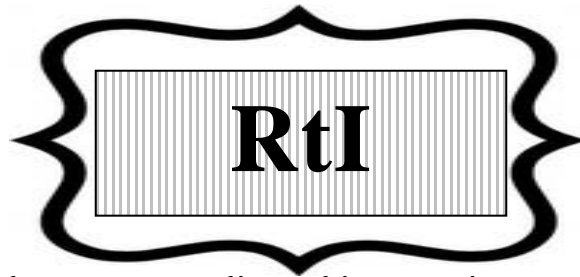


North Clay School District #25

Response - to - Intervention



Goal: To establish and implement a coordinated intervening system for academics, which is aligned with scientifically research-based interventions, to improve student progress and performance. The entire staff must take ownership of and responsibility for the education of every student in our charge.

Objectives:

- 1. Benchmarking for reading and math, 3 times throughout the school year.**
- 2. Student concerns are brought to the RTI team, a plan is put in place to address individual student needs.**
- 3. Frequent progress monitoring for students in Tier II and III.**
- 4. The RTI coordinator will distribute resources/materials to aid in classroom interventions.**
- 5. Parents will be invited to an informational meeting and are encouraged to actively participate in their child's education, collaborate with teachers.**
- 6. The RTI Plan and interventions will be evaluated for effectiveness.**

This year all K-5 students will participate in a "Power Half Hour" of RtI. K-5 students will be divided into 3 groups (tiers) within the classroom. Tier One will provide more of an enrichment type activity for students who are at or above grade level. Tier Two will provide more strategic interventions that will help improve skills and close the achievement gap. Tier Three interventions are the most intensive and will address more individual student deficit areas.

Junior high students, who fall in Tier Two and Three, will receive RtI interventions during their study hall. Students will receive an intervention that addresses their skill deficits and correlates to their classroom activities.

High school students have the opportunity to improve their skills in the area of reading and math in an RTI class designed to address these concerns.

Team Members and Responsibilities

<u>Member</u>	<u>Task</u>
Regular Education Teachers	<ul style="list-style-type: none"> • Refer students for RTI services at Tier 2 and 3 • Implement interventions within the classroom • Progress Monitor student achievement • Benchmark & Progress Monitoring
Title Teachers and Paraprofessionals	<ul style="list-style-type: none"> • Implement/provide interventions and support for regular education teachers - small group instruction • Benchmark & Progress Monitoring
Special Education Teachers	<ul style="list-style-type: none"> • Provide support to regular education teachers • Implement/provide interventions, typically at the Tier 3 level • Benchmark & Progress Monitoring
Speech Pathologists	<ul style="list-style-type: none"> • Implement & assist with interventions in the classroom - small group instruction • Provide support to regular education teachers • Benchmark & Progress Monitoring
RTI Coordinator	<ul style="list-style-type: none"> • Provide support to all teachers & staff • Schedule and attend meetings • Resource allocation • Assure implementation of improvement plans • Gather data and track paperwork
Principal	<ul style="list-style-type: none"> • Attend meetings • Resource allocation • Provide support to all teachers & staff

Intervention Programs Available at North Clay

<u>Intervention</u>	<u>Tier</u>	<u>Content</u>	<u>Time to Use</u>	<u>Who Has It</u>	<u>Grade Level</u>
PALS, KPALS	2	Phonics	10 minutes	Title	K,1
Hooked on Phonics	2 or 3	Phonics		Title	K,1,2
Hooked on Phonics Master Reader	2	Computer-based Compound words, syllables, progressive lessons	15 minutes	Title	4-6
Sound Start	2 or 3	Phonics	30 minutes	Speech	K,1 Large group
LIPS	2 or 3	Phonics, spelling, reading	30 minutes	Speech	1-5 Large group
Seeing STARS	2 or 3	Phonics, spelling, reading	30 minutes	Speech	PreK-Adult
Triumphs	3	Parallels Treasures reading series		Special Education	K-5
Wiggle Works	3	Fluency, comprehension, phonics	30 minutes	Title	2,3 Small group
Fluency Formula	3	Fluency	30-40 minutes	Title	2,3
6 Minute Solutions	2 or 3	Fluency		Title, Speech	2-8 Whole group
Micheal Heggerty Phonemic Awareness Curriculum	2 or 3	Phonics		Kindergarten Teachers, Title	K,1
Wilson Reading System	3	Decoding, spelling	50-60 minutes	Special Education Teachers	2-adult
Foundations	2 or 3	Phonics, literacy	45 minutes	Title	K-3
Accelerated Reader				Everyone	2-8
Reading A to Z	2 or 3	Comprehension, fluency, phonics			K-8
Discover	2 or 3	Phonics	30-40	Title,	K-3

Intensive Phonics			minutes	Special Ed Teachers	Small group
Corrective Reading	3	Fluency, comprehension	45 minutes	Special Ed Teachers	3-12 Small group
SRA Reading Mastery	3	Vocabulary, comprehension		Title, Special Ed Teachers, HS	K-12
Earobics	2 or 3	Computer-based, auditory processing		Speech	K-3
Start-In	2 or 3	Literacy based, comprehension, spelling, vocabulary		Speech	3-8
Accelerated Math	2 or 3	All areas		Mrs. Bryan	
Virtuous Reality	1,2,3	Behavior		Everyone	K-12

Accommodations that can be used in any classroom, for any student who might benefit:

<u>Presentation</u>	<u>Response</u>	<u>Setting</u>	<u>Timing/Schedule</u>
<ul style="list-style-type: none"> • Provide audio tape • Increase spacing between items on a page • Highlight key words • Provide cues (arrows or stop signs) • Secure paper to work area • Oral reading and interpretation of directions 	<ul style="list-style-type: none"> • Allow student to point to response in the book • Allow student to type answers on the computer • Allow use of a scribe • Allow tape recorded responses • Provide copying assistance for notes 	<ul style="list-style-type: none"> • Alone, in a study carrel • With small groups • At home, with supervision • Provide special lighting • Provide special acoustics • Administer test in a location with minimal distractions 	<ul style="list-style-type: none"> • Extended time • More breaks • Allow flexible schedule • Administer tests in several sessions, over time • Allow subtests to be taken in different order • Administer test in the afternoon rather than in the morning, or vice versa

RTI Terms

Scientifically-Based Interventions and Instruction - An intervention is a specific skill-building strategy implemented and monitored to improve a targeted skill and achieve adequate progress in a specific area. This often involves changing instruction or providing additional instruction to a student in the area of learning difficulty.

A scientifically-based intervention refers to specific curriculum and educational interventions that have been proven to be effective for most students and the research has been reported in scientific, peer-reviewed journals. To check that an intervention is scientifically-based or to find information about a given intervention, go to Florida Center for Reading Research, www.fcrr.org This website is a great resource.

Accommodations - An accommodation eliminates obstacles that would interfere with a student's ability to perform or produce at the same standard of performance expected of general education students.

- Reading a test to a student - verbatim
- Allowing extra time for completion of tests or assignments
- Signing agenda/assignment books
- Breaking assignments/test into small segments for completion
- Preferential seating
- Extra set of books for home
- Books on tape

Modifications - A modification is a change that actually lowers the standards of performance, lessens the expectation of what is to be known.

- Limiting the options on a multiple choice test
- Shortening the spelling list
- Using a different grading scale
- Reducing the number of assignments that need to be completed
- Reducing the amount of work (number of problems) that need to be completed
- Reading tests and rewording or explaining questions

RESPONSE TO INTERVENTION PROTOCOL

UNIVERSAL SCREENER

A universal screener is used to identify students at risk of academic failure. The North Clay School District uses AimswebPlus to screen kindergarten through eighth grade. These programs are used in the fall, winter, and spring to provide benchmark assessments of our students' growth. Progress monitoring is also done throughout the year on a more frequent basis using these same programs. The results of these screeners along with PARCC scores, STAR assessment scores, classroom-based assessments, and teacher recommendations are used to determine student placement in order to best meet their needs. Behavior data is also collected using office conduct referrals.

RTI GRADE LEVEL MEETINGS

Each grade level will conduct a meeting after benchmark assessments have been completed in the fall. All relevant data will be reviewed by the team: Teachers, title teachers, speech pathologists, principal, and coordinator. The team will identify students who would benefit from strategic interventions and/or intensive interventions.

PRIOR TO RTI MEETINGS:

1. RTI Coordinator will gather relevant data prior to the meetings: AIMSWEB results, PARCC.
2. Regular education teacher will gather relevant classroom assessment data that pertains to each of the students they have concerns with.
3. Title and speech teachers will gather and bring any of their relevant data.
4. All team members will be aware of possible interventions, accommodations, and differentiated instruction techniques that may be inserted into individual student plans.
5. RTI Coordinator will develop an agenda for meetings, including a list of students to be addressed, intervention ideas, scheduling issues, etc.

DURING RTI MEETINGS:

1. RTI Coordinator or designee runs the meeting
2. Referred students and their cases will be addressed first.
 - a. RTI Coordinator announces student's name.
 - b. Regular education teacher, Title teacher, Speech teacher deliver data and input.
 - c. RTI Coordinator summarizes data and input.
 - d. Team formulates a plan for academic improvement, which will be documented in a Student Improvement Plan.
3. Other issues to be addressed will be covered after student needs, as time allows.

AFTER RTI MEETINGS:

1. RTI Coordinator will copy meeting notes/Student Improvement Plans and distribute to all parties involved.
2. Regular Education Teacher and other involved parties will monitor progress and report back to team at the next meeting. They will also share data with parents at conferences.