



**SOUTH SIOUX CITY  
COMMUNITY SCHOOLS**

## WIN (What I Need) Time

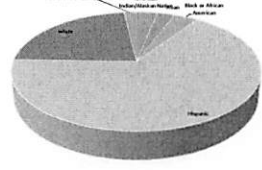
### A School Wide System of Intervention Designed to Meet the Needs of All Students

David Clausen [david.clausen@ssccards.org](mailto:david.clausen@ssccards.org)  
 Erica Somsky [erica.somsky@ssccards.org](mailto:erica.somsky@ssccards.org)  
 Tom McGuire [tom.mcguire@ssccards.org](mailto:tom.mcguire@ssccards.org)

## A Little Bit About Our School


- Total Student Enrollment - 847
- English Language Learners = 5.43%
- Free and Reduced = 69.89%

Student Membership by Race and Ethnicity



## 4 Guiding Questions of a PLC


1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't?
4. What will we do when they already know it?



Solution Tree, 2010

## Questions 1 and 2


1. What do students need to know and be able to do?
2. How will we know when they have learned it?




©2008 by Solution Tree. All rights reserved.  
 "Dennis Edwards doesn't understand multiplication in math the whole mathematics department, but Dennis Edwards understands multiplication. Now Dennis Edwards doesn't understand division..."  
 ©2008 by Solution Tree. All rights reserved.

## How We Have Responded to Questions 1 and 2:

- District committed to a consistent process for the prioritization and articulation of standards by PLC teams, led by a newly established Curriculum Council to build capacity
- District committed to an ongoing contract with Marzano and Associates with Jan Hoegh leading teams of teachers and administrators through the process for prioritization and articulation
- PLC teams developed proficiency scales aligned to priority standards
- District continuing the focus on assessment literacy for all teachers



SOUTH SIOUX CITY SCHOOL DISTRICT 5-12 Curriculum for English Language Arts 2013-14					
Students will learn and apply reading skills and strategies to comprehend text.					
				Vocabulary	When the Standard is Taught
1. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Knowledge (Students will understand)	Skills (Students will be able to)	Vocabulary	
2. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
3. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
4. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
5. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
6. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
7. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
8. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
9. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
10. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
11. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
12. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
13. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
14. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	
15. Students will read fiction, general academic, and content-specific texts at the appropriate reading level.	5, 6, 7, 8, 12	Skills (Students will be able to)	Skills (Students will be able to)	Vocabulary	

 <b>South Coast City Community School District</b>	
<b>Subject Area and Standard/Indicator Number: NECAT 1.7.1.s</b>	
<b>Topic: Profound, Surface, Factual</b>	
<b>Score 4.0</b>	<b>in addition to scores 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
<b>Score 3.0</b>	<b>in addition to score 3.0 performance, partial success at score 4.0 content</b>
<b>Score 2.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>• Demonstrate meaning of words through their parts, using knowledge of roots, prefixes, and suffixes to understand complex words</li> <li>• Demonstrate meaning of selected words using knowledge of roots and affixes</li> </ul>
<b>Score 1.0</b>	<b>Simple Actions:</b> <ul style="list-style-type: none"> <li>• Match prefixes, suffixes, and roots with meaning: I thought he was fluffy. Suffer. Run faster.</li> <li>• Supply additional words using knowledge of roots and affixes</li> </ul>
<b>Score 0.0</b>	<b>Student demonstrates no specific vocabulary, such as:</b> <ul style="list-style-type: none"> <li>• Prefixes, roots, affixes, etc.</li> <li>• Root, affix, etc. part, root, structure</li> <li>• Suffixes, stems, roots</li> </ul>
<b>There are no major errors or omissions regarding the language details and processes in this student:</b> <ul style="list-style-type: none"> <li>• None the meaning of each root and affix</li> </ul>	
<b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	
<b>Score 1.0</b>	<b>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</b>
<b>Score 0.0</b>	<b>With help, partial success at score 2.0 content and score 3.0 content</b>
<b>Score 0.1</b>	<b>With help, partial success at score 2.0 content but not at score 3.0 content</b>

## Questions 3 and 4

3. What will we do when they already know it?
4. What will we do when they haven't?

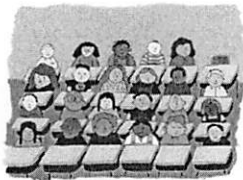


"At night Whitt's been demonstrating mastery of critical writing skills on the weight room wall."

Kallias &amp; Kallias 2006, 2007, all rights reserved.

### Previous Attempt at Intervention (or What Not to Do)

- Administrative-driven idea. Math scores were low so we planned building-wide interventions in Math.



### What we envisioned

# Reality



## Lessons Learned

- Take more time to plan
- Involve teachers in the planning process
- Learn from those who have successfully implemented effective intervention periods
- Identify clear goals
- Allow the experts to teach their content



## Recommendations from RtI Conference #1

- Ask staff some simple questions to assess readiness
- Do we believe that we can get all students to high levels of learning?
- What does high levels of learning look like?
- Building administration had planned to move forward but at conference, learned to slow down and involve staff



## Surveyed Staff



- Majority of staff thought we were ready
  - PLC teams had been working to identify guaranteed and viable curriculum as a solid foundation
  - Proficiency scales were being developed to help students who were proficient on priority standards
- Finding time during the school day was a priority
  - Many students were unable to attend interventions held before or after school. As a result, teachers were working with students over their lunch period.
- Assured staff of their opportunity to get involved



## Relevance of an intervention block from a teacher's perspective

- A teacher had seen RtI Time at another school during practicum assignment
- Had to give retakes during free reading time because after school didn't work. Getting retakes scheduled and done was crazy.
- At RtI conference, learned:
  - Each teacher is paid to teach – not paid to track students down
  - The difference between "will" and "skill" students



## Planning Committee Established

- Dave set "tight/loose" expectations.
  - Tight – We will have an intervention period during the school day next year
  - Loose – the length of the period, how many days, how we assign will be determined by the committee
- Volunteer committee members attended a different RtI conference with the intention to learn and begin planning
- Conference attendees presented to building staff upon their return



## Agenda Items for the Intervention Committee

- Teacher Expectations
- Student Expectations
- Attendance!
- Schedule
- Name of the Intervention Time
- Plan of Implementation in the Fall



## Pyramid of Intervention



## Benefits

Teacher

- Structure allows me to pull kids in and focus on what they need
- It doesn't matter if a student is "mine" or my teaching partner's; we are working on the same standards and support one another as we share students



## Student

- WIN time allows me to advocate for my learning
- I can get help from my teachers during the school day

## PLC Team

- Requires PLC teams to really focus on data – who is proficient and who is not
- Requires PLC teams to have similar pacing



### Example of WIN Schedule

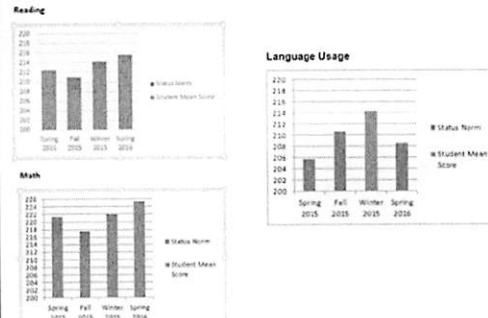
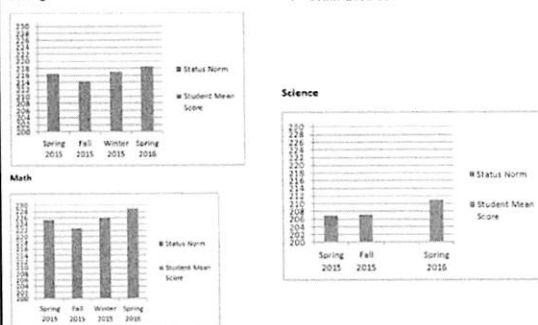
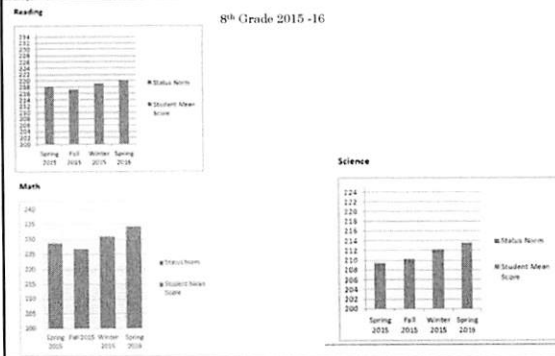
System		JANUARY 2015 PRIORITY LIST		Owner/Status	
Priority	Notes	System	Priority	Owner	Status
1	High	Human Error: Backup	1	DRM	Open
2	High	Human Error: Backup	2	DRM	Open
3	High	Human Error: Backup	3	DRM	Open
4	High	Human Error: Backup	4	DRM	Open
5	High	Human Error: Backup	5	DRM	Open
6	High	Human Error: Backup	6	DRM	Open
7	High	Human Error: Backup	7	DRM	Open
8	High	Human Error: Backup	8	DRM	Open
9	High	Human Error: Backup	9	DRM	Open
10	High	Human Error: Backup	10	DRM	Open
11	High	Human Error: Backup	11	DRM	Open
12	High	Human Error: Backup	12	DRM	Open
13	High	Human Error: Backup	13	DRM	Open
14	High	Human Error: Backup	14	DRM	Open
15	High	Human Error: Backup	15	DRM	Open
16	High	Human Error: Backup	16	DRM	Open
17	High	Human Error: Backup	17	DRM	Open
18	High	Human Error: Backup	18	DRM	Open
19	High	Human Error: Backup	19	DRM	Open
20	High	Human Error: Backup	20	DRM	Open
21	High	Human Error: Backup	21	DRM	Open
22	High	Human Error: Backup	22	DRM	Open
23	High	Human Error: Backup	23	DRM	Open
24	High	Human Error: Backup	24	DRM	Open
25	High	Human Error: Backup	25	DRM	Open
26	High	Human Error: Backup	26	DRM	Open
27	High	Human Error: Backup	27	DRM	Open
28	High	Human Error: Backup	28	DRM	Open
29	High	Human Error: Backup	29	DRM	Open
30	High	Human Error: Backup	30	DRM	Open
31	High	Human Error: Backup	31	DRM	Open
32	High	Human Error: Backup	32	DRM	Open
33	High	Human Error: Backup	33	DRM	Open
34	High	Human Error: Backup	34	DRM	Open
35	High	Human Error: Backup	35	DRM	Open
36	High	Human Error: Backup	36	DRM	Open
37	High	Human Error: Backup	37	DRM	Open
38	High	Human Error: Backup	38	DRM	Open
39	High	Human Error: Backup	39	DRM	Open
40	High	Human Error: Backup	40	DRM	Open
41	High	Human Error: Backup	41	DRM	Open
42	High	Human Error: Backup	42	DRM	Open
43	High	Human Error: Backup	43	DRM	Open
44	High	Human Error: Backup	44	DRM	Open
45	High	Human Error: Backup	45	DRM	Open
46	High	Human Error: Backup	46	DRM	Open
47	High	Human Error: Backup	47	DRM	Open
48	High	Human Error: Backup	48	DRM	Open
49	High	Human Error: Backup	49	DRM	Open
50	High	Human Error: Backup	50	DRM	Open
51	High	Human Error: Backup	51	DRM	Open
52	High	Human Error: Backup	52	DRM	Open
53	High	Human Error: Backup	53	DRM	Open
54	High	Human Error: Backup	54	DRM	Open
55	High	Human Error: Backup	55	DRM	Open
56	High	Human Error: Backup	56	DRM	Open
57	High	Human Error: Backup	57	DRM	Open
58	High	Human Error: Backup	58	DRM	Open
59	High	Human Error: Backup	59	DRM	Open
60	High	Human Error: Backup	60	DRM	Open
61	High	Human Error: Backup	61	DRM	Open
62	High	Human Error: Backup	62	DRM	Open
63	High	Human Error: Backup	63	DRM	Open
64	High	Human Error: Backup	64	DRM	Open
65	High	Human Error: Backup	65	DRM	Open
66	High	Human Error: Backup	66	DRM	Open
67	High	Human Error: Backup	67	DRM	Open
68	High	Human Error: Backup	68	DRM	Open
69	High	Human Error: Backup	69	DRM	Open
70	High	Human Error: Backup	70	DRM	Open
71	High	Human Error: Backup	71	DRM	Open
72	High	Human Error: Backup	72	DRM	Open
73	High	Human Error: Backup	73	DRM	Open

### Example of 6<sup>th</sup> grade Language Arts planning for WIN time



### Example of WIN time processes



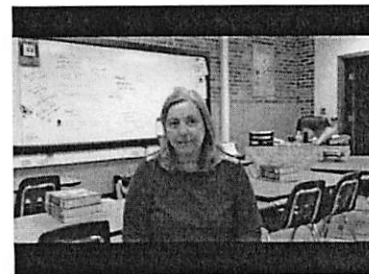
6<sup>th</sup> Grade 2015-167<sup>th</sup> Grade 2015-168<sup>th</sup> Grade 2015-16

## Our Advice to Others:

- From a 7<sup>th</sup> Grade LA teacher: Chill out. A lot of people were really nervous – worried about how this would go. Giving students this much freedom would be a nightmare. It will get there; the students cooperate.
- Worried that students would hide out in bathrooms.
- From Dave: Be willing to listen to staff and their wants and needs. It did not end up like I thought it would – it's better.
- From Tom: Stay consistent. As administrators, we go to PLCs and talk about it. Keep it out in front every week – not a directive, but asking what the plans are. We were concerned at the beginning that we didn't have much enrichment, but it has developed.
- From Director: Ask them to have a plan and purpose and support the required PD.



## What do we think now?



## References

Dufor, R., DuFour, R., Eaker, R., & Many, T. (2010). Learning by doing: A handbook for building professional learning communities (2nd ed., p. 219). Bloomington, Ind.: Solution Tree Press.

Buffum, A., Mattos, M., & Weber, C. (2012). Simplifying Response to Intervention: Four Essential Guiding Principles. Bloomington, In.: Solution Tree Press.

## WIN Time Activity

### • Reflection Questions

- 1. Do you think the staff at your building believes all students can learn at high levels? What steps do you need to take or have taken to get to this point?
- 2. What can you take from this presentation and use in your own school?
- 3. Do you have any questions for the presenters?

## Please contact us if we can help.

• South Sioux City Middle School 402-494-3061

- David Clausen [david.clausen@ssecards.org](mailto:david.clausen@ssecards.org)
- Erica Somsy [erica.somsy@ssecards.org](mailto:erica.somsy@ssecards.org)
- Tom McGuire [tom.mcguire@ssecards.org](mailto:tom.mcguire@ssecards.org)