

Mad River Local Schools



Response to Intervention Process Proposal

DRAFT

Background

Over the course of the past six years, the Mad River Local School District has worked towards establishing a framework for RTI. An OIP subcommittee was established during the 2009-2010 school year to address this specific need. In the fall of 2010-2011 the team met to work on the proposed framework. Attached is a draft of the framework created by the OIP subcommittee. The framework defines the mission, core beliefs, requirements and expected outcomes of a successful RTI process. An overview of all three tiers with specific details and expectations related to each tier can also be found within the framework.

RTI Mission: Helping all students achieve beyond their potential!

Core beliefs:

- All students can and will learn.
- Students need a connection with an adult.
- Students need to experience an adult's belief in them, especially during times of struggle.
- **High expectations** with **frequent checks** cannot be overlooked.
- **Through dedication, teamwork and faith in ourselves, we will achieve what many people doubt is possible. Impossible is nothing.**
- **We have the potential to greatly impact all children within this district/building.**
- We are only limited by our own creativity and expectations.
- Settle for nothing less than success!!!

Requirements:

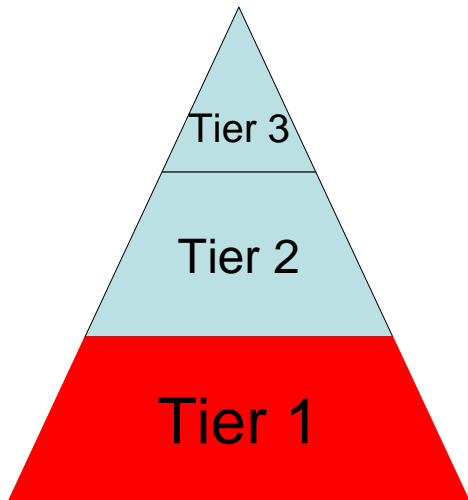
- **Disciplined about data gathering and recording; Communicate** with each other/case manager
- Share ideas with others (set egos aside)
- Using time wisely
- Team and individual reflection
- **Push your own and students expectations about what is possible**
- **Make those connections** with students by demonstrating your belief in them.
- Attend meetings
- **Make decisions based on data without becoming paralyzed by the plethora of data & research**

Outcomes:

- **Students of all current abilities achieve beyond what they believed was possible.**
- We push our own thoughts about students' expectations.
- We grow as educators by learning from and sharing with others.

The Process

Tier 1

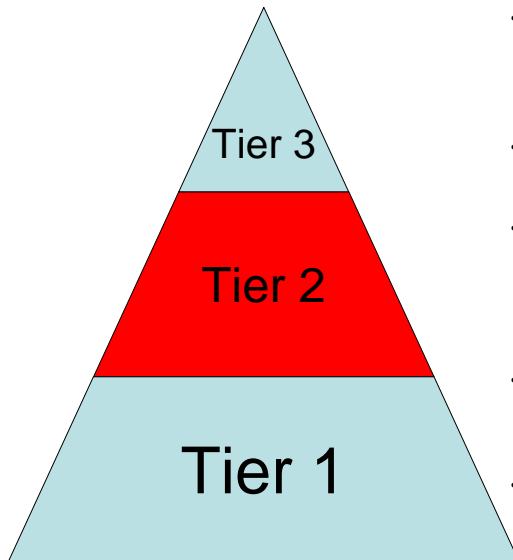


- Instruction provided to whole class
- Core curriculum programs utilized with fidelity
- Universal Screening 3-4 times/year as determined by district
- General education teacher provides instruction and employs effective teaching for all - ****DI strategies****
- Tier 1 instruction continues throughout the year
- Classroom setting
- Flexible groupings within classroom/grade level dependent upon task
- **MOST IMPORTANT!!!**

Classroom Instruction/Intervention – Tier I

1. If you haven't reached 80% of your class that can successfully demonstrate skill ABC (any skill), then we need to work on a whole class intervention.
2. Use your data background to engage the class in evaluating the data and selecting a skill.
3. Set high expectations and a classroom goal.
 - a. By September 20, 2010, 100% of the class will score an 80% on a 10 problem math facts test.
4. Create a classroom action plan (5-10 min of class per day)
 - a. What are the students going to be responsible for?
 - b. What is the teacher going to be responsible for?
 - c. What are the parents going to be responsible for? (How are you going to communicate it to them?)
 - d. How are we going to check our progress between now and Sept. 20th?
5. Have students create individual action plans (if necessary &/or appropriate)
6. Do it with fidelity! Inspect it! Stick with it! Inspect it! Go crazy! Inspect it! Make it the #1 priority! Inspect it!
7. Post-test
8. Did you have 80% of the kids meet the goal? Who didn't meet the goal? Did they make adequate progress?
9. If they did make good progress have them individually continue the action plan rather than the entire class.

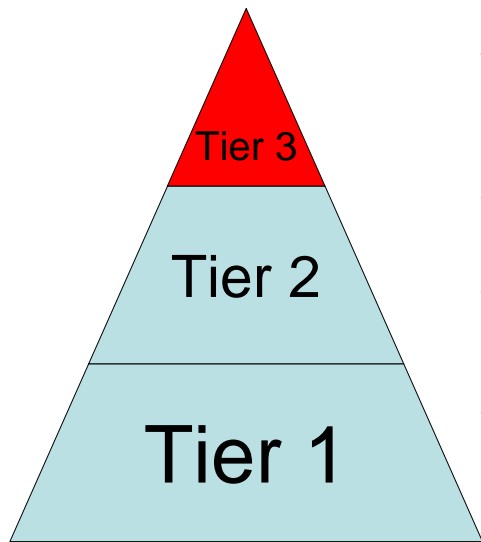
Tier 2



- Targeted instruction provided to small groups of children (10-15% of grade level that did not respond to tier 1)
- Skill focus is determined by students that have not met the Tier 1 goal or are unresponsive to tier 1 interventions
- Progress monitoring on target skill conducted weekly
- Interventions may be performed by classroom teacher or support staff approximately 3 times/week for 15-30 minutes a day *in addition* to Tier 1 instruction
- Tier II interventions should be implemented for 3-6 weeks (depending on building schedule)
- May or may not occur in classroom setting

1. Isolate an area(s) for improvement and the students that need to make growth in that area (remember it should be 10%-15% of your class/grade. Group students appropriately. All based on data.
2. Develop an action plan for that group(s). What is the intervention going to be?
3. Record plan on student's data sheets.
4. Prepare materials for the groups.
5. Implement the plan for a minimum of 3x/wk for 3-6 weeks @ 15-30 min/session (depending on building schedule). This Tier II intervention should happen in the classroom, preferably by the homeroom teacher/general education teacher. This can be accomplished during a co-teaching set-up. You could do this with a partner class or support staff during another content area. The class could be working on a project, A+, or other differentiated learning. Preferably, the students not involved in the tier II intervention would be getting some type of enrichment experience.
 - Progress monitoring should occur 1x/wk
 - If there is 0% growth over 6 weeks &/or the rate of growth is significantly deficient as compared to their peer group, then a new intervention should be developed
 - If there is growth over the 3-6 week period but the goal still is not met, the intervention should continue.
6. Teams should meet, per the building schedule, to discuss the group's performance.
7. Report to staff successful interventions and lessons learned at monthly meetings
8. Repeat the process

Tier 3



- Intensive instruction provided to small groups of children (5-10% of grade level that did not respond to tier II interventions). Typically 1-3 students
- Skill focus is determined by students that have not met the Tier 2 goal or are unresponsive to tier 2 interventions
- Progress monitoring on target skill occurs weekly
- Interventions provided 4-5x/wk for approximately 20-30 minutes a day)
- Performance is reviewed every 3-6 weeks, depending on the building schedule
- Typically will occur outside of the classroom setting

Tier III; 4-5x/week, 20-30min/session, 1-3 students per group, progress monitored 1x/week with norm referenced tool

Before beginning a Tier III intervention, a student must have shown no growth or minimal growth during 12-18 weeks of tier II interventions. At this time a team meeting must be held (members will vary depending on building but must include at least 1 administrator). At this meeting, the team should recheck the problem area to further define the problem, check baseline data and review progress monitoring, create the next intervention plan (could be tier II or III), and schedule a follow-up meeting to determine the effectiveness of the new intervention. This process will be repeated as necessary.

Parents should be notified & involved in this discussion.

These interventions will need to be done by the intervention specialist, title teacher or other support staff. The person should be “highly qualified” in the area they are working.

To do:

1. Individual Data tracking sheet (Fall 2012)
 - a. Systemic process for collecting, saving, sharing (may be able to utilize STAR as the systematic process)
2. Procedural Checklist for each tier (Fall 2012)
3. Appendix with resources (Spring 2012)
 - a. DI tips
 - b. Marzano strategies
 - c. Intervention resources
 - i. FCRR
 - ii. Resources developed in other buildings
 1. scan documents into PDF's and list for all buildings to access
4. Behavior, speech models (2011-2012)
5. Parent form/letter (Fall 2011)
6. Administrator & teacher training
 - a. Process (Fall/Winter 2011 & ongoing)
 - b. Renaissance Learning (Fall 2011 & ongoing)
7. Revision of the framework (2011-2012 &/or as needed)