



RTI PLAN 2016-2017

RTI TEAM:

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What is RtI?

RtI stands for Response to Intervention. It is a school-wide, systematic process of interventions designed to prevent school failure. This comprehensive service delivery model is designed for general education students who are having difficulty with the general core curriculum or maintaining appropriate school behavior. A building-based team provides intervention, support and monitoring of students' academic, social-emotional and behavioral needs. Although not required, parental involvement is an important element of the program. The main goal is to prevent school failure by delivering research-based interventions and using students' responses to these interventions to determine instructional needs. Special education can be a product of this process but is NOT the primary goal.

I. Vision Statement

We believe...

- All students can learn if provided appropriate research-based curriculum and instruction, time and support.
- Early intervention is the key to prevention of failure.
- Collaboration and use of a problem-solving model is an effective method for decision-making.
- Educational decisions should be made based on data collected through screening, progress monitoring, diagnostic testing and teacher input.
- Use of a multi-tiered model for interventions provides students with appropriate individualized educational support.

II. Outcomes

- Students progress through interventions and are successful again in the core curriculum.
- Students who are not successful after intense interventions or require intense interventions to be successful for an extended period of time will be referred for services through a 504 plan or special education. Parents may request testing from special education at any time during the RtI process but placement in special education may not be made for learning disability or behavioral issues without going through the RtI process. (Students with speech or cognitive concerns are directed immediately for special education referrals.)

NOTE: ISBE document – Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention Framework: A Guidance Document (p. 17) states: "A student may be found eligible for special education even if he demonstrates adequate progress and reduces discrepancy between his or her performance and the performance of his peers... if the team determines that progress is only possible when the student has been provided and continues to need curriculum, instruction or environmental conditions that are significantly different from general education peers and of the intensity and type that exceed general education resources."

III. Objectives

- 100% of students requiring assistance will be provided appropriate interventions.
- Data will be recorded on all students entering RtI.
- 90% of students entering RtI will successfully return to the general education curriculum or will make appropriate gains with continued RtI support.

IV. Procedures for Implementation of the Three-Tier Model (Referral Procedures & Decision –making Rules)

• Tier 1

A. Data from i-Ready, reading specialist, classroom teacher's running records, or school wide behavior application is analyzed by grade level RtI teams to determine effectiveness of core curriculum for students periodically and/or after fall, winter and spring benchmarking.

B. If 80% of class meets grade level academic benchmarks, Tier 2 interventions of extra time and small group support are put in place for remaining 25% or less. (Performance will be considered with data)

C. If less than 80% meet academic benchmarks, core curriculum changes or additions need to be made at Tier 1 level for a minimum of 6-8 weeks. Teachers should collect data to determine if changes to the core curriculum have been effective.

D. If 75-80% of the class meets grade level academic benchmarks after core curriculum changes, Tier 2 interventions are begun with the remaining 25% or less

- **Tier 2**

A. Teachers meet with the Rtl team to review data, discuss progress & determine changes for interventions for students below benchmark. Teachers will identify area(s) of concern & interventions. Interventions will be research based and may include small group instruction, computer software instruction in deficit area, behavior plans or social work.

B. Baseline data may be collected for students in Tier 2 on a monthly basis.

C. Students may remain in Tier 2 for up to 12 weeks if they are showing progress. If they are not progressing within 8-12 weeks or remain in the bottom 10% of national norms, the teacher should refer the student to the problem-solving team for Tier 3 interventions.

D. Teachers should provide copies of strategic monitoring information to parents during parent teacher conferences or throughout the year as needed.

- **Tier 3**

A. If students are not responding at Tier 2, the Rtl team will meet to select more intensive, research-based interventions to be implemented in addition to the Tier 2 interventions. These interventions may include: double-up reading or math classes, 1:1 – 1:3 assistance from the Rtl Interventionist with research-based interventions, time in an after school intervention program, summer school, or counseling.

B. Parents will be notified by meeting notice of Tier 3 meetings and are invited to attend.

C. Further diagnostic testing to determine specific areas of weakness may be performed at this time to assist the team in selecting appropriate interventions.

D. Progress continues to be monitored monthly for 8-12 weeks to see if the student is progressing.

E. If the student is not progressing after 4 weeks; the team may change the intervention & monitor progress for another 6-8 weeks.

F. If after 8-12 weeks of Tier 3, the student is not responding to intensive interventions and still remains in the bottom 10% of students using national level norms or continues to have behavior and/or social emotional issues, the team will consider referral to Franklin/Jefferson Special Education to determine eligibility.

V. Screening & Progress Monitoring Plan

- Kindergarten through 5th grade students will be screened for reading, math and writing using i-Ready three times a year (fall, winter, spring)
- Teachers may also use running records from the Reading Street Curriculum to monitor reading fluency.
- The Connor's Scale and/or Time on Task observations will be used to identify focusing and hyperactivity issues.
- Data from PARCC, IXL, SRA, and Lexia will also be used to make decisions.
- Office referrals & attendance records will be used to screen for other specific behavior issues.

VI. Curriculum Intervention Plan

Tier 1- Core Curriculum

A. Reading: Reading Street K-5, 400-450 minutes per week or 85-90 minutes per day, Lexia and SRA 60-75 minutes per week.

B. Math: My Math K-7, Agile Mind 8th 55-60 minutes per day, Grades 1-5 50 minutes per week with Rocket Math for math facts.

C. Behavior: School Wide Behavior Plan, 15-20 minutes weekly instruction and modeling

Tier 2- Targeted Group Interventions

A. Extra classroom assistance- Core Intervention materials / re-teaching curriculum

B. 60-90 minutes a week of small group instruction added in deficit area

C. Use of computer software program in deficit area 1-2 times a week

D. Individual behavior plans for behavior issues

E. Social work

Tier 3 – Intensive, Individualized Interventions

A. Further testing to identify specific skill area deficits

B. 60-90 minutes per week increase in instruction in deficit area in addition to Tier 2 time with Rtl interventionist (1:1 – 1:3)

D. Use of research-based interventions:

E. After School Intervention Program/Tutoring 5-8 (3 x a week – 2 hours day / October – March)

G. Counseling services

H. Summer School

VII. Roles & Functions of the Problem-solving Team

- Rtl Team Assigned Roles: Team Coordinator (schedules, organizes, maintains paperwork, works with teachers to plan interventions & be sure integrity of interventions are upheld), Facilitator (run meeting & be sure problem-solving steps are followed, keeps time), Record Keeper (record, copy & disseminate meeting notes), Education Resource (provide information for appropriate interventions, testing, etc.), Referring Teacher (give input & provide data) & Parent (provide input)
- Rtl team members will be assigned case loads of specific students. Each student will be monitored and data will be analyzed and brought to each meeting. Intervention suggestions and student data will be discussed. Assigned team members along with the principal, classroom teacher and interventionists will discuss an individual educational plan for each student case.
- Rtl team meetings will be held as needed to work on implementation of the building plan, communication to internal & external publics & for meetings on individual students in Tier 3
- The Rtl building team will provide resources & support to staff (resource kit, professional articles, etc.).
- Files will be kept in the principal's office.

VIII. Target Population

- Students below 75% benchmark (i-Ready)
- History of low grades
- Behavior issues
- Attendance issues

- Lack of homework completion / support at home
- Low test scores in i-Ready/PARCC
- Past retention at a grade level (Note: When a child is retained the child's current grade level and norms are used to determine gaps and rate of progress)

IX. Building Resources

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| • General education staff | • School Psychologist |
| • Special area staff (music, library, reading specialist) | • School Social worker |
| • Special education staff | • Speech Pathologist |
| • Support staff | • Parents |
| • Title 1 | • Volunteers |
| • Principal | • Computer programs |

X. Parent Involvement

- All parents receive information on Rtl including; a letter from the principal and a brochure at registration &/ or at parent teacher conferences in the fall and Z-R Gradeschool Website
- Parents will be contacted regularly throughout the process & informed of intervention & progress (letter & data graphs).
- Parents should become part of the problem-solving team in Tier 3. Active participation is encouraged. If a parent is unable to attend, copies of the team notes will be sent home.

XI. Evaluation of the Program

The following data will be collected to assess effectiveness of the program:

- number of students in Tier 2
- number of problem solving referrals for Tier 3
- number of problem solving referrals which result in referral to special education
- number of referrals determined need for special education services
- individual performance data
- parent involvement

XII. Affirmation Statement

The team will remain student-focused making the best possible decisions in each individual case. Participants will follow the problem-solving steps to make decisions. Interventions and data collection will be implemented with integrity. The team will make its best effort to involve parents in the process and provide support for students with research-based curriculum & interventions.

Tasks

- Communicate with internal & external stakeholders (website link, staff presentation, school board presentation)
- Select & purchase materials for a research-based library & train staff to use
- Create triangle tier model of interventions
- Use assessment frameworks to check curriculum alignment
- Train staff on i-Ready
- Identify personnel, resources, funding needs for Title I coordinator