



# Response to Intervention (RtI) Services

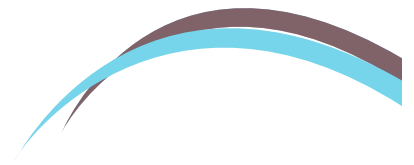
“The goal to improve student learning must be the primary goal. RtI helps to make student learning the renewed focus.”



**Ricardo ISD will respond successfully when students struggle to learn. This plan will integrate assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems.**

**Participating campuses:**

- **Ricardo Middle School  
Principal  
Dr. Cynthia Flores**



# Ricardo Middle School

## Response to Intervention School Plan

### Table of Contents

<b>1. Core Principles .....</b>	<b>3</b>
<b>2. Definition of RtI .....</b>	<b>3</b>
<b>3. Key Terms .....</b>	<b>4</b>
<b>4. Key Components of RtI.....</b>	<b>5</b>
<b>5. Placement Criteria.....</b>	<b>6</b>
<b>6. Instructional Group Size.....</b>	<b>6</b>
<b>7. Universal Screening Tools.....</b>	<b>6</b>
<b>8. Assessment.....</b>	<b>6</b>
<b>9. Progress Monitoring.....</b>	<b>7</b>
<b>10. Data Analysis Reports.....</b>	<b>7</b>
<b>11. Class Schedules.....</b>	<b>8</b>
<b>12. Tiered Model of Intervention Overview.....</b>	<b>9</b>
<b>13. RtI and Parental Involvement .....</b>	<b>10</b>
<b>14. RtI and Professional Development.....</b>	<b>10</b>

## Core Principles of RtI

We can effectively teach all children if we:

- Intervene early
- Use a multi-tier model of delivery
- Use a problem solving model to make decisions within a multi-tier model
- Use evidence based, validated intervention and instruction to the extent available
- Monitor student progress to inform instruction
- Use data to make decisions regarding student response to interventions
- Use assessments for screening, diagnoses, and progress monitoring

## Definition of RtI

**The National Center of Response to Intervention defines RTI as:**

Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. In short, **RtI is a framework for making instructional decisions based on data, in order to accelerate learning for all students.**

RtI is a whole school instructional framework intended to improve instruction and learning for ALL students.

**ALL faculty and staff members share responsibility for RtI.**

**Source: TEA**

## KEY TERMS

**Evidence Based Practice:** A program or instructional practice that is evidence based has gone through rigorous research, has demonstrated a record of success, and there is reliable, trustworthy and valid evidence to suggest the program is effective. The evidence supporting these practices or instruction should be scientifically based research.

**Universal Screening** is a step taken by school personnel early in the school year to determine which students are “at risk” for not meeting grade level standards. Universal screening can be accomplished by reviewing recent results of state tests, or by administering an academic screening test to all children in a given grade level. Those students whose test scores fall below a certain cut-off are identified as needing more specialized academic interventions.

**Student Progress Monitoring** is a scientifically based practice that is used to frequently assess students’ academic performance and evaluate the effectiveness of instruction. Progress monitoring procedures can be used with individual students or an entire class.

**Pyramid of Interventions** is also known as the Student Achievement Pyramid of Interventions. It is a conceptual framework developed by our campus that will enable all students in XXXX to continue to make great gains in school. The pyramid is a graphic organizer that illustrates layers of instructional efforts that can be provided to students according to their individual needs.

**Benchmark Assessment-** Universal screening method is repeated 3 to 4 times per year.

**Curriculum Based Measurement (CBM)** – A “family” of assessment instruments that are designed to assess basic skills progress using tests with a number of common features. CBM tests are: (a) standardized, (b) short (i.e. usually less than 5 minutes), (c) easy to administer and score over time, (d) technically adequate, and (e) sensitive to improvement.

**Risk Status** – Student scores on the universal screening tool are evaluated according to predetermined cut scores and are then assigned to benchmark (students scoring above the cut score), strategic (students scoring between the cut scores set for moderate and high risk status) and intensive (students scoring below the cut score set for high risk status) risk groups.

## Key Components for RtI

- **High quality, Scientifically Research Based Core Instruction:** Core instruction should be researched based and meet the needs of a majority of students (approximately 80%) determined by using school wide screenings.
- **School Wide Screening and Progress Monitoring:** School wide screenings should be implemented to ensure the core instruction is meeting the needs of the majority of students. This is typically done three times a year. Progress monitoring is used for students in tier II and tier III and should be done on a weekly to bi-weekly basis to determine the effectiveness of the interventions. Best practice is to use a technically adequate instrument such as Curriculum Based Measurements (CBM). CBMs provide an easy and quick method for gathering student progress that is reliable and valid and allows for comparison to district and national data.
- **Data-Based Decision Making:** Data-based decision making involves examining all data available when making decisions. It should involve defining the problem, developing an assessment plan, analyzing the assessment results and developing an intervention plan based on the results.
- **Well-functioning Problem Solving Teams:** A problem solving team should consist of both general and special education teacher, school psychologists, parents, administrators and any other specialist such as social workers or speech and language pathologists. The function of the team is to analyze data from the universal screening as well as the progress monitoring data using a systematic set of activities to guide each meeting.
- **Tiered Model of Interventions:** Intensity of interventions and frequency of progress monitoring increases as students move up in tiers. Movement across tiers should be fluid and change based on results of progress monitoring and decisions made by problem solving teams.
- **Evidence Based Interventions:** A program that is evidence based has gone through rigorous research and has demonstrated a record of success; there is reliable, trustworthy and valid evidence to suggest the program is effective; evidence supporting the practice should be scientifically based.
- **Fidelity of Implementation:** All interventions and core instruction should be implemented with integrity. To ensure fidelity of implementation checks should be in place such as observations or checklists.

## **Placement Criteria**

Tier 1: Students who are performing at or above grade level.

Tier 2: Teacher grades/recommendation, Unit/nine week assessments, Benchmark, STAR reading and MSTAR (math).

Tier 3: Language! Assessment, 504 assessment, SpEd assessment, ESL assessment

## **Instructional Group Size**

Tier 1: 20 – 30

Tier 2: 10 – 15

Tier 3: 5 – 8

## **Universal Screening Tools**

An essential component of RTI, universal screening of all students enables educators to establish an academic and behavioral baseline and to identify learners who need additional support. Instructional decisions can then be made based on the screening results to improve learner outcomes. Universal screening is the key to a prevention model, helping classroom teachers to differentiate their instruction and/or provide early intervening services so that students can be assisted before they fall too far behind

## **Assessment**

### **Cut Points and Screening**

- Cut points: below 75%
- STAR reading: Fall, Winter, Spring
- MSTAR: Fall, Winter, Spring
- Benchmark: Fall and Spring
- State Assessment: Spring

### **Screening and Diagnosis**

- Language!
- Living with Science (5<sup>th</sup>)
- AR level
- Dyslexia Testing
- Sped Testing
- ESL Testing

The same tool will be utilized as to obtain the measurable growth of the student. When RTI is being used from the very earliest grades, prevention is the ideal. In the meantime, most schools have students who are already struggling. In these cases, universal screening is used for two purposes:

1. To identify students who are presently at/above, near, or below the standard or cut point on the criterion measure and,
2. To demonstrate the nature and size of the school/district problem (i.e., what percentage of students fall into each category).

## **Progress Monitoring**

Progress monitoring is a set of assessment procedures for determining the extent to which students are benefiting from classroom instruction and for monitoring effectiveness of curriculum. A fundamental assumption of education is that students will benefit from high quality instruction. That is, typically, students will learn and achieve the skills and content taught in the classroom. For students who are not responsive to classroom instruction, alternative interventions can be provided and again the students' response to that instruction can be monitored. Progress monitoring is a valid and efficient tool for gauging the effectiveness of instruction, determining whether instructional modifications are necessary, and providing important information for eventual classification and placement decisions.

Tier 1: unit assessments, AR, progress report and report card grades

Tier 2: unit assessments, AR, progress report, report card grades, Living with Science, Study Island

Tier 3: unit assessments, AR, progress report, report card grades, Living with Science, Study Island, Language!, IEP monitoring, ESL monitoring

## **Data Analysis Reports**

Report 1: Benchmark 1

Report 2: Benchmark 2

Report 3: STAAR

### ***Components of Data Reports***

Have teachers received adequate training & support?

Are content strategies taught as designed?

Is differentiation based on data?

Is teacher a fit to intervention/Tier?

Do teachers take time to meet and respond to data?

Do teachers need more support?

## Class Schedules and Delivery of Interventions

Grade Level	Tier 1 Class Configuration	Tier 2 Class Configuration	Tier 3 Class Configuration
<b>5</b>	Semi-self contained classroom	Inclusion support  Intervention time scheduled into daily schedule  Living with Science self paced  IRD	Resource class
<b>6</b>	Math and ELA blocks	Inclusion support  Pull out  E/I time  IRD	Resource class  Reading Intervention class  Math Intervention class
<b>7</b>	Math and ELA blocks	Inclusion support  Pull out  E/I time  IRD	Resource class  Reading Intervention class  Math intervention class
<b>8</b>	Math and ELA blocks	Inclusion support  Pull out  E/I time  IRD	Resource class  Reading Intervention class  Math intervention class

## Tiered Model of Interventions Overview

	<b>Tier 1 Quality Curriculum Program</b>	<b>Tier 2 Targeted Intervention</b>	<b>Tier 3 Intensive Intervention</b>
<b>Focus</b>	All Students	Identified students with marked difficulties who have not responded to Tier I efforts. (10-15%)	Identified students with marked difficulties who have not responded to Tier I and Tier II interventions (5-10%)
<b>Program</b>	Scientific research-based curriculum and instruction	Evidence Based interventions	Individualized and intensive intervention
<b>Grouping</b>	As determined by classroom teacher	Homogeneous small group instruction (1:3, 1:4, 1:5)	Homogeneous small group instruction (1:1, 1:2, 1:3)
<b>Frequency</b>	As determined by classroom teacher	30 minutes per day in addition to core instruction	30-60 minutes per day in individual or small group instruction in addition to core instruction
<b>Assessment</b>	Universal Screening at the beginning of the academic year (or more often if determined)	Progress monitoring on target skill(s) to ensure adequate growth and learning	Progress monitoring on target skill(s) to ensure adequate growth and learning
<b>Interventionist</b>	General Education Teacher	Determined by RtI campus team	Determined by RtI campus team
<b>Setting</b>	General Education Teacher	Determined by RtI campus team	Determined by RtI campus team

## **RtI and Parent Involvement**

The primary purpose of parental involvement in the response to intervention process is to include the parent in the plan to assist the student. Parents can and will play a key component in the overall success of an RTI system. Parent involvement in a Tiered Service-Delivery Model, or any service-delivery system, should be characterized by consistent, organized, and meaningful two-way communication between school staff and parents with regard to student progress and related school activities. Through this communication, parents are enabled to play an important role in their child's education by assisting in the learning and by being involved in decision making as it affect tier-level instruction to increase their child's achievement.

In an RTI setting, parents should expect to receive information about their children's needs, the interventions that are being used, who is delivering the instruction, and the academic progress expected for their child. Frequent communication with the school, receipt of regular progress (or lack of progress) information, and participation in decision making should provide parents the information needed to determine whether their child should be referred for a special education evaluation.

### **Our campus will include parents in RtI by:**

- Keeping the parents informed of the student's needs and difficulties, interventions being used, who will deliver the instruction, the academic plan, and the academic progress expected.
- Providing written and oral information in the parent's primary language.
- Include the parents in the overall process of RtI.

## **RtI and Professional Development**

Success with RtI, like with any educational initiative, requires a plan for effective professional development. Critical topics that have been identified at our campus are:

- Overview of RtI—a general understanding of RTI concepts and goals, and specific procedures adopted by our campus
- Delivery of the selected core and intervention instructional programs, with fidelity of implementation
- Understanding and using assessment data—intensive training for RtI team; and a general orientation for all staff members
- Understanding and using formative assessments in the classroom
- Working in RtI learning teams
- RtI and the connection to Professional Learning Communities