



Race Officials
Presenters
 Brandon Valley School District

Fred Assam Elementary


- Susan Foster – Elementary Principal
- Dawn Leenderts – Special Education Teacher
- Jen Van Dyke – Reading Specialist
- Erin Bisbee – First Grade Classroom Teacher

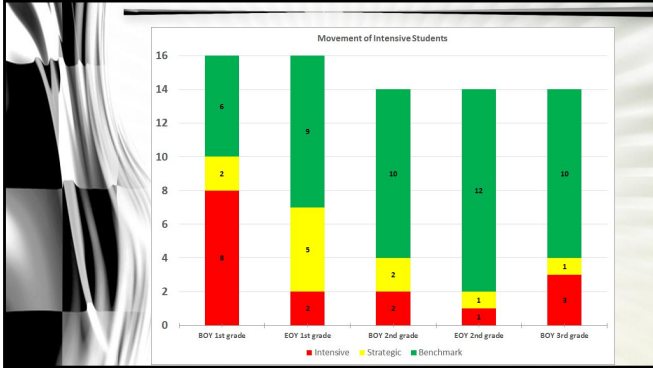
Valley Springs Elementary

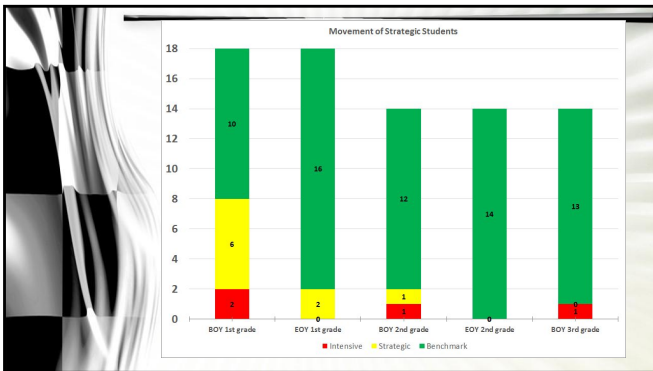
- Tanya Palmer- Elementary Principal/ Reading Specialist

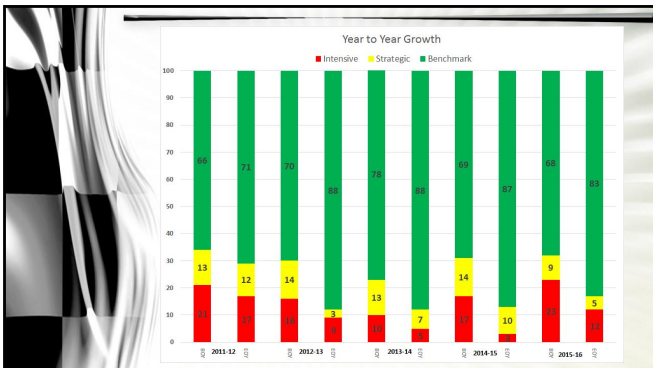
Engine Overhaul
Why Change RtI?

- Student population
- Closing the learning gap
- Student Learning Objectives (SLO)









Pace setters

Data sources

<ul style="list-style-type: none"> •EOY Kindergarten •DIBELS Next •Qualitative Reading Inventory-4 •CORE Phonics Screener •STAR Early Literacy Assessment 	<ul style="list-style-type: none"> •BOY First Grade •DIBELS Next •Developmental Reading Assessment •CORE Phonics Screener •STAR Early Literacy Assessment
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Pace setters

Data sources

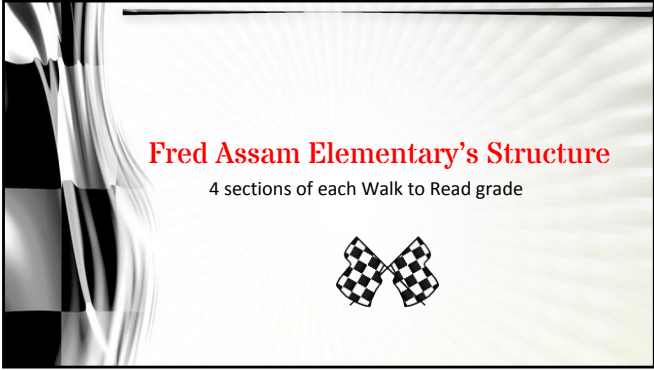
<ul style="list-style-type: none"> • BOY Second Grade •DIBELS Next •CORE Phonics Screener •STAR Reading Assessment 	<ul style="list-style-type: none"> • BOY Third Grade •DIBELS Next •CORE Phonics Screener •STAR Reading Assessment
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Starting Line-up


First Grade ELA Morning Schedule

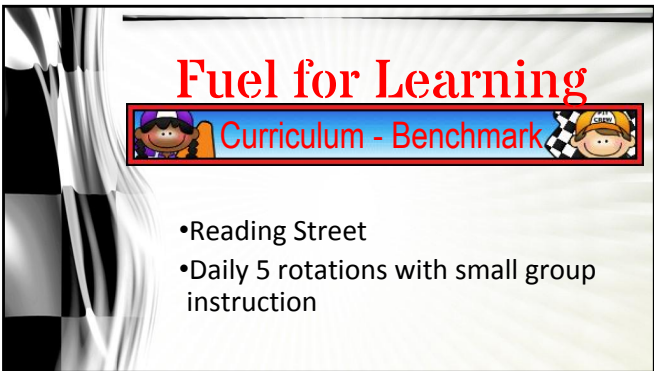
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- 8:10 – 8:30 – morning warm up
- 8:30 – 9:00 – phonics instruction
- 9:00 – 9:15 – recess
- 9:15 – 9:25 – transition to Walk to Read rooms
- 9:25 – 9:55 – whole group core instruction
- 9:55 – 10:55 – push-in small group instruction




Fred Assam Elementary's Structure
4 sections of each Walk to Read grade

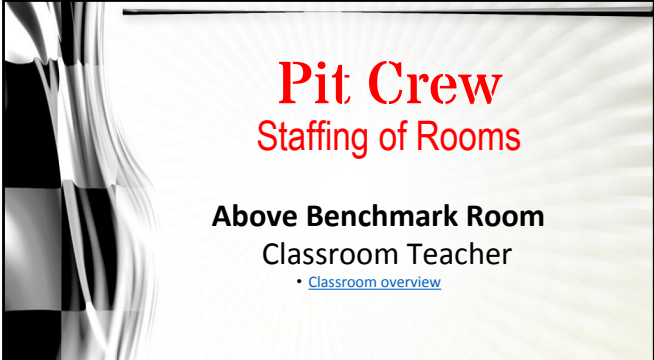




Fuel for Learning
Curriculum - Benchmark




- Reading Street
- Daily 5 rotations with small group instruction



Pit Crew
Staffing of Rooms

Above Benchmark Room
Classroom Teacher


- [Classroom overview](#)



Fuel for Learning

Curriculum - Benchmark

- Reading Street
- Daily 5 rotations with small group instruction



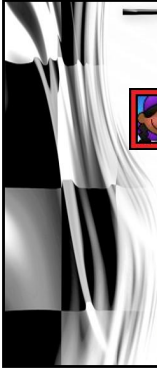
Pit Crew

Staffing of Rooms

Benchmark Room

Classroom Teacher
One Educational Assistant

[Overview of room](#)



Fuel for Learning

Curriculum - Strategic

- Reading Street
- SPIRE (Specialized Program Individualizing Reading Excellence)

The S.P.E.R.E. 10-Step Lesson
 Learn to apply a concept or skill in a new way to increase and bring critical use of learning with struggle students. For each concept there is an introductory lesson and one or more reinforcement lessons.

OBJECTIVE:

- All students learn to apply a concept or skill in a new way to increase and bring critical use of learning with struggle students.
- Students learn to apply a concept or skill in a new way to increase and bring critical use of learning with struggle students.
- Students learn to apply a concept or skill in a new way to increase and bring critical use of learning with struggle students.

STEP 1 Phonics Cards
 Students are introduced to a new concept or skill through a set of phonics cards. The cards are designed to be used in a variety of ways to reinforce the concept.

STEP 2 Phonological Awareness
 A set of phonological awareness tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 3 Word Building & Writing
 Students are introduced to a new concept or skill through a set of word building and writing tasks. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 4 Reading & Writing
 Students are introduced to a new concept or skill through a set of reading and writing tasks. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 5 Phonics
 A set of phonics tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 6 Reading & Writing
 A set of reading and writing tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 7 Social Studies
 A set of social studies tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 8 Phonics (Review)
 A set of phonics tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.


STEP 9 Reading & Writing
 A set of reading and writing tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.

STEP 10 Independent Work
 A set of independent work tasks is used to reinforce the concept. The tasks are designed to be used in a variety of ways to reinforce the concept.

Pit Crew
Staffing of Rooms
Strategic Room
 Classroom Teacher
 One Title 1 Teachers
 One Educational Assistant
 • [Overview of room](#)


Fuel for Learning
Curriculum - Intensive

- Reading Street
- My Sidewalks On by Reading Street
- SRA Reading Mastery Signature Edition
- SRA Reading Mastery Lesson Connections
- Lindamood-Bell LiPS Vowel Circle




Pit Crew
Staffing of Rooms

Intensive Room
Classroom Teacher -Reading Specialist
-Special Education Teacher - EL Teacher
[Overview of classroom](#)



Valley Spring Elementary's Structure
One section of each Walk to Read grade

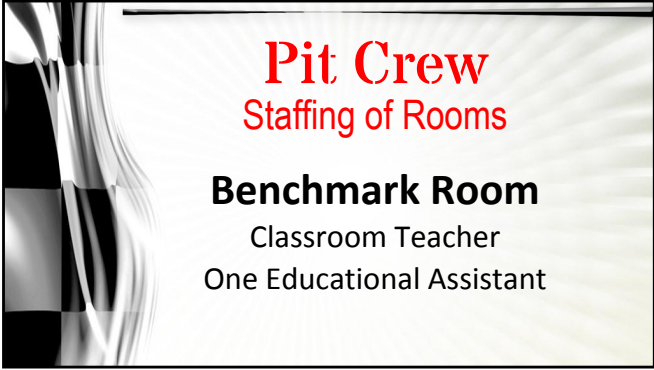




Starting Line-up
ELA Morning Schedule

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8:30-9:00 Phonics Instruction
9:00-10:00 Walk to Read for K-2 (Intensive)
9:00-9:30 Kindergarten (Strategic and Benchmark)
9:30-10:00 1st Grade (Strategic and Benchmark)
10:20-10:50 2nd grade (Strategic and Benchmark)



Pit Crew
Staffing of Rooms

Benchmark Room
Classroom Teacher
One Educational Assistant




Pit Crew
Staffing of Rooms

Strategic Room
Classroom Teacher
One Title 1 Teachers



Pit Crew
Staffing of Rooms

Intensive Room
Reading Specialist -Special Education Teacher
Special Education Educational Assistant-
General Education Educational Assistant



Parent Email

“ At one point Phin was not where he needed to be in his reading. Because of you, your staff, and the early detection, you changed the future for our little boy. I remember when Kevin and I thought we were going into a meeting for Phin's reading, turned out we were 2 people of a 13 person meeting. You took his reading, his potential and his future serious. More serious than we even realized until that day. Since he got the extra help, the encouragement and stayed with it, he has turned into a "reader".”



Contact Information

- Susan.foster@k12.sd.us (principal)
- Tanya.palmer@k12.sd.us (principal/reading specialist)
- Erin.bisbee@k12.sd.us (first grade teacher)
- Dawn.leenderts@k12.sd.us (special education teacher)
- Jennifer.vandyke@k12.sd.us (reading specialist)