

Haleyville City Schools

Response to Instruction (RtI)

Implementation Plan

August, 2010

Response to Instruction (RtI) refers to an instructional framework that promotes a well-integrated system connecting general, gifted, supplemental, and special education services in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. RtI combines core instruction, assessment, and intervention within a multi-tiered system to increase student achievement and reduce behavior problems.

The RtI process requires the involvement of classroom teachers, parents, students (when appropriate), building specialists, (e.g., principals, academic coaches, special education teachers, ELL teachers, counselors, gifted teachers, speech therapists), and community service providers. The ultimate purpose of the RtI process is to enhance the success of students with a variety of academic and/or behavior needs, rather than solely determine whether a student qualifies for special education services. The effectiveness of RtI is maximized through a collaborative problem-solving approach to identify student needs and implement targeted interventions. Data are utilized to measure student progress as a result of the instruction, as well as to monitor intervention integrity.

The leadership of Haleyville City Schools recognizes the importance of transferring the focus of from philosophical understanding to actual practice. Support will be provided to teachers and extend throughout the implementation of core instruction, interventions, and the collection of appropriate data to assess student progress both academically and behaviorally. Each local school will devote time to implementation and maintenance of the RtI Model: time for data meetings, problem solving team meetings, and for development of action plans that identify continued professional development needs and procedures for continuation or changes in instruction. School staff will be trained to possess skills in the necessary instructional strategies and interventions as well as assessment tools focusing on screening, progress monitoring, and outcomes.

What is Response to Instruction (RtI)?

RtI integrates core instruction, assessment, and intervention within a multi-tiered system to maximize student achievement and reduce behavior problems. Through implementation of RtI, schools identify and monitor students at risk, use problem-solving and data-based decision making to provide research-based interventions, and adjust the intensity of interventions based on the student's response. Response to Instruction, at the classroom level, will provide data from which educators can make instructional decisions for individuals and groups of students. Given high quality decisions, RtI shows promise in supporting all students, especially those at risk of failing to achieve state performance standards.

What are the core principles of RtI?

- Students receive high-quality, research-based instruction by qualified staff in their general education setting.
- Use of a multi-tiered model of service delivery facilitates differentiated instruction and early intervening services for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

District Infrastructure

Central Office Leader

Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and tangible support for successful effort.

Principal

Know the Response to Instruction process and support the implementation through a vision of outcome-based service delivery and resources for successful implementation.

Building Level Data Specialist

Gather and organize data and provide coaching for data interpretation. Monitor and organize the problem-solving process. The functions of the data coach include the following:

- Gathers and organizes Tier I and Tier II data (in conjunction with general education teacher)
- Supports staff for small group and individual data collection
- Provides coaching/training for data interpretation
- Facilitates data meetings

General Education Teacher

Implement instruction and interventions with fidelity, evaluate, and identify students who are at risk and adhere to decision-making protocol adopted at the district and school level.

Special Education Teacher

Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Specialist and Support Staff

Collaborate with general education teacher to support core instruction and small group interventions and adhere to decision-making protocol adopted at the district and school level.

Problem Solving Team

Each local school will develop a Problem Solving Team (PST). This team may be made up of any or all stakeholders listed above. Parents may also be involved. Additional auxiliary members may be added. The function of this team will serve many roles. The PST will work collaboratively to monitor implementation of the tiered instruction model, assess the need for professional development, provide technical assistance and support to teachers, and most importantly discuss students who may be struggling behaviorally and/or academically. The discussions will examine the data and intervention decisions will be made accordingly. Problem Solving Teams may differ by grade/subject area. These teams will have a minimum of two scheduled meetings per month. More detailed descriptions of responsibilities will follow.

Parental Involvement

Meaningful and effective parental/family involvement is critical to student progress and required by both NCLB and IDEA. It is vital that parents be informed and involved at each step in the process. Regardless of whether the parent or the teacher initiated a concern, parent involvement should be facilitated throughout the process. The district should communicate the information obtained from progress monitoring to the parent each time the data are analyzed to make instructional decisions and/or at regular intervals. Parents should be actively engaged in all the decisions regarding adjustments to interventions and related changes to a student's curriculum.

Key Points to Remember:

- RtI is relevant and beneficial to all students, regardless of placement.
- RtI seeks to find out what specific instruction and interventions work best for your child.
- RtI does not override other rights under IDEA.

Tiered Instruction Model Process

What are the characteristics of Tier I?

Tier I instructional content is a research-based instructional practice based on the Alabama Course of Study for each specific content area and should include benchmark assessments of all students at least three times a year to identify need for intervention and ongoing progress monitoring. Ongoing professional development should equip teachers with necessary tools to ensure that students receive quality instruction. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. Tier I (or core) instruction is present at all three levels of the tiered model. Maximize instruction by offering each student more of the following:

- Repeated opportunities for practice and review
- Additional opportunities for correction and feedback
- Increased time on task, engaged in instruction and practice

- Drill, repetition, and/or practice review.

What should students receive in Tier I?

Curriculum and Instruction

Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80% of the students. All students should receive high quality research-based instruction that is delivered with fidelity utilizing a curriculum that is viable, rigorous, and standards driven. Tier I instruction should also include universal supports that are available to all students in both academics and behavior. Teachers should routinely use a variety of supports as soon as a student begins to struggle in their classroom. Strategies should include flexible grouping, differentiated instruction, re-teaching, and multiple opportunities for practice. Teachers may also adjust their method of instruction and provide additional support and/or accommodations. Tier I instruction should be well documented in the teachers' lesson plans.

Assessment

Assessment should include universal screenings and progress monitoring. Schools should have a process for reviewing all students' progress through central office level and building level universal screening tools. Universal screenings are administered to all students to determine their level of mastery of grade level standards. Examples of universal screening measures are letter naming fluency, comprehension, oral counting, number identification, and written expression. State assessments such as the Alabama Reading and Math Test (ARMT) and the Stanford may also be used as screening data for the following school year. Screening measures should provide an initial indication (baseline data) of which students are entering the school year at risk of academic difficulties, because they lack the development of critical academic and/or behavioral skills as well as students who have exceeded benchmarks and need more challenging curricula. This baseline data is the best indicator of that student's level of performance at the beginning of progress monitoring. Information gathered from these screening tools will allow teachers to differentiate their instruction based on what students already know and can do. Once the baseline has been established schools should create screening and progress monitoring data so that effective adjustments to instruction can be made. Communicating and interpreting student screening and progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

Universal screening data can take many forms, such as, but not limited to:

- Results of state mandated tests in English/Language Arts and Math, as well as other academic subjects from the students' previous years.
- Results of diagnostic tests
- Informal teacher assessments
- Report cards and other progress reports

- Attendance data
- Disciplinary records

New entrants should also be administered math and reading screening tests.

What are the characteristics of Tier II interventions?

Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support and usually take place in the general education classroom. Tier II interventions should begin as soon as possible after students have been identified through screening or benchmark assessments and should be monitored regularly. Materials and strategies should be specialized, research or evidence-based interventions that are based on the needs of the students needing the intervention and should also be aligned with Tier I instruction, and should include more opportunities for modeling, providing examples, corrective feedback, and student practice. Teachers can maximize instruction by offering each student more of the following:

- Opportunities for practice and review
- Opportunities for correction and feedback
- Time on task, engaged in instruction and practice
- Drill repetition and/or practice review
- Opportunities for completing tasks in smaller steps

Who receives Tier II intervention?

Tier II instruction has a two-fold purpose:

- To remediate skill or concept deficits of students who are not making adequate academic gains or have mild or moderate difficulties in the area of social competence.
- To enrich and enhance the education of students who have demonstrated proficiency in the benchmarks of the standards for a given discipline.

Students who receive Tier II services should account for approximately 15% of total students served. Teachers will be provided a checklist of classroom accommodations (see Appendix) and an intervention strategy flipchart. Students who consistently need Tier II instruction should be included on documentation forms attached. This will be a piece of data used to document various strategies and interventions to determine effectiveness.

Who makes the decision to provide Tier II intervention?

Teachers generally make the decision to provide interventions on this level. These decisions are made from both formal and informal assessments. In addition, Problem Solving Teams (PST) at each local school can suggest further interventions after considering data and other related factors during the by-weekly meetings.

Who provides Tier II intervention?

- General Education Teacher
- Specialized Teacher
- Special Education Teacher
- Paraprofessional

What should students receive in Tier II?

Curriculum and Instruction

Tier II intervention can take place inside or outside of the general education classroom. Remember, Tier II intervention is not a place. It is a service that is provided to students needing additional support in the core instruction. However, most Tier II will take place in the general education classroom.

Assessment

Assessments should be more focused, diagnostic in nature, and should be based on specific skill needs. Results should lead directly to intervention services. Once an intervention is in place, response to the intervention should be monitored regularly (i.e., bi-weekly or weekly). When selecting assessments at the Tier II level, the focus should be on identifying the specific skills that need work and how to best meet specific academic or behavioral needs. Discussion of student progress in Tier II should take place formally in team meetings as well as informally between the general education teacher and interventionist or specialized teacher.

Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

What does the decision making process look like in Tier II?

Problem Solving Teams at local schools will meet to discuss data and sources of interference for desired behavior/academic progress. Standard interventions based on needs identified by screening or progress monitoring data will then be recommended for Tier II. These interventions are intensive, short-term interventions that are shown through research to be highly effective with a majority of students and can be used with minimal analysis of the deficit skills.

Interventions represent instruction that benefits most students. This process is more likely to be used to prevent and/or correct less severe problems before they have the potential to establish disabling conditions. The standard interventions to be used will be the accommodation list

formerly provided to the Building Based Student Support team, along with the intervention strategy flipchart provided. While this list is exhaustive, it is not all-inclusive. See appendix for list.

How long does Tier II last?

Tier II interventions will take place for a minimum of 4 ½ weeks. At this point, the PST will meet to determine if interventions are working and should be continued, new interventions should be put into place, or the student should be considered for Tier III services.

What if Tier II is not enough?

Struggling learners who still have difficulty mastering grade level expectations after receiving Tier I and Tier II services should be discussed by the school-based PST. At this point, the PST may decide to proceed with Tier III intervention. The amount of instructional time is determined based on age, grade, subject, severity of deficit, etc.

What are the characteristics of Tier III?

Tier III interventions are designed for students who are not responding to Tier I or Tier II instruction and interventions. These interventions should be provided by a specialized teacher/program. Materials and strategies should be specialized research-based or evidence-based interventions based on the needs of the students who will receive the intervention. Instruction should include more opportunities for modeling, providing multiple examples and a wider range of examples, corrective feedback, etc.

Who provides Tier III intervention?

Tier III interventions should be provided and monitored by a teacher, counselor, special education teacher, or paraprofessional who is trained in a scientifically research based program.

Where can Tier III intervention be provided?

Tier III interventions usually take place outside the general education classroom (could be before or after school). This will also be based on severity of need.

What should students receive in Tier III intervention?

Curriculum and Instruction

Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available. A decision to move a student to Tier III interventions is determined by a Problem Solving Team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant). The interventions in Tier III are skill specific and should be delivered by someone highly skilled in that area. The interventions should increase in intensity and require smaller groupings for instruction. The specific nature of the intervention is based on progress monitoring data and/or diagnostic assessment information. These interventions are more likely to occur outside the general education classroom and will

require curriculum strategies that focus on accelerating learning. Scientifically research-based programs may be used to identify standards for which the student is not proficient. Once these have been identified, an individualized plan of instruction will be developed to target areas of weakness.

Assessment

The frequency of assessment should increase in Tier III. There is an extreme sense of urgency; therefore, the response to the intervention should be monitored more frequently. Diagnostic assessments should be given to provide a comprehensive look at the student's strengths and areas of need. Assessments should provide specific information on how to meet the student's instructional needs. Communicating and interpreting progress monitoring data occurs most easily through graphing student progress. The graph serves as a convenient performance record that can be easily understood by teachers, administrators, parents, and students.

What does the decision making process look like in Tier III?

Decisions regarding Tier III intervention services are determined by the local school PST and should be based on diagnostic assessments and progress monitoring. Plans should be made by the team to review student progress on a regular basis in order to make timely instructional decisions. When teams are discussing prescriptive interventions at Tier III, they should consider a reasonable target for the student within a specified period of time to implement the intense services. If the student is successful with the intervention and demonstrates sufficient progress the team may consider whether the student is able to move to Tier I or Tier II. If the student does not make sufficient progress in Tier III, the team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

- Usually involve interventions that are individually tailored to meet the student's learning needs.
- Often reserved for more persistent and atypical problems that might not be resolved by standard interventions.
- Requires analysis of the environmental/instructional conditions and skill deficits.

Students will receive a minimum of 4 ½ weeks of Tier III interventions. At this time, if improvement has been made, the student may be returned to Tier I and/or Tier II for continued support. The student could also continue Tier III interventions and be monitored further by the PST. If the student has not improved, additional interventions may be considered as well as referral for special education services. Unlike the BBSST, tiered intervention strategies may carryover from year to year.

Data Sources

Data sources will vary by school. Each local school will determine which data to base interpretations of student's need for and response to intervention. Data sources may include:

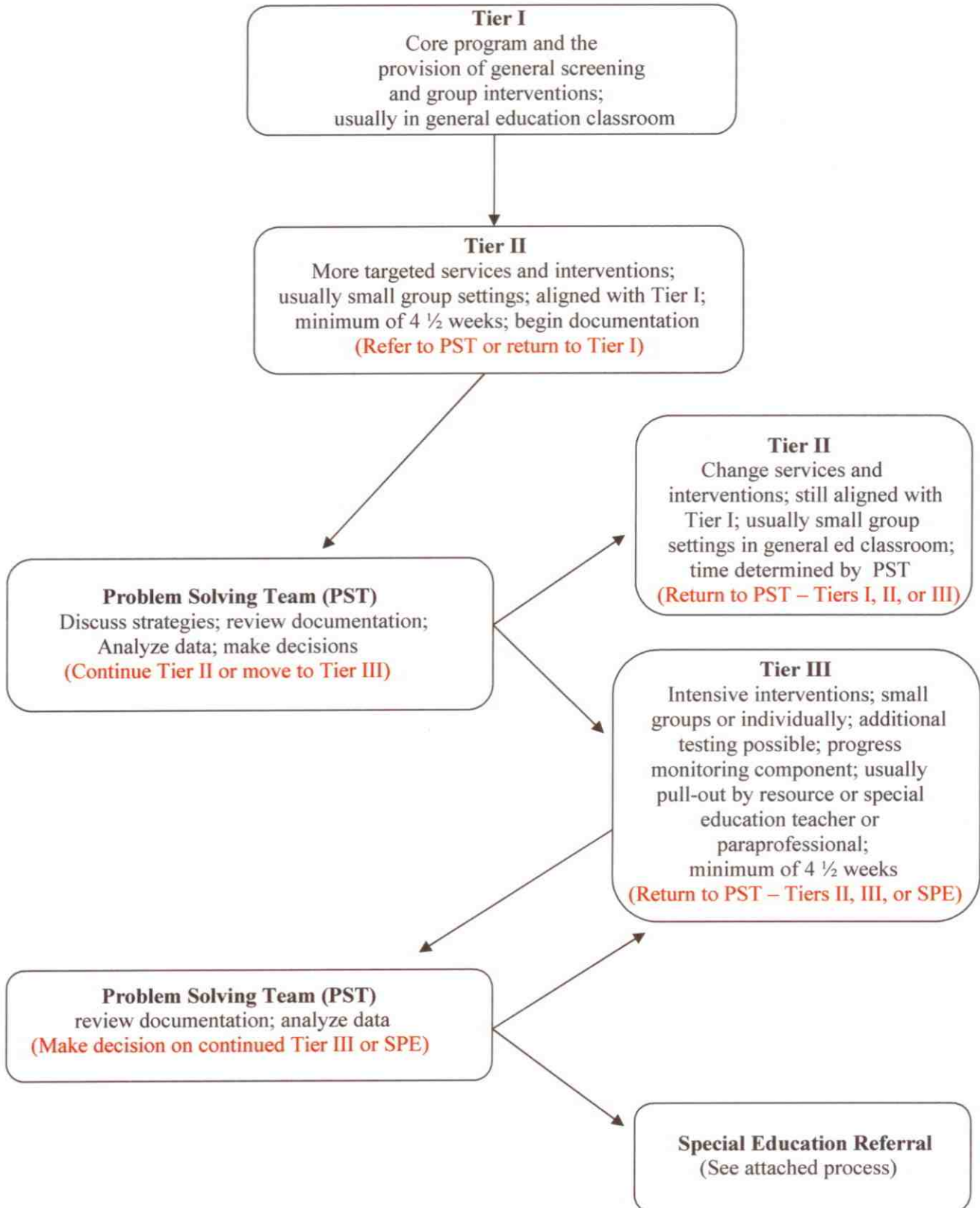
- Universal screening measures (e.g. DIBELS, RiverDeep, Compass Learning, etc.)
- Progress monitoring measures
- Classroom assessments
- Diagnostic assessments
- District-wide assessments
- State-wide assessments
- Informal assessments

Data from different sources are used to make decisions at different levels of instruction. For example, accountability assessment and universal screening measures may be used to assess the effectiveness of core instruction (Tier I). Progress monitoring measures may be used to assess a student response to supplemental instruction (Tier II and Tier III).

Appendix

Haleyville City Schools

RtI Flow Chart



*Red Text refers to possible actions at the end of each process.

PROBLEM SOLVING TEAM'S WORK AND RESPONSIBILITIES

The following responsibilities detail the work to be accomplished by the PST in assisting with the implementation of the RtI framework at the school level:

- 1. The PST ensures that academic and behavior screening data are gathered and utilized, as well as other important information to determine student needs for interventions and to verify the effectiveness of the school's Tier I instruction.**

Screening procedures should be time-efficient and have evidence of validity, reliability, and classification accuracy.

Students in Grades K-3

Generally, all students in grades K-3 should be screened in the academic areas of math and reading as well as behavior at the beginning of each school year. Additionally, their progress should be monitored through benchmark assessments conducted at midyear and at year's end. This data should be reviewed by the PST to make sure that each student who needs intervention is provided that intervention in a timely manner.

Students in Grades 4-12

Generally, screening for students in grades 4-12 may consist of a variety of options but should be consistent within the school system.

1. Schools may elect to screen all students using a procedure similar to that used with younger students.
2. Schools may elect to begin the screening process through a records review by examining performance on high stakes tests such as the Alabama Reading and Math Test (ARMT) combined with a review of attendance, grade or course failures, and other risk factors. If this initial records review screening process reveals that the student is at risk for academic or behavioral difficulties, the screening process should conclude with administration of a scientific, research-based screening procedure in the areas of suspected difficulty.
3. A third screening option for grades middle and high schools may be to screen all students as they enter the school (i.e. entering 6th grade students in a grade 6-8 school and 9th grade students in a grade 9-12 school).

2. The PST ensures that tiers of scientific, research-based instruction and intervention are provided with consistency.

The consistent provision of scientific, research-based instruction and tiers of intervention is a key element of the RtI framework. The PST's review of data from screening, benchmark assessments, and progress monitoring will provide initial information about the effectiveness of instruction and interventions. Administrators should also be collecting and maintaining information through walkthroughs and observations that may be used to evaluate the environment in the classroom and to document consistency of the school's implementation of scientific, research-based instruction and interventions.

3. The PST ensures that decisions to move students through the tiers are made with consistency based on the school system's established criteria.

The school system should develop criteria or decision rules which are used consistently in all schools throughout the system to determine the student's need for initial intervention, for movement into more or less intensive interventions, and for dismissal from interventions. Generally, decision rules are based on data derived from screening procedures, benchmark testing, and progress monitoring. For example, a school system may decide that Tier II math interventions should be considered for any student who scores below the 25th percentile on the math screening measure.

Examples of criteria or decision rules used to determine the student's need for initial intervention could include (but are not limited to) the following:

- All students who score below the 25th percentile on any component of the screening measure will be considered for Tier II intervention in the identified area of need.
- All students who score below the 10th percentile on any component of the screening measure will be considered for Tier II intervention in the identified area of need.

Examples of criteria or decision rules used to determine the student's need for movement to a more intensive level of intervention could include (but are not limited to) the following:

- If the student progress monitoring data reflect 4 or more consecutive data points indicating no improvement, the PST should begin to discuss the need to intensify or alter the intervention.
- If the student progress monitoring data reflect less than 50% of the goal-based rate of improvement (ROI) after at least 8 weeks of intervention, the PST should consider the need to intensify or alter the intervention.

