

Pennington Middle School



2015-2016

Response to Intervention Plan

What is RtI?

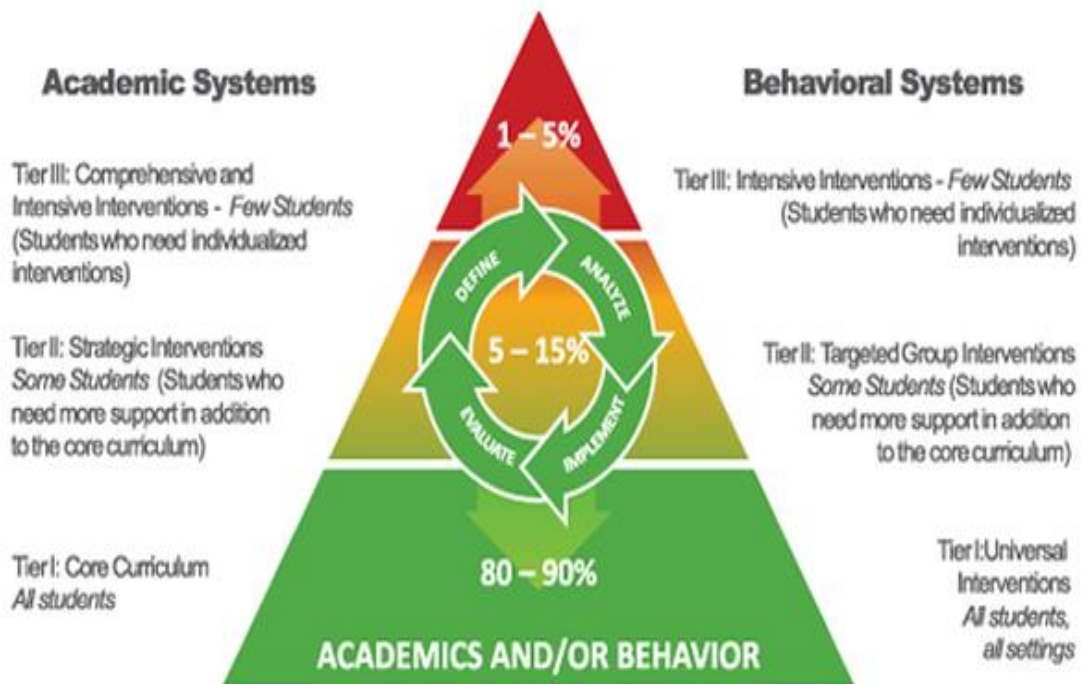
Response to Intervention is a three-tiered problem-solving approach that identifies general education students struggling in academic areas early. It provides them with systematically applied strategies and targeted instruction at varying levels of intervention. RtI's goal is to close achievement gaps for all students by addressing small learning problems before they become insurmountable.

RtI and the Three-tiered Model of School Support

The three-tiered model provides increasing intensity of instruction to students in direct proportion to individual needs. Each tier has a set of support structures or activities that helps teachers implement research-based curricular and instructional practices designed to improve student achievement.

RtI: Instruction and Targeted Support for All Levels of Need

Three Tiered Model of School Supports: Example of an Infrastructure Resource Inventory



Universal Screening and Progress Monitoring

All students will be screened three times a year in essential Reading and Math using the STAR Reading and Math program. Student progress will be monitored throughout the year. Results from the screenings and assessments will provide the following important information:

- Whether students are making adequate progress
- Which students need assistance so they do not fall further behind
- When to modify instruction to ensure that students master essential skills

This information will be utilized to determine movement into other tiers for instruction based on the students' needs.

Tier 1 Instruction

Tier 1 Instruction will include the following elements:

- Scientifically-based curriculum following the Curriculum Framework to master essential skills and Standards of Learning
- Behavioral support systems
- Effective, highly engaging instruction
- Highly qualified teachers
- Universal screening and progress monitoring using STAR Reading and Math

Tier 2 Targeted Group Intervention

Identified students will receive targeted group intervention as well as universal instruction. Tier 2 intervention will be provided in small, same ability groups of students. Intervention at this level should provide sufficient additional support for these students to gain the skills and strategies needed to close the achievement gap and continue to make grade-level progress in Tier 1 instruction (only).

Tier 2 targeted group intervention instruction includes the following elements:

- Evidence-based practice protocols
- Behavioral support and intervention

- Effective, highly engaging instruction
- Frequent progress monitoring

Evidenced-based Practice Protocols

Tier 2 intervention will be specialized, systematic, purposeful, focused, and consistent. It will be very structured. Evidence-based practices will be provided for students with similar needs. Tier 2 intervention has a high probability of producing change for a large number of students who need support for mastering a targeted skill.

Behavioral Support and intervention

Effective, Highly Engaging Instruction

Tier 2 intervention may use classroom materials and approaches, but it extends and supports Tier 1 instruction in these ways:

- Providing more opportunities for students to process and practice the target skill or behavior
- Breaking the material into smaller chunks and segments

Tier 2 may also provide different instructional methods and pacing of instruction, making overt connections between what the students currently know and what they need to learn.

Frequent Progress Monitoring

At Tier 2, progress monitoring will take place weekly using teacher materials based on the student's response to the intervention. In addition to monitoring students' response to Tier 2 intervention, curriculum-based assessments and functional behavior assessments may be administered.

Students will receive Tier 2 intervention as long as needed to bring skills up to grade-level expectations or as long as their response to intervention is positive and sufficient to justify continuation. Once a particular student's needs have been met through Tier 2 intervention and

assessed by the STAR reading and/or math diagnostic testing, the student returns to Tier 1 core instruction (only).

Tier 3: Intensive, Individualized Intervention

Students who are identified as two or more years below grade level will be placed in Tier 3 intervention. These students will receive more frequent, explicit, intensive, individualized intervention for longer periods of time. Intervention at this level will be provided by Title I Resource Reading and Math Specialists.

Tier 3 Intensive, Individualized Intervention includes the following elements:

- Research-based and evidence-based intervention
- Intensive intervention based on individual needs
- Skilled teachers/service providers – Title I Reading/Math Specialist
- Very frequent progress monitoring

Research-based and Evidence-based Intervention

Tier 3 intervention approaches will meet the following criteria:

- Supported by scientifically-based research
- Supported by evidence that the intervention has been effective for other students working on the targeted skill
- Structured, explicit, and specifically tailored to learning targets

Intensive, Individualized Intervention

Tier 3 is the most intensive intervention. It will target specific deficiency areas in order to meet individual student needs. If a student's response to Tier 2 was positive but slower than desired, he or she may continue to receive a similar type of intervention. In this case, however, the frequency and intensity of small group instruction is increased.

Skilled teachers/service providers – Title I Reading/Math Specialist

Frequent progress monitoring

ASSESSMENT

Universal Screening

Screening Tool

- STAR Reading and Math Diagnostic Testing
- Will be administered to all students in September, January, and May

The Reading Specialist will record results in Datacation for analysis. Data analysis will be completed during the following times.

1. Following the September screening, the content area teams will identify at-risk and seriously at-risk students, form RtI groups, and determine appropriate interventions. These will be based upon the Screening Report provided by STAR.
2. Mid-year screening will be conducted in January and RtI groups will be updated.
3. Following the May screening, the content area teams will assess growth throughout the year and identify at-risk and seriously at-risk students for the following school year.

Progress Monitoring

Just like universal screening, progress monitoring will apply to all students. Students in **Tier 1** will be taught the core curriculum with standard supports, such as differentiated instruction, flexible grouping, or enrichment. Content and skill assessment will occur regularly according to the teacher's plans.

Tier 2 will consist of small group instruction on targeted areas of weakness(es). Supplemental instruction will occur, using research-based strategies and interventions. Students in Tier 2 will be periodically assessed to determine if the student is moving toward his/her goals. Results will be analyzed and changes will be made to the student's plan for improvement accordingly. Such changes may include intervention intensity, duration, frequency, or group size.

Tier 3 will provide intensive support for detailed, specific skill deficits. Progress monitoring will occur at least once per month. If the student fails to progress toward the goal, a recommendation may be made for Special Education testing.

Critical Elements in the 3-Tiered Model

12 Critical Elements in the 3-Tiered Model Description of Critical Elements in the 3-Tiered RtI Model

The following table outlines the essential features of a three-tiered model of RtI including suggested ranges of frequency and duration of the screening, interventions and progress monitoring.

Elements	Tier 1 Core Curriculum and Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction	Individualized or small group instruction (1-5 students)
Mastery requirements of content	Relative to the blueprints identified on curriculum-based measures and continued growth as demonstrated by progress monitoring	Relative to the blueprints identified on the curriculum-based measures and continued growth as demonstrated by progress monitoring	Relative to the student's level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Universal screening measured three times per year	Weekly by the teacher	Weekly by specialist, monthly using STAR diagnostic tool
Frequency of intervention provided	Per school schedule	Varies, but no less than two times per week for a minimum of 20-30 minutes per session	25 minutes per session 2-3x per week in addition to Tier II instruction
Duration of intervention	School year	Based on diagnostic testing/SDBQ results	Based on diagnostic testing/SDBQ results