



RTI AT WORK™ Success Story



MODEL PLC
SCHOOL

Windsor Central School District WINDSOR, NEW YORK

The Windsor Central School District enriched student learning and dramatically increased graduation rates by using the RTI at Work™ process to deliver systematic, targeted interventions.



Solution Tree

Windsor Central School District

WINDSOR, NEW YORK

► DEMOGRAPHICS

- › **1,592** students
- › **13%** Special education
- › **1%** English language learners
- › **2%** Hispanic
- › **2%** African American
- › **92%** Caucasian
- › **2%** Multiracial
- › **1%** Asian
- › **1%** Native Hawaiian/Pacific Islander
- › **0%** Native American

Windsor Central School District is located in Windsor, New York, a community of approximately 6,250 residents.

► CHALLENGE

Windsor Central School District, like others in upstate New York, was facing dramatic changes: The area population—and subsequently, school enrollment—was declining significantly. Poverty was dramatically gripping families and their students.

Windsor Central was ranked 13th out of 15 among districts in its region, when considering overall elementary and high school testing rates. Staff turnover was rampant. And a 78 percent four-year graduation rate for the district was not satisfactory either.

“Our staff was isolated, and it did not focus on student learning outcomes,” superintendent Dr. Jason Andrews said. “We were not really a desirable place for folks to go.”

Most importantly, students were not receiving the targeted support they needed to succeed beyond the K–12 classroom environment.

It was then that Dr. Andrews and Windsor Central’s staff knew it needed to act and take accountability for the learning of every student across its high school, middle school, and three elementary schools.

► IMPLEMENTATION

Windsor Central contributes its success with RTI at Work to the tools and strategies gained at Solution Tree events, as well collaborating with Solution Tree associates on staff conference days.

“They certainly helped to ensure that we were staying as focused, consistent, and adhering to the critical elements of quality PLC implementation over the course of many, many years,” said Barbara Phillips, Windsor Central’s director of learning and continuous improvement.

Windsor Central’s administrators and teachers also utilized key book resources, such as *Taking Action* and *Simplifying Response to Intervention*, to broaden their knowledge of RTI and inform decision making in the best interests of their students. These texts provided the staff at Windsor with the research-based, practical strategies and tools to apply to their own innovative, locally developed structures to meet the needs of diverse learners.

The Extended Student Contact Model, for instance, fostered multigrade-level collaboration between mathematics and ELA content experts, allowing students to have the same core content instructors for two consecutive years. The model, intentionally designed to deeply address the Four Critical Questions of a PLC at Work®, also provided instructors with the opportunities to build stronger relationships with students, families, and colleagues.

In addition, a team of Windsor educators was developed to serve as full-time Tier 3 interventionists to fill foundational gaps of elementary students performing in the bottom 3–5 percent of their peer group. The team now travels to all elementary buildings, with their time regularly adjusted based on the current need of elementary students across the district.

“We’re continually looking at how students are doing, so that we’re getting interventions to the kids who need the most, when they need it the most.”

—Barbara Phillips, Windsor central director of learning and continuous improvement



► RESULTS

With more than 15 years invested into PLC and RTI work, Windsor Central now boasts much to be proud of. The district now consistently ranks first or second in the region academically, despite having much starker poverty rates than its peers.

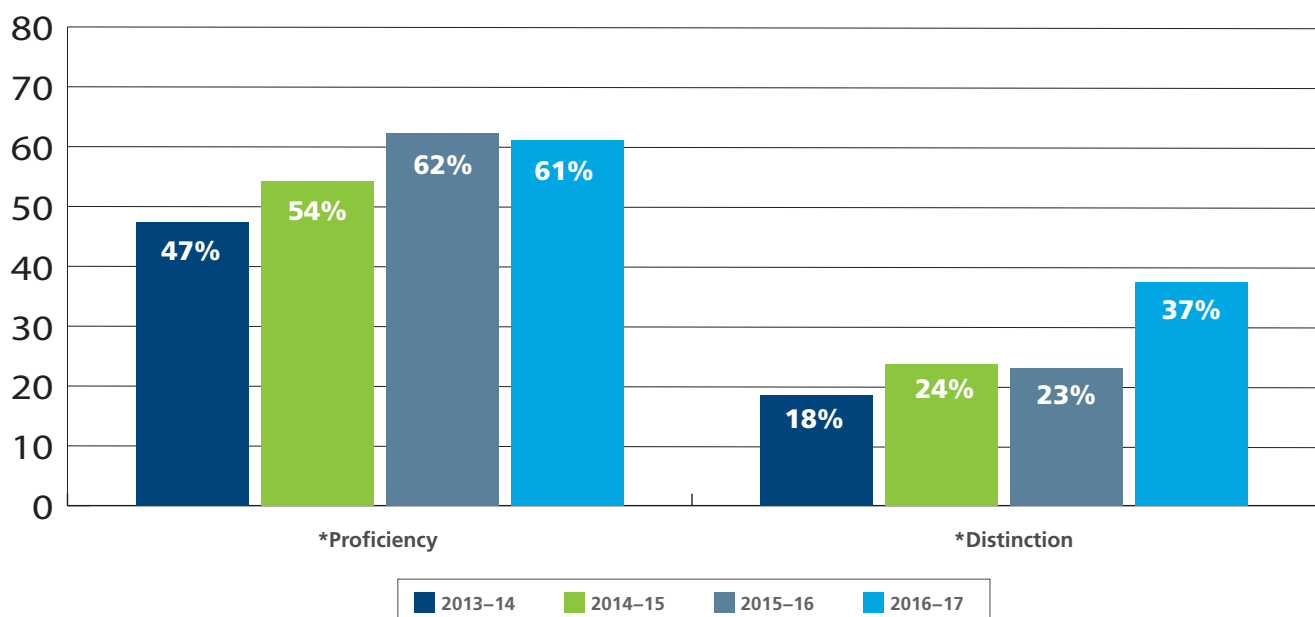
“To get to number one, that’s a story in and of itself,” Dr. Andrews said. “The thought, 15 years ago, is that it would be laughable that Windsor would be first in the region.”

But the district’s progress is no joke: after initially offering three advanced courses, Windsor Central High School now offers 34 such classes.

Windsor Central’s graduation rate is now a promising 95 percent.

“There’s been a whole lot of innovation. And part of that, from a cultural standpoint, is building that collective responsibility—truly getting to the ‘our kids’ (mentality) in our buildings across the district, across grade levels and between grade levels,” Dr. Andrews said. “We’re all responsible for all of their performance and their learning.”

4th Grade Math Performance Measures



* Proficiency: a score of three or four on a four-point scale

Distinction: a score of four on a four-point scale

Source: New York State Education Department



Start Your Success Story

You have a vision for change and improvement in your school or district. You want to see results in the classroom for the lifelong betterment of your students. Like many educators, you may be doing more with less, and you are always looking for ways to improve.

At Solution Tree, we share your vision to transform education to ensure learning for all, and we can help you make this vision a reality.

OUR PROMISE: No other professional learning company provides our unique blend of research-based, results-driven services that improve learning outcomes for students.

► Start your school's RTI at Work™ journey at SolutionTree.com/rti-at-work or call 800.733.6786 ext. 440