hours of small group instruction each week from
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the middle of September through the middle of May.

- We expect to administer 8 At My Pace (AMP) instructional cycles during the course of the school year.
- Each AMP cycle will be 3-4 weeks long and will include an additional week for progress monitoring and re-teaching.
- Groups will be flexible and will change based on student progress every 4 weeks.
- Student progress will be documented and analyzed by teachers and administrators at the end of each cycle for regrouping and further instruction.

- Fairfax School District will assess each student in reading 3 times per year using the Dynamic Indicators of Basic Early Literacy Skills (ACADIANCE) assessment.

- The Beginning of Year ACIADIANCE assessment will be given the first week of September.
- Students who do not meet at-or-above grade level expectations will be further assessed using the Phonemic Awareness Screener for Intervention



(PASI) or Phonics Screener for Intervention (PSI) to identify specific skill deficits.

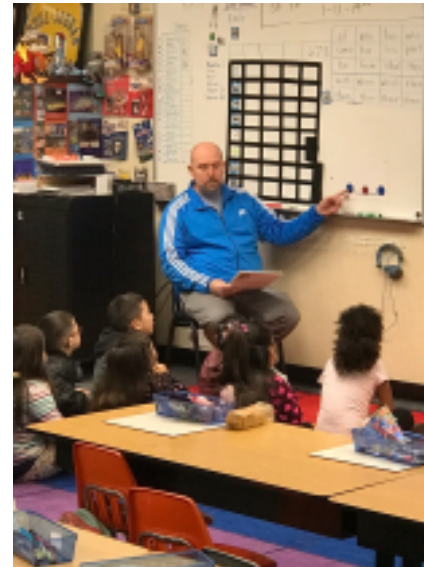
- The data collected will be used to place students into AMP groups and a 3 week cycle of instruction will begin.
 - Week 4 of each cycle will include a 1 minute per student progress monitoring assessment of the skills taught using portions of the PASI and PSI.
 - Using the progress monitoring data, students will be regrouped and the next WIN cycle will begin.
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- All grades in K-3 level during their WTL time.
 - After DIBELS is administered, data is analyzed, groups are formed.
 - Set groups for 3 weeks at a time.
 - Establish a cycle of inquiry for each 3 week setting.
 - Progress monitor and regroup during the



4th week.

▪ 4th PLC of each month will be COI reflection and data team where students will be regrouped into new groups.

- Kindergarten (9:00 – 9:30):
 - 3 classrooms
 - 5 aides, 1 reading specialist, 3 teachers = 9 staff members
- Kindergarten (11:40 – 12:00)
 - TOSA, Reading Specialist pull 10 students
- Kindergarten (12:00 – 12:25)
 - TOSA, Reading Specialist pull 10 students



3 classrooms – 75 students, 9 staff

- Letter recognition group (5 students)
- Letter recognition group (5 students)
- Letter recognition group (5 students)
- Phoneme Segmentation group (5 students)
- Blending group (5 students)

- Decoding group (10 students)
- Blending CVC words
- Decoding group (10 students)
- Blending CVC words
- Benchmark group (15 students)
- Benchmark group (15 students)

- 1st grade (8:20 – 8:50):
 - 5 classrooms

- 5 aides, 1 reading specialist, 5 teachers = 11 staff members
- 1st grade (12:55 – 1:20)
 - 3 staff members, 15 students
 - TOSA, Reading Specialist pull 10 students
 - One class distributes students and provides intervention for 5 students



5 classrooms – 120 students, 11 staff members

- Decoding group (5 students)
 - Blending CVC words
- Decoding group (5 students)
 - Blending CVC words
- Decoding group (5 students)
 - Onset/rhyme
- Decoding group (5 students)
 - Long vowels
- Decoding group (5 students)
 - Phoneme segmentation

- Benchmark group (18 students) ▪
- Fluency group (18 students) ▪
- Fluency group (18 students) ▪
- Advanced word study (21 students)

- 2nd grade (9:50 – 10:20):
 - 5 classrooms
 - 5 aides, 1 reading specialist, 5 teachers, 1 TOSA = 12 staff members
- 2nd grade (1:25 – 1:55)
 - 3 staff members, 15 students
 - TOSA, Reading Specialist pull 10 students

5 classrooms – 120 students, 11 staff members

- Multisyllabic words
- Advanced word study (20 students) ▪
- Complex sentence writing

- Decoding group (5 students) ▪

Blending CVC words Targeted Phonics)

- Decoding group (5 students) ▪

Blending CVC words (Targeted Phonics) ▪

- Decoding group (5 students) ▪

Phoneme Segmentation (PSF)

- Decoding group (5 students) ▪ Long vowels

- Decoding group (5 students) ▪ Long vowels

- Decoding group (5 students) ▪ Phoneme

- Fluency group (15 students) ▪

- 3rd grade (10:25 – 10:55):

- 4 classrooms

- 2 aides, 1 reading specialist, 4 teachers = 7 staff members

- 3rd grade (2:00 – 2:25)

- 3 staff members, 15 students

Comprehension group (15 students) ▪ Advanced word study (20 students) ▪ Multisyllabic words

- Advanced word study (20 students) ▪ Complex sentence writing



- TOSA, Reading Specialist pull 10 students
- One class distributes students and provides intervention for 5 students



4 classrooms – 100 students,

7 staff members

- Decoding group (5 students) ▪ Blending CVC words
- Decoding group (5 students) ▪ Blending CVCC words
- Decoding group (5 students) ▪ Compound words
- Fluency group (20 students)
- Comprehension group (20 students)
- Advanced word study (20 students)
 - Multisyllabic words
- Enrichment group (25 students)
 - Novel studies, writing projects



- Have the teachers part of the process
- Don't let your intervention students miss core time

