

Smith County

Response to Intervention Plan

A. General Procedures

1. **Academic Area(s):** Reading
2. **Describe staff resources configuration:**

Faculty in a school building must work collaboratively to implement RTI. The work is distributed as follows:

- All teachers and paraprofessionals are highly qualified and will implement RTI.
- High-quality instruction for all students, demonstrated through scientific research and evidence-based practice to produce high rates of learning for most students

3. **Describe your universal screening procedures:**

Benchmark data will be taken three times per year (beginning, middle, and end). Data from benchmarks must be available to teachers, principals, and district staff and shared with parents. The data must be 'user friendly' in format.

Grades: K-3

- **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**
The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
- All K-3 students will be administered a Benchmark screening during the benchmarking periods (i.e., Beginning, Middle, and End of Year). Students at risk for academic failure are identified.
- TCAP scores (if available) will be used in addition to DIBELS
 - mid - to low range = Tier II
 - low - to non proficient = Tier III

Grades: 4-8

- **STAR Reading Test**
All students in grades 4-5 will be administered a Benchmark screening during the benchmarking periods (i.e., Beginning, Middle, and End of Year). Students scoring two grade levels below will be identified at risk for academic failure.
- TCAP/ TVAAS scores (if available) will be used in addition to STAR Reading Test
 - mid - to low range = Tier II
 - low - to non proficient = Tier III

Grades 9-12

- STAR Reading Test; Explore; TCAP

All students in 8th grade who scored at or below the 10th percentile on the Explore assessment and score two grade levels below on the STAR assessment will be enrolled in an intervention for grade 9. TCAP data and TVAAS data will be review to determine student course placement.

4. Numbers of tiers to be used: Four (4)

- Tier 1: Core Instruction
- Tier 2: Targeted/Strategic Group Intervention
- Tier 3: Intensive/Individual Intervention
- Tier 4: Special Education Referral

*A teacher can begin classroom interventions with **any** student they have a concern about.*

5. How often are S Teams going to meet?

- Maximum – Every other week
- Minimum – End of each 6 week grading period

6. What is the procedure for students who enter school mid-term?

- Within the first week of enrollment, students will be assessed to determine RTI needs. Screens are contingent upon student grade level (listed above).

7. When will school staff contact parents?

- Parents should be contacted at the beginning of the school year for communication, after each universal screening, before initiating and discontinuing each level of intervention, and at regular intervals during intervention. When referral for special education service is being considered, the parent(s) should be a member of the school support team. An interpreter can be available to accommodate parent/student needs.
- RTI information will be available on the district web site.

B. Tier 1

Focus	For all Students
Program	Scientifically Based Curricula
Grouping	Multiple groups formats to meet student needs
Time	90 minutes per day or more
Assessment	Benchmark assessment at beginning, middle, and end of year
Interventionist	General education teacher
Setting	General education classroom

1. Describe core reading curriculum by grade:

- Grades Pre K –5 Scott Foresman Reading Street
 - Grades 6-8 Prentice Hall Literature: Penguin Edition
 - Grades 9-10 Prentice Hall Literature: Penguin Edition
 - Grade 11- Prentice Hall Literature: American Experience
 - Grade 12 – Prentice Hall Literature: British
- *In Tier I all students will be administered the following components of Scott Foresman K-5: Baseline Group Test at the beginning of the year, DIBELS (beginning, middle and end), Weekly Selection Test, Fresh Reads for Differentiated Practice, Unit Benchmark Test, End of the Year Benchmark Test)*
- *In Tier I all students will be administered the following components of Prentice Hall 6-8: Screening Test at the beginning of the school year, twelve diagnostic test to assess comprehension and critical thinking, twelve benchmark test to monitor student mastery of content standards, and the outcome test at the end of the year.*

2. Length of core reading instruction across all grades (90 minute standard):

- K-4 90 minutes
- 5-12 50 minutes

All students' receive direct, explicit, differentiated instruction, including small group instruction.

3. Describe staff training and staff development for core curriculum in each academic area being implemented.

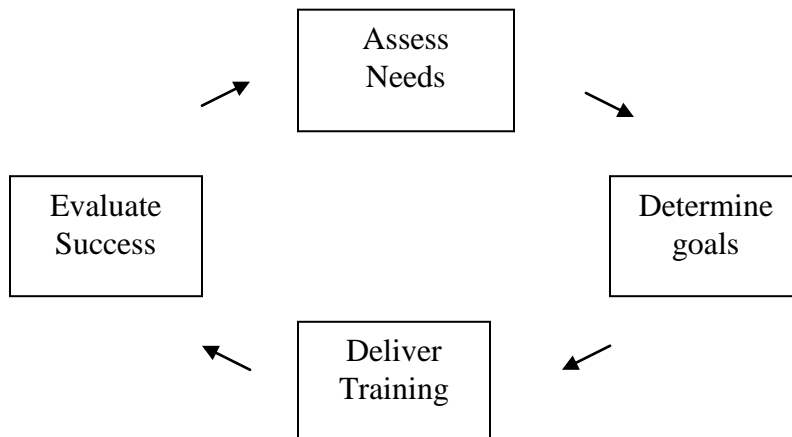
GOAL: To provide on-going support and promote professional development for administrators, teachers, and paraprofessionals as they engage in all levels of literacy instruction.

OBJECTIVE: Provide learning opportunities for educators in effectively implementing best practices of all components of reading.

Professional Development will clearly align with the comprehensive instructional program, including its research base, as well as with State and academic and performance standards. PD must closely align with the principals of scientifically based reading research and the **five (5) essential components** of reading instruction: *Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension*

High quality professional development provides a focused, specialized and ongoing training in scientific knowledge base, advances explicit teaching skills, specialized interventions and promotes the implantation of research-based programs and practices at all tier levels of intervention. In addition, effective professional development cultivates future Literacy Leaders and reading experts within the school. It will provide experiences and activities to keep teachers informed and prepared to implement scientifically based reading programs and curricula and strategies. Professional development activities can involve an individual teacher, a small group, a whole faculty, a district, a regional group, or a national training event. Professional development designs can include multiple formats:

- Workshops
- On-line modules
- Whole day or half day in-service
- Courses taken for credit
- Building level faculty meetings
- Collaborative team studies
- Grade level meetings
- In-class coaching
- Peer observations



Types of Professional Development offered:

- Reading Textbook Overview Follow Up – Scott Foresman Reading Consultant
- DIBELS – Essential Training Workshop
- RTI Workshop – John McCook (Supervisors, Elementary Principals, Literacy Leaders)
- MRSH – Literacy Now! (Grade Structures: Pre K -3, 4-8. 9-12)
- MRSH – Smith County Literacy Leadership Training (Supervisors, Elementary Principals, Secondary Principals, Literacy Leaders)

- Academy of Reading Program Training and Follow up
- Grade Level Meetings
- In-class Assistance/Coaching

4. Describe types of instructional practices for each academic area being implemented:

- Whole Group
- Learning Centers
- Small Group
- Peer Tutoring
- Computer Lab
- Team Teaching
- Differentiated Instruction

5. Progress Monitoring Procedures:

Progress monitoring is a scientifically based practice used to assess students' academic performance, continuously measure student performance growth, and provide objective data to evaluate the effectiveness of instruction and interventions. Progress monitoring will occur at the end every two weeks for Tier II and at the end of every week for Tier III students.

The key components of progress monitoring are:

- Brief assessments conducted frequently
- Assessments occur throughout the intervention– Tier II assessments will occur at the end of every two weeks and Tier III assessments will occur the at the end of every week.
- Results are charted and analyzed to determine student progress regularly by the S Team.
- Rules are preset to determine when a student is not adequately responding to an intervention.
- Monitor fidelity of the program frequently by school and district

6. Data-based decision making procedures for Tier 1:

The S Team is a function of the regular education program of Smith County Schools. The primary purpose of the S Team is to ensure all students are given opportunity to be successful in the general education classroom by providing a structured support system for teachers and parents when students are experiencing insufficient success in learning.

Roles and responsibilities:

- Overseeing the implementation of the universal screening and review the results.
- Identifying the students needing interventions from the universal screenings, teacher referrals, and other data provided by teachers.
- Designed appropriate instructional interventions and assign responsibilities for implementation.
- Monitor instructional fidelity and implementation of the intervention through the collection of data.
- Analyzing and interpreting the data
- Identifying possible reason for non-responsiveness to intervention to intervention
- Monitoring intervention effectiveness and student progress
- Identifying students that should be referred to special education eligibility

-Provide the process to be utilized to resolve issues, problems, or concerns related to achievement of students identified by formative assessments, teachers, parents, guardians and or administrators throughout the year.

-Develop follow-up plans

- *Principal* – The principal has the ultimate responsibility for the activities and decisions of the committee and delegating specific responsibilities to others on the committee.
 - a. Attend/delegate RTI Committee meetings
 - b. Assign committee member roles and responsibilities (i.e.: time keeper, minutes, etc.)
 - c. Monitor use of DIBLES data
 - d. Schedule to allow S Team Committee meetings
 - e. Plan/Provide training on interventions
 - f. Monitor fidelity of interventions
 - g. Implement a system of parent communication regarding the RTI 3 Tier Model

- *Master Teacher* - e.g. Literacy Leader, Lead Teacher, provide curriculum expertise
 - a. Facilitate data review
 - b. Participate in recommendations for tier placement

- *Classroom Teacher/Grade Level Teams* – Each classroom teacher whose students are being reviewed must be in attendance. One way of organizing teacher attendance that has been successful is having S Team committee meetings at grade planning times. Having the whole grade attend facilitates scheduling, grouping for interventions, collaboration, and assisting each other, etc.
 - h. Bring and Present DIBELS Data
 - i. Analyze data and make instructional decisions with RTI collaborative group
 - j. Provide interventions or maintain professional dialogue with interventionists
 - k. Review behavior and non-reading academic areas should the teacher see needs in these areas

- *Facilitator of S Team Committee* – Principal or the assistant principal facilitates the S Team meetings.
 - a. Schedule Meetings
 - b. Assign Roles
 - c. Set Agenda
 - d. Assure that data is available to RTI attendees
 - e. Chair the meetings and facilitate process
 - Review Data
 - Determine Tiers
 - Determine Intervention Needs
 - Maintain documentation of RTI committee decisions
 - Assure Parent communication is completed upon RTI committee decisions (Regular Ed. Teacher)

Possible Others – (attendees will vary from school to school and some may only attend when needed)

- a. School Psychologist: especially Tiers 2 and 3
 - i. Data analysis analyzing benchmark and progress monitoring
 - ii. Consultation regarding student behavior
 - iii. Assist with referral decisions after Tier 3 lack of progress
- b. Speech/Language Therapist
- c. Special Education teacher(s), Resource Teacher, Inclusion Teacher,
- d. Guidance: particularly when behavior or home circumstances need to be reviewed
- e. School Nurse
- f. Others as needed

Instructional Strategies: The team must address and specify:

- What are we going to do differently
- Who is going to do it
- When
- Where
- How long

7. Describe procedures to monitor fidelity of implementation for Tier 1:

Fidelity of implementation is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. Fidelity also addresses the integrity with which the screening and progress monitoring procedures are completed followed by appropriate decisions based on the data.

Best practices to help ensure fidelity include:

- Link interventions to improved outcomes
- Clearly define responsibilities for specific persons
- Create a data system for measuring operations, techniques and components
- Create a system for feedback and decision making
- Principal observation
- School Psychologist observation
- Supervisor observations
- Fidelity Checklist

C. Tier 2

Focus	For students identified with marked difficulties and who have not responded to Tier 1
Program	Programs, strategies and procedures designed and employed to supplement, enhance, and support Tier I
Grouping	Homogenous small group instruction (5 students)
Time	Minimum 30 minutes per day minimum 3 times per week in small group in addition to 90 minutes of core instruction
Assessment	Progress monitoring every two weeks on target skills to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g. highly qualified classroom teacher, specialized teacher, paraprofessional)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

1. Describe Tier 2 interventions to be used by grade for each academic area being implemented:

Tier II will involve additional instruction and frequent progress monitoring for students scoring at or below the 10th percentile based on Dibels benchmark screens. These are individual students in the general education classroom who have not met benchmarks through the whole class model of Tier I. Instruction is provided to same-ability groups of not more than three to five students. Creative flexible scheduling will be used to allocate sufficient time for small group instruction. Creative uses of personnel, resources, and teaching styles will be used. The sessions will occur 3-5 days per week in addition to Tier 1. Differentiated instruction will be used to address small group needs. All students will receive vision and hearing screens by the school nurse.

2. Length of intervention session for reading: (in addition to 90 minutes of Tier 1 reading instruction)

90 minutes of core instruction **plus** 30 minutes additional daily intervention for 12 weeks minimum.

Intervention may be in or out of general education classroom settings (in groups of 3 to 5 students) depending on the type of intervention.

Progress monitoring will occur at 2-week intervals with 6 week review of intervention effectiveness/fidelity.

- 3. Number of sessions per week and maximum number of students per group:**
Creative flexible scheduling to allocate sufficient time for small group instruction. Creative uses of personnel, resources, and teaching styles will be used. The sessions will occur 3-5 days per week in addition to Tier 1.
- 4. Who provides intervention(s) for reading?** High Qualified Classroom Teacher, Literacy Leader, Guidance Counselor, Librarian (where available), Paraprofessional(s), and retired teachers (where available).

Sample Tier 2 Interventions:

- My Sidewalks
- Academy of Reading Program
- Technology based reinforcement – A+nyWhere Learning System/Study Island
- Read Well

Interventions are NOT:

Preferential Seating
Shortened Assignments
Parent Contracts
Classroom Observations
Suspension
Doing MORE of the same / general classroom assignments
Retention
Peer –tutoring
Added homework

5. Describe staff development and training for Tier 2 providers in reading:

GOAL: To provide on-going support and promote professional development for administrators, teachers, and paraprofessionals as they engage in all levels of literacy instruction.

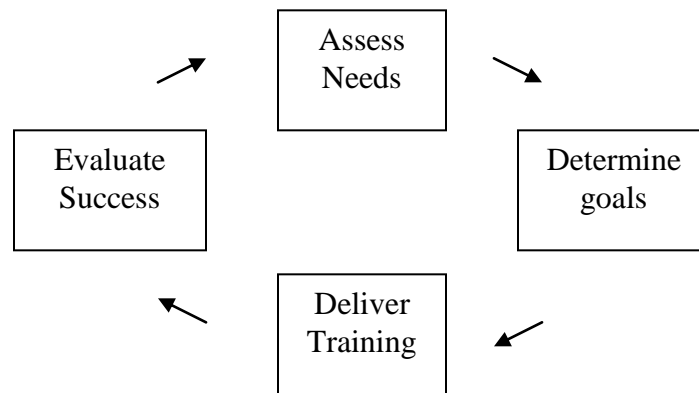
OBJECTIVE: Provide learning opportunities for educators in effectively implementing best practices of all components of reading.

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development activities can involve an individual teacher, a small group, a whole faculty, a district, a regional group, or a national training event. Professional development designs can include multiple formats:

- Workshops
- On-line modules
- Whole day or half day in-service
- Courses taken for credit
- Building level faculty meetings
- Collaborative team studies
- Grade level meetings
- In-class coaching
- Peer observations



6. Progress Monitoring procedures for Reading:

- Monitor all Tier 2 students who do not respond to Tier 1
- Who will administer progress monitoring at Tier 2 – Highly Qualified Classroom Teacher(s), Literacy Leader, or Paraprofessional
- Duration of progress monitoring: 30 minutes pull away small group
- Frequency of progress monitoring: 2 weeks on target skills to measure student response to intervention
- Progress monitoring measure: Specialized research or evidence-based interventions
- Norms established by each measure will be used to determine which students are in need of Tier 3 intervention

7. Data-based decision making procedures for Tier 2:

- Evaluate each Tier 2 student's progress monitoring data at the end of the 12 week monitoring period.
- A student is making adequate progress if his or her scores are at or above the established criterion for either the performance level OR the rate of growth
- A student is NOT making adequate progress if his or her scores fall below the criteria for both the performance level AND the rate of growth. Who will be responsible for presenting information to a grade level team for consideration of need for Tier 3 intervention?

8. Describe procedures to be used to monitor the fidelity of implementation for Tier 2 intervention:

- Documentation of intervention session will be required (must include 12 weeks of data)

Fidelity of implementation is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. Fidelity also addresses the integrity with which the screening and progress monitoring procedures are completed followed by appropriate decisions based on the data.

Best practices to help ensure fidelity include:

- Link interventions to improved outcomes
- Clearly define responsibilities for specific persons
- Create a data system for measuring operations, techniques and components
- Create a system for feedback and decision making
- Principal observation
- School Psychologist observation
- Supervisor observations
- Fidelity Checklist

D. Tier 3

Focus	For students identified with marked difficulties, and who have not responded to Tier I or Tier II efforts
Program	Sustained, intensive scientifically based interventions
Grouping	Homogenous individual or small group instruction
Time	Minimum of two 30 minutes per day in addition to core instruction
Assessment	Progress Monitoring at the end of every week on target skills to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g. highly qualified classroom teacher, specialized teacher, paraprofessional)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

- 1. At what point is referral for consideration of special education services made?** The focus of Tier III is on students who are significantly behind and do not respond to Tier 1 or 2 interventions. Curriculum and instructional barriers have been ruled out. Students in Tier III will receive individual or very small group (2-3 students) instructions daily. Progress monitoring will occur at the end of every week. The School Psychologist is available to support and assist in this process. After 9-12 weeks of intervention, the S team will review progress of student. This is the most intensive phase of the RTI model. It is imperative that we can prove the interventions were implemented exactly as specified by the team. Once the 3 tiers have been carried out with no significant response from the student, an IEP Team convenes to determine whether the exclusionary factors can be officially ruled out and whether the student has had sufficient opportunity to respond to scientific, research-based interventions.
- 2. Describe the Tier 3 intervention program for Reading:** Intensive, specialized, research – or evidence-based interventions that are engaging, explicit, including different materials, methods, pace, and longer duration.
- 3. Length of intervention session and maximum number of students per group in reading:** 45+ minutes per day in addition to Tier 1 with individual or very small same ability groups consisting of 2 or 3 students. Tier 3 must provide intervention sessions every day for a minimum of 9-12 weeks.

- 4. Number of sessions per week:** Daily
Sample Tier 2 Interventions:
- Read Well
 - SRA - Reading
 - Academy of Reading Program
 - Technology based reinforcement – A+nyWhere Learning System/Study Island
- 5. Who provides intervention(s)? Designate type of personnel by funding source: special ed., regular ed., NCLB, etc.**
 Regular Education Teachers, School Psychologist (sped.), Literacy Leader (NCLB/regular ed.) and Para Professional (regular ed. / sped.- special ed teacher assistants may be used as long as the requirements of IDEA 2006, Regulation 300.203 continue to be met).
- 6. How are Tier 3 providers trained and describe staff development at Tier 3:**
- Focused, specialized, and ongoing to provide training in specialized interventions
- 7. Progress Monitoring procedures:**
- Assessment Probe at the end of every week (five days of direct intervention)
- 8. Data-based decision making procedures:**
- Reviews progress monitoring data to determine which students are responding or not responding. If not responding, change Tier 3 interventions or consider additional individual evaluation or referral for special education evaluation. In the event that Tier 3 is not successful, then the child is considered for the first time as potentially disabled.
- 9. How are parents involved and kept informed at this level?**
- Parents should be contacted at the beginning of the school year for communication, after each universal screening, before initiating and discontinuing each level of intervention, and at regular intervals during intervention. When referral for special education service is being considered, the parents should be a member of the school support team. An interpreter can be available to accommodate parent/student needs.
- 10. How is fidelity of implementation monitored at Tier 3?**
- Documentation of intervention sessions will be required (45 sessions within 60 days).
- Fidelity of implementation is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. Fidelity also addresses the integrity with which the screening and progress monitoring procedures are completed followed by appropriate decisions based on the data. Best practices to help ensure fidelity include:
- Link interventions to improved outcomes
 - Clearly define responsibilities for specific persons
 - Create a data system for measuring operations, techniques and components
 - Create a system for feedback and decision making
 - Principal observation
 - School Psychologist observation

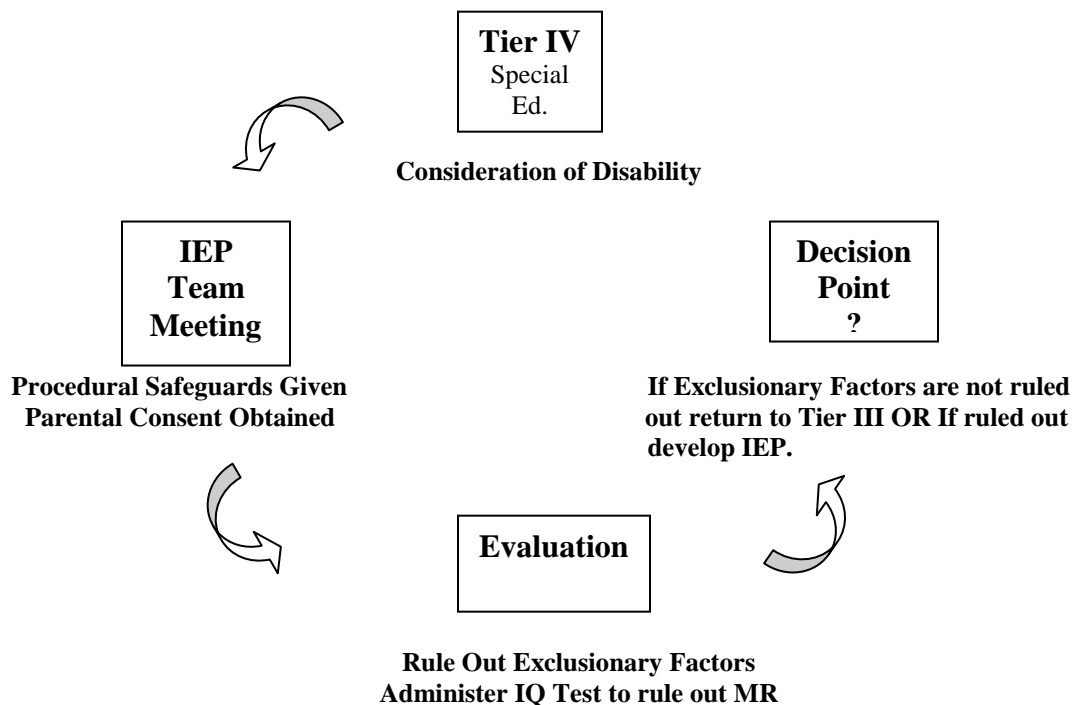
- Supervisor observations
- Fidelity checklist

Cases in which students show little or no improvement in Tier II and after 12 weeks in Tier III if the student continues to show no progress, special education can then be considered.

E. Tier 4

F. Special Education Procedures

1. **When does a student get referred for a special education evaluation?**
 - After all three tiers have been completed with poor response.
2. **Who makes the decision for a referral for special education evaluation and how do support teams interface with grade level teams/**
 - S-team
3. **What are the general procedures to be used for special education evaluation?**
 - An evaluation is conducted to rule out MR and other exclusionary factors
4. **What are the components of a special education evaluation?**
 - Tier III non-responders receive an individual evaluation that addresses all of the eligibility determination evaluation, and procedural safeguards specified in IDEA and the need for special education services. An IEP meeting is held to obtain written parental consent and to determine educational programming. The S Team presents data ruling out the necessary exclusionary factors.



5. **Describe progress monitoring procedures after the students begin receiving special education services: How often will the sped teacher progress monitor? Scientific research based instruction**

- Frequency of Progress Monitoring- Assessment Probe at the end of every week (five days of direct intervention)
- Administered by special education teacher or para-professional
- Progress monitoring measure to be used- SRA, AOR, DIBELS

6. Data-based decision making procedures after the student begins receiving special education services:

- When will progress monitoring data be communicated to the parents?
- A student is making adequate progress if his or her scores are at or above the established grade level criterion for both the performance level and the rate of growth. He or she may
 1. Discontinue Tier 3 intervention and receive Tier 2 intervention to support an eventual transition to Tier 1 instruction only
 2. Discontinue Tier 3 intervention and receive Tier 1 instruction only
- Because the student is receiving special education services, an IEP meeting must be held to change or discontinue intervention services.
- A student is NOT making adequate progress if his or her scores fall below the grade level criteria for both performance level and rate of growth. The student should continue receiving special education services.

7. Describe procedures for monitoring fidelity of implementation of special education services:

Fidelity of implementation is the delivery of the scientific research-based instruction in the way in which it is designed to be delivered. Fidelity also addresses the integrity with which the screening and progress monitoring procedures are completed followed by appropriate decisions based on the data. Best practices to help ensure fidelity include:

- Link interventions to improved outcomes
- Clearly define responsibilities for specific persons
- Create a data system for measuring operations, techniques and components
- Create a system for feedback and decision making
- Principal observation
- School Psychologist observation
- Supervisor observations
- Fidelity checklist

8. Describe overall program evaluation activity:

- The overall effectiveness of the program should be evaluated at pre-determined points. Summary data should then be used to make program improvement adjustments.
- *language students who have academic concerns must go through RTI process*
- *Discrepancy method will be used for disabilities in math and written expression*

Benchmarks refer to the three times a year (fall, winter, spring) administration of CBM probes.

Curriculum-Based Measurement (CBM) is a method of monitoring student progress through the direct, continuous assessment of basic reading and math skills.

Early literacy skills are reading readiness skills (letter naming, letter sounds) upon which beginning reading is built.

Early numeracy skills (oral counting, number identification, missing number) are math readiness skills upon which beginning math is built.

Efficacy – the intervention or strategy actually done what it purports to accomplish (the intervention is designed to address the problem area and has been determined to be reliable and valid intervention).

Fidelity – your staff applies the intervention in the manner it was intended, based on how it was researched and validated.

Norms are a set of scores that describes the performance of a specific group of students, for example third grades in the Knox County School District on a task or test; these scores are used to interpret scores of other pupils who perform the same task or take the same test.

Probes are brief, timed samples of reading/math/early literacy/early numeracy taken from that particular student's grade.

ROI - Rate of Improvement

Standardized testing indicates that the probes will be administered with the same procedures and instructions for each student assessed.

Universal Screening – a brief screening measure given to all students three times a year (i.e., fall, winter, spring) that identifies students at risk for academic failure.