Response to Intervention (RtI) Guide

Oconto Falls School District
Elementary Level (4K-5)

Updated 7/28/2014

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Purpose of this Document

This document will assist the Oconto Falls School District Administration, Teachers, Staff and Parents with understanding and implementing our district's Response to Intervention (RtI) framework for grades 4K-5. This manual is intended to provide guidance for implementation of RtI, but RtI is a process that will continue to evolve.

Oconto Falls RtI Belief Statements and Guiding Principles

- All Children can learn and all Children can make progress.
- Our RtI framework starts with a strong core instruction that is differentiated to student needs.
- Our RtI system is based on data at all tiers for all students (including multiple data points, which correspond to teacher observation).
- An intervention plan includes supports provided in Tier I, along with supports at Tier II and/or Tier III level.
- We believe it is best practice to keep Tier II interventions in place when adding a Tier III intervention. A Tier III can replace a Tier II intervention if that is best for a particular student.
- Progress Monitoring Data is essential for determining a student's response to the intervention.
- We want to have students secure in their skills before removing an Intervention.
- Fidelity of instruction, interventions and progress monitoring is a basic foundation of RtI.
- Our goal is to maintain communication with parents throughout the RtI process.

Roles and Responsibilities

Building Principal

- Have the big picture understanding of the RtI process and identify key staff to answer parent or teacher questions.
- Support and Monitor grade level collaboration around Tier I instruction.
- Allow time for collaboration and professional development to support all levels of RtI.
- Continue to support a schedule to allow for Tier II and Tier III interventions for students.
- Participate in grade level data meetings.
- Continue to align RtI practices with SAGE, PALS, and report cards.
- Communicate to parents about the RtI process in personal communications and in writing.
- Help problem solve with parents, teachers, or other staff when difficulties arise within the RtI system.

Pupil Services Director

- Have the big picture understanding of the RtI process in the OFSD.
- Support pupil service staff involvement in the RtI process.
- Support funding, if possible, for Tier III interventions.
- Provide supervision and collaboration time for special education teachers and regular education teachers to collaborate around student progress in interventions.

Regular Education Teachers

- Be knowledgeable about the OFSD RtI process for their grade level.
- Communicate with parents regarding their knowledge of RtI for their grade level.
- Deliver core curriculum with fidelity.
- Differentiate core curriculum in all areas to meet groups of students' needs and individual student needs.
- Provide Tier 1 interventions.
- In special circumstances provide Tier 2 Interventions and gather progress monitoring data.
- Administer grade level benchmark assessments.
- Collaborate with grade level teams and specialists around students who are receiving intervention, as well as students who are exceeding benchmarks.
- Provide enrichment for students well above benchmark.

Title I Teachers or Reading/Math Support Teachers

- Be knowledgeable about the OFSD RtI process for the grade levels they support.
- Communicate with parents regarding the supports they are providing in writing and at parent/teacher conferences.
- Deliver Tier 2 interventions and Tier 3 interventions.
- Progress monitor students receiving interventions.
- Assist in gathering benchmark data.
- Collaborate with regular education teachers or special education teachers regarding students they share.

Special Education Teachers

- Be knowledgeable about the OFSD RtI process for grade levels they have students.
- Communicate to parents regarding interventions for students they are supporting.
- Deliver instruction and intervention to identified special education students.
- Progress monitor students who are receiving intervention.
- Collaborate with regular education teachers regarding the students they share.

Reading Coordinator/Title I Coordinator/Intervention Specialist

- Schedule data meetings and benchmark assessments for grades 4K-5.
- Research interventions and support staff in delivering interventions with fidelity.
- Provide diagnostic reading assessments if needed to help target interventions and share this information with parents.
- Provide Tier 3 interventions.
- Progress monitor the students they are providing Tier III interventions.
- Continue to align RtI practices with SAGE, PALS, and report cards.
- Coordinate Title I programming for Tier 2 and Tier 3 students, including Title I budget.

School Psychologist

- Be knowledgeable about the OFSD RtI process.
- Provide diagnostic assessments for math or written language, as appropriate, to help target interventions in cases where the team is not sure where to target interventions.
- Share these evaluations with parents and staff.
- Progress Monitor Tier III students who are identified by the team.
- Provide Tier III interventions, as appropriate.
- Help maintain the use of Aimsweb as a tool for progress monitoring.
- Research and share information regarding research based interventions and assessment tools.

Intervention Paraprofessional

- Provide Tier III interventions to identified students under the supervision of the Reading Coordinator and School Psychologist.
- Progress Monitor Tier III students who they are providing interventions, as well as other Tier III students identified for that person to progress monitor.
- Support Benchmark Assessments by entering data for grade levels and preparing these materials for grade level meetings.
- Take notes at grade level meetings to document discussions and student's identified for intervention.
- Support maintaining RtI binders for all grade levels.

Parents

- Read information that is sent home regarding the RtI process.
- If they need clarification or have questions, parents seek out the principal or teachers for more information.
- Support and demonstrate strong attendance at school.
- Support students at home by reviewing homework, providing time/space for practice at home and maintaining communication with school about their child.

Overview of Tier I, Tier II and Tier III Instruction/Intervention

Tier I – Core Instruction and Intervention - This level of instruction is what all students receive. 80% or more of students should respond to this level of instruction within the general education setting.

Tier I Instruction is:

- A core curriculum delivered with fidelity.
- Differentiated learning activities (e.g., mixed instructional grouping, using of learning centers, peer tutoring) to address individual needs
- Accommodations to ensure all students have access to the instructional program.
- Universal screening determines current functioning and progress monitoring for Tier I students.
- Students not responding to instruction based on classroom based assessments should begin receiving a Tier I Intervention, implemented by the classroom teacher.
- A Tier I intervention is a plan or program in place to help increase student growth that is consistent and increases the amount of instructional minutes for that student within the general classroom.
- T**ier I Assessments – Benchmark Assessments or other formative assessments**
- **Tier I Parent Notification – Report Card**

Tier II – Selected Level of Interventions This level of instruction must be done in addition to the core instructional time. This type of intervention should be effective for about 15% of students who are not meeting benchmark.

Tier II is:

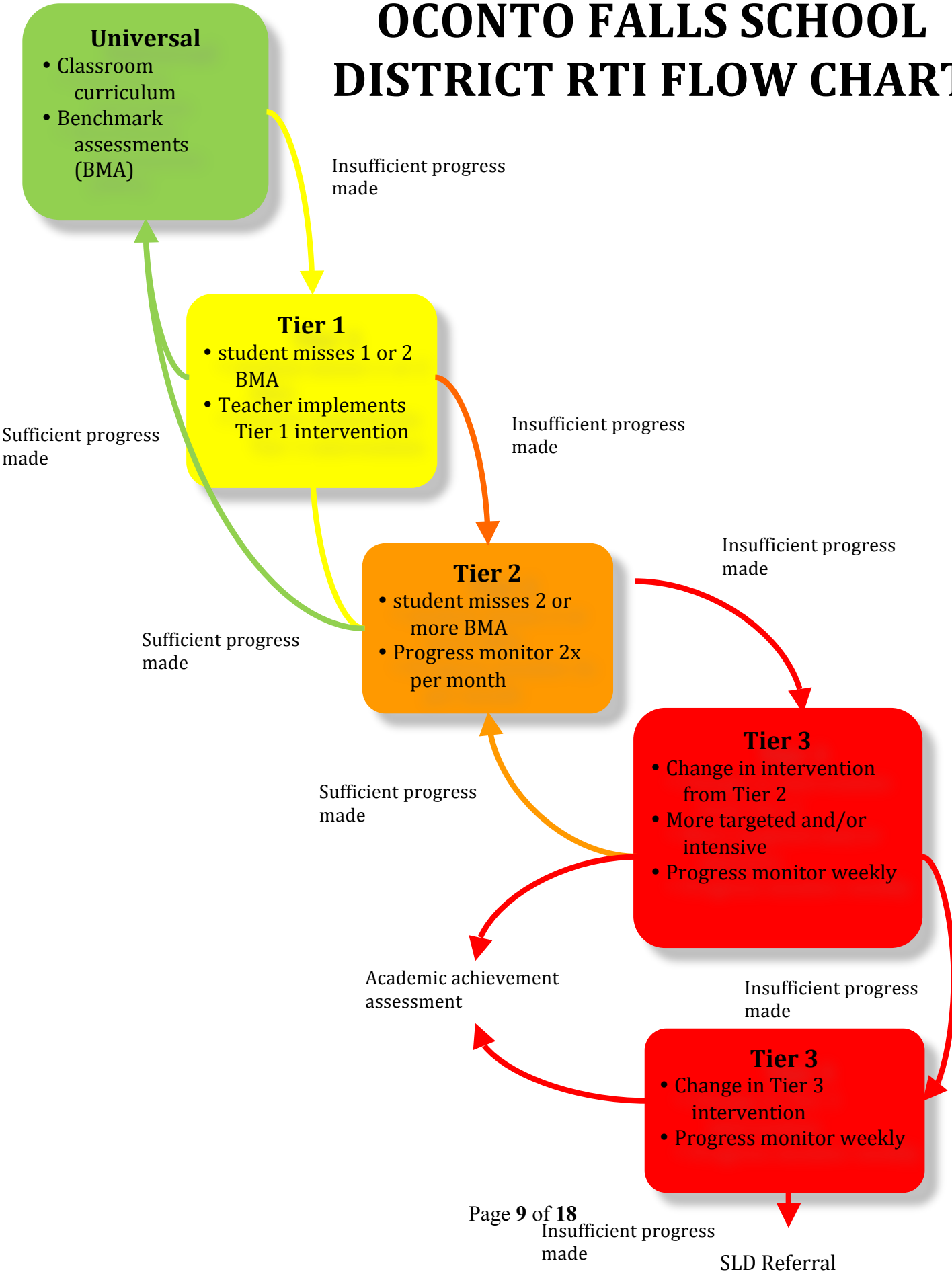
- Typically done within a small group of no more than 5 students.
- Often additional, pull-out instruction for 20-30 minutes, 3-5 times per week by a Title I teacher (OFES) or Academic Support Teacher (Abrams).
- Offered to students who qualify for Title I services (OFES) or academic support services (Abrams).
- Offered to students who are identified at grade level data meetings to be missing 2-3 pre-determined benchmarks on benchmark assessments after Tier I interventions have been implemented.
- Offered to students missing 3 benchmarks, before or after Tier I interventions are documented.
- **Tier II Assessments – Monthly or Bi-monthly progress monitoring**
- **Tier II Parent Notification – Letter from Title I or Academic Support Program indicating area of support and contact information.**

Tier III – Targeted Level Intervention - This level of intervention will be in addition to the universal level of instruction and in most cases would also be in addition to Tier II interventions. This type of intervention would be needed for about 5% of students, including special education students.

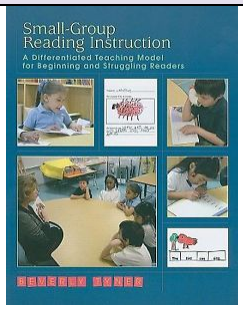
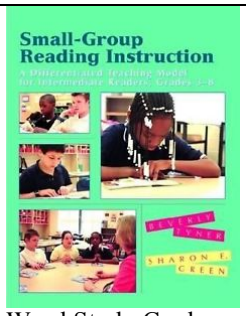
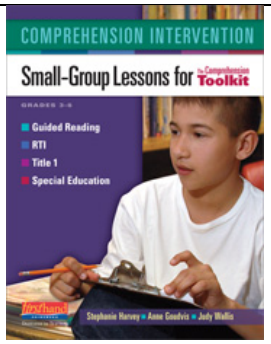
Tier III is:

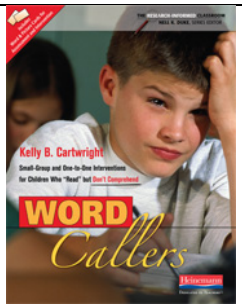
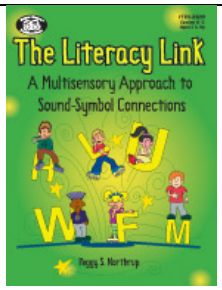
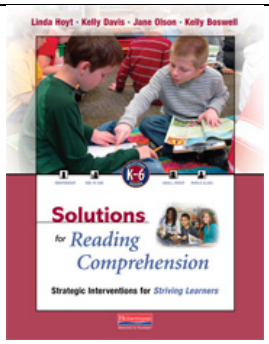
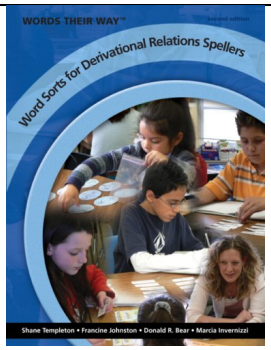
- Implemented with individuals or small groups of students,
- Focused on single or small numbers of discrete skills. Diagnostic testing may be needed to identify specific areas of need.
- Provides substantial numbers of instructional minutes in addition to those provided to all pupils.
- **Tier III Assessments – weekly or more frequent progress monitoring**
- **Tier III Parent Notification – Can be done at a parent meeting, via phone or in writing with area of support needed and contact information.**

OCONTO FALLS SCHOOL DISTRICT RTI FLOW CHART



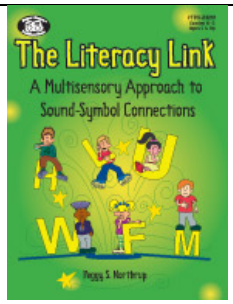
Tier 1 Literacy Interventions

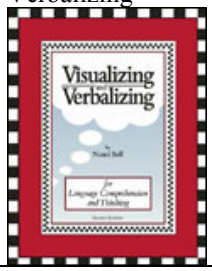
Grade Level	Program Name	Literacy Target Area	Time Needed	Who can do?	Availability	Location
5K-2nd		Comprehension Fluency Phonics Phonemic Awareness	(Additional)15 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Classrooms
3rd-8th	 Word Study Cards are found at… http://www.reading.org/downloads/publications/books/bk574_wordstudycards.pdf	Comprehension Fluency Phonics	(Additional)15 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Classrooms
K-2		Comprehension	(Additional)20 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Classrooms
3-6		Comprehension	(Additional)20 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Classrooms

2-5		Comprehension	(Additional)20 minutes 2-3x/week— depending on the needs of the students OR In place of the comprehension from the small group instruction.	Classroom Teachers	OFES and Abrams	Reading Office
4k-1		Phonological and Phonemic Awareness	(Additional)15 minutes 2-3x/week— depending on the students' needs in alignment with the Literacy Link **continuum**.	Classroom or Title 1 teachers trained in Literacy Link	OFES and Abrams	Classrooms
K-6		Comprehension	(Additional)15 minutes 2-3x/week— depending on the needs of the students	Classroom Teachers	OFES and Abrams	Reading Office
1-5		Phonics	(Additional)15 minutes 2-3x/week— depending on the needs of the students	Classroom Teachers	OFES	Reading Office
5k-5	 LLI	Phonics Phonological and Phonemic Awareness Fluency Comprehension	30 minutes 3-4x/week— depending on the needs of the students	Trained Title or classroom teachers	OFES and Abrams	Title 1 rooms
2-5	Read Live or Read Naturally http://www.readnaturally.com/products/readlive.htm	Fluency	(Additional)15 minutes 2-3x/week— depending on the needs of the students	Classroom Teachers	OFES and Abrams	Online

2-5		Fluency	(Additional)30 minutes 2-3x/week— depending on the needs of the students	Trained Title or classroom teachers	OFES and Abrams	Reading Office
5K-8	Moby Max http://www.mobymax.com/	Fluency Comprehension	(Additional)15 minutes 2-3x/week— depending on the needs of the students	Classroom Teachers	OFES and Abrams	Online

Tier 2 & 3 Literacy Interventions

Grade Level	Program Name	Literacy Target Area	Time Needed	Who can do?	Availability	Location
5k-5	LLI	Phonics Phonological and Phonemic Awareness Fluency Comprehension	30-45 minutes 4-5x/week	-316 Licensed teachers trained in LLI -An instructional assistant trained in LLI and overseen by a highly qualified reading teacher	OFES and Abrams	Title 1 rooms
4k-1		Phonological and Phonemic Awareness	30-45 minutes 2-3x/week Aligned with the Literacy Link **continuum**.	-316 Licensed teachers trained in Literacy Link -An instructional assistant trained in Literacy Link and overseen by a highly qualified reading teacher	OFES and Abrams	Title 1 rooms
2-5		Fluency	30-45 minutes 4-5x/week	-316 Licensed teachers trained in Literacy Link Trained in Rave O -An instructional assistant trained in Rave-O and overseen by a highly qualified reading teacher	OFES and Abrams	Title 1 rooms

1-5	Barton Reading and Spelling Program	Phonological and Phonemic Awareness	30-45 minutes 3-5x/week	-316 Licensed teachers trained in Barton -An instructional assistant trained in Barton and overseen by a highly qualified reading teacher	OFES and Abrams	Reading Room--OFES Special Education Rooms---Abrams
2-5	Visualizing and Verbalizing 	Comprehension	30-45 minutes 3-4x/week	-316 Licensed teachers trained in Visualizing and Verbalizing	OFES	Reading Room
K-5	Fast Forward	Basic Reading Skills Reading Fluency Reading Comprehension	5 days a week for a Minimum of 30 minutes per session	-316 Licensed teachers trained in Fast Forward (online) -An instructional assistant trained in Fast Forward and overseen by a highly qualified reading teacher	OFES/ Abrams	Web based
3-5	Read Naturally/Read Live	Reading Fluency	3-5 times/week for 30 minutes or more	-316 Licensed teachers trained in Read Live (online) -An instructional assistant trained in Read Live and overseen by a highly qualified reading teacher	OFES/ Abrams	Web based

Tier 1, 2, and 3 Math Interventions

Grade Level	Program Name	Math Target Area	Time Needed	Who can do?	Availability	Location
5K-3	Envisions Math – Diagnosis and Intervention System – Part 1 (grades K-3)	From Envisions - Assess students' ability using this time-saving system for assessment, diagnosis, intervention, and monitoring. Organized by strand, tied to lesson concepts, and addressing a range of grade levels, it is ideal for use in summer school, after-school programs, or regular classes. Each part of this system contains a Teacher's Guide and tests.	(Additional)15 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Classrooms
4-6	Envisions Math – Diagnosis and Intervention System – Part 2 (Grades 4-6-	From Envisions - Assess students' ability and track progress using this time-saving system for assessment, diagnosis, intervention, and monitoring. Organized by strand, tied to lesson concepts, and addressing a range of grade levels, it is ideal for use in summer school, after-school programs, or regular classes. Each part of this system contains a Teacher's Guide and tests.	(Additional)15 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Classroom
5K-8	Moby Max http://www.mobymax.com/	Math Facts Math Reasoning	(Additional) 20-30 minutes 2-3x/week—depending on the needs of the students	Classroom Teachers	OFES and Abrams	Online
K-5	X-TRA Math – http://xtramath.org/	Math Facts (addition, subtraction, multiplication and division)	(Additional)10-20 minutes 2-3x/week—depending on the needs of the students	Classroom teachers	OFES and Abrams	Online
K-8	Key Math - 3	Math Facts Math Reasoning	Additional Instructional materials. 3-5 days/week depending on the needs of the students	Title I Teachers or under their supervision with a para.	OFES and Abrams	Reading Room – OFES, Special Ed. Room - Abrams

Note on Specific Learning Disabilities

Beginning December 1, 2013 school districts will be required to use RtI to identify a specific learning disability. A general review of criteria used after 12/1/13 will include a student meeting all three criteria below:

1. Inadequate Classroom Achievement
    - Documented by not meeting universal screening data and classroom based assessments
    - Also documented by scores of 1.25 SD below the mean on national normed assessment of academic achievement
2. Insufficient Response to 2 Intensive Interventions
    - The rate of progress is the same or less than that of his or her same-age peers
    - The rate of progress is greater than that of his or her same-age peers, but will not result in the referred child reaching the average range of his or her same age-peers in a reasonable period of time.
    - The rate of progress is greater than that of his or her same-age peers, but the intensity of the resources necessary to obtain this rate of progress cannot be maintained in general education.
3. Exclusions (insufficient RtI and in adequate classroom achievement must not be **primarily** related to:
    - Environmental, economic disadvantage or cultural factors
    - Lack of appropriate instruction in reading, including in the essential components of reading instruction
    - Lack of instruction in math
    - Limited proficiency in English
    - Any other impairment
    - Lack of appropriate instruction in the area (s) of potential specific learning disability under consideration.

For the complete SLD law: http://dpi.wi.gov/pb/pdf/sldrule.pdf

Important Terms

Accommodations – Individualized adaptations to curricular material or the student's environment that do NOT change , alter, or lower expectations for the child (ex. Preferential seating, headphones in classroom, study carrel, verbal redirection, repeating directions, small group, multi-sensory teaching strategies, changing the layout of a test/assignment to make less visually stimulating, reading tests/quizzes aloud, etc…).

Additional challenges for Enrichment - Additional challenges are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to exceed benchmarks. The intensity of the challenge is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

Benchmark Assessment (Also called Universal Screening) – Grade level assessment with a mix of assessments from formative (Fountas and Pinnell) to screeers (AIMSweb) to Computer Adaptive Tests (MAP). Grade level benchmarks are set for each assessment and these benchmark assessments provide for identifying students not meeting benchmarks, who may need more intervention.

Collaboration - Collaboration is a process where people work together toward common goals. This process builds and implements a model that identifies and provides supports to students to increase their academic and behavioral success through data based decision making. It can be a place to review interventions or to plan interventions.

Culturally responsive practices – Culturally responsive practices account for and adapt to the broad diversity of race, language, and culture in Wisconsin schools and prepare all students for a multicultural world. Within Wisconsin's vision for RtI, culturally responsive practices are evident in and infused throughout all levels of each of the three essential elements.

Data-based Decision Making - Data-based decision making is the process of making instructional decisions for student success (both academic and behavioral) through ongoing collection and analysis of data.

Differentiated instruction – Differentiation is a way of teaching in which teachers modify curriculum, teaching methods, resources, learning activities, and student products in order to address the needs of individual students and/or small groups of students to maximize the learning opportunities and success for everyone in the classroom. Differentiation can be done in three different elements of the curriculum: content (what is presented), process (how it is presented) and products (how students demonstrate understanding).

Fidelity - Fidelity refers to the accurate and consistent delivery of
Instruction or intervention in the manner in which it was designed or prescribed according to research findings and/or developers' specifications.

Grade Level Data Meetings – Meeting held to review recently gathered benchmark data, where students who are currently in Tier II and Tier III interventions are discussed, along with planning interventions with students who missed the identified grade level benchmarks.

Modifications – Individualized alterations to curriculum that DOES change or alter the expectations for the child (ex. lower/higher level curriculum, shortened day, scribe or dictated responses, changing number of homework problems, allowing a child to demonstrate knowledge differently than how peers are expected to demonstrate, etc…).

Multi-level system of support – The practice of systematically providing differing levels of intensity of supports (interventions/additional challenges, collaborative structures, monitoring of student progress) based upon student responsiveness to instruction and intervention.

Progress Monitoring – A process used to assess students' academic and behavioral performance to measure student improvement of responsiveness to instruction/intervention. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

Response to Intervention (RtI) – RtI is a process for achieving higher levels of academic and behavioral success for all students. The three essential elements of high quality instruction, balanced assessment, and collaboration systematically interact within a multi-level system of support to provide the structures to increase success for all students. Culturally responsive practices are central to an effective RtI system and are evident within each of the three essential elements. In a multi-level system of support, schools employ the three essential elements of RtI at varying levels of intensity based upon student responsiveness to instruction and intervention.

Specific Learning Disability (SLD) – Sec. 300.8(c)(10) Specific learning disability. (i) General. Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. RtI data is used as a part of the criteria to determine a specific learning disability.
For information on using a RtI model for identifying students with a specific learning disability (SLD), see http://dpi.wi.gov/sped/ld.html.

Tier I Instruction with differentiation – Core level (universal) instruction or support provided to all students (100% receive and at least 80% should respond positively).

Tier I Intervention – Intervention support provided by the general education teacher to a student not meeting benchmarks or needing additional support to make progress in the general curriculum. These interventions must be done on a consistent, scheduled basis that add instructional time to that student's academic program.

Tier II Selected Interventions - Academic or behavioral interventions are research-based strategies that are systematically used with a student or group of students whose screening data show they are missing multiple grade level benchmarks.

Tier III Targeted Intensive Intervention – Interventions used with individual or small groups of pupils, focusing on a single or small number of discrete skills, with substantial numbers of instructional minutes in addition to those provided to all students.

Resources

Overview and development documents:

Wisconsin RtI Center - www.wisconsinrticenter.org

Interventions and progress monitoring:

www.rti4success.com – resource for interventions, progress monitoring tools and research regarding RtI

www.interventioncentral.org – Website with RtI, progress monitoring and intervention resources

http://www.reading.org/General/Publications/Books/RTIPublications.aspx?gclid=COiJ2NDwxagCFcO8KgodZyDmwA – Listing of RtI Publications

Specific Learning Disability:

Wisconsin SLD webpage: http://sped.dpi.wi.gov/sped_ld