

RESPONSE to INTERVENTION



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Evanston/Skokie School District

65

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RTI PLANNING PROCESS

In the summer of 2007, the district administration met with principals and school improvement teams to develop the District Improvement Plan (DIP). A key component of the plan includes using a data driven decision-making process to plan and guide instruction with the goal of improving student achievement. Central office staff, principals and school improvement teams participated in two days of training in data collection and analysis. In the fall, teams began looking at the intervention process for students who were not making expected progress. At the same time, the district met with various stakeholders to review the components of RTI and to begin to develop a plan for district-wide implementation.

STAKEHOLDER INVOLVEMENT

A district-wide committee was formed, led by special services personnel, to review the intervention team process to ensure consistency across schools. Some schools have transformed their intervention team process and have begun the preliminary work of implementing RTI. The Committee worked with the leadership from those schools and some district teachers to develop the intervention team process.

The District Superintendent held two meetings for stakeholders that included district curriculum staff, technology and special services directors, their coordinators and supervisors, and principals to further determine what needed to be done in order to educate district staff about the RTI process.

The Superintendent requested that a committee of stakeholders complete the Rtl District Self-Assessment template and develop a framework for implementation of the RTI process in District 65. The District's Educators Council (DEC) elected representatives from each school to serve on a planning committee. The committee reviewed and completed the self-assessment, which was submitted to the State. A special education parent advisory group also provided input for the self-assessment.

The planning committee has suggested the following activities to ensure stakeholder involvement in the planning and implementation of the Response to Intervention (Rtl) Plan.

- Develop an Rtl brochure for all parents in the District.
- Create an Rtl link to the District's web site.
- Provide parent Rtl information sessions at each school.
- Involve principals and special education administrators in the plan development and implementation.
- Continue to involve the elected teacher representatives in the review of the draft plan and in developing implementation procedures.

CONNECTION TO DISTRICT INITIATIVES

- **District Improvement Plan (DIP)**

The District Improvement Plan is an important guide for continuing to improve student achievement for District 65 students. The plan outlines specific strategies and identifies key personnel to guide improvement efforts. One of the strategies specifically addresses the need to implement the Response to Intervention model. “Data will be used to implement the programs and strategies necessary to ensure a system-wide Unified System of Delivery for all students.” This strategy includes the development of a district-wide model for Response to Intervention.
- **Unified System of Delivery**

Board of Education goals for 2007-2008 include a goal to develop and implement a Unified System of Delivery. The traditional response to student failure has been to create separate subsystems of services, such as, general education, special education and bilingual education. A unified system of delivery assumes the following:

 - All children have the capacity to learn.
 - All students have access to the general education curriculum.
 - Diverse learners require differentiated instructional approaches.
 - Standards provide the common outcomes that influence learning opportunities and instructional strategies.
 - All students are assessed by the same district and state standards unless an alternative curriculum is required.
- **Differentiation and Enrichment Study**

One of the Board goals for the 2007-2008 school states, “*Conduct a comprehensive study of the District’s differentiation and enrichment activities, and produce recommendations for planned implementation beginning with the 2008-09 school year to ensure that all District 65 students are challenged to the full extent of their academic potential*”. Response to Intervention, as a general education initiative, requires that students are identified and receive interventions in the general education classroom. Both curricula and instruction must be differentiated in order to meet the needs of diverse learners.
- **Technology Study**

The Board of Education also directed administration to engage in a study of technology, including the funding, placement and use of technology in the districts instructional program. Technology will be used in the collection of data for the purpose of progress monitoring, to enhance the delivery of the curriculum, and to support the differentiation of instruction. These are key components of RTI model.

RESPONSE TO INTERVENTION

Response to Intervention is a process that includes the provision of systematic, research-based instruction and interventions to address the needs of all learners. This general education initiative assumes that the instruction/intervention is matched to student needs and that progress monitoring is continuous. Response to Intervention is conceptualized as a multi-tiered approach to providing services and interventions to struggling learners at increasing levels of intensity. RTI is designed as an early intervention to prevent long-term academic failure and it can replace and/or augment the discrepancy model in the identification of learning disabilities. RTI is considered a general education service, but can be implemented in special settings.

Key features of an RTI process:

- RTI is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience.
- RTI is based on a problem-solving model that uses data to inform decision-making.
- RTI interventions are systematically applied and derived from scientifically-based research practices*.
- RTI is highly dependent on progress monitoring and data collection.
- RTI intervention plans are designed, implemented and monitored by a multi-disciplinary team of professionals.
- Systematic documentation verifies that interventions are implemented with fidelity, integrity, and intended intensity.
- RTI can replace the I.Q. discrepancy model for determining the presence of a learning disability.

Although there are different models for how RTI can be planned, it is frequently depicted as a three tier model. At each tier, fidelity of implementation is critical to success. Fidelity refers to the degree to which the RTI components are implemented as designed, intended, and planned. Fidelity is achieved through sufficient time allocation, adequate intervention intensity, qualified and trained staff, and sufficient materials and resources. Fidelity is vital in universal screening, instructional delivery and progress monitoring.

Scientifically-Based Research Practices

1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.
2. Includes research that
 - a) Employs systematic, empirical methods that draw on observation or experiment.
 - b) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn.

- c) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- d) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- e) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- f) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

DIFFERENTIATED INSTRUCTION

RTI requires that teachers more fully understand the teaching-learning process. Simultaneously, they must recognize the impact of increased student diversity, including variability in ethnicity, race, creed, language, social-economic level, experience, interests, achievement levels and learning styles. The process for incorporating these factors into instruction is through the practice of differentiated instruction. The components of differentiated instruction must be seen as the foundation for RTI. They include:

What Will We Teach? - Planning and Preparation

- Work collaboratively to articulate and map curriculum and assessments by grade level and between grades, ensuring scaffolding.
- Work independently to differentiate the curriculum.
- Instructional planning attends to the environment, activities, materials and resources, groupings, and structure of the lesson and unit.

How Will We Teach? - Implementation of Instruction

- Choose only specific learning activities and projects that advance student understanding.
- Employ questioning and discussion techniques to maximize student interaction.
- Employ active learning to maximize engagement.
- Modify instruction to accommodate diverse needs.

How Will We Measure Progress? - Assessing Evidence of Learning

- Products and assessments to measure student understanding are determined and developed during the planning process.
- Evidence of learning takes many different forms (i.e., reports, projects, exhibitions, and demonstrations).

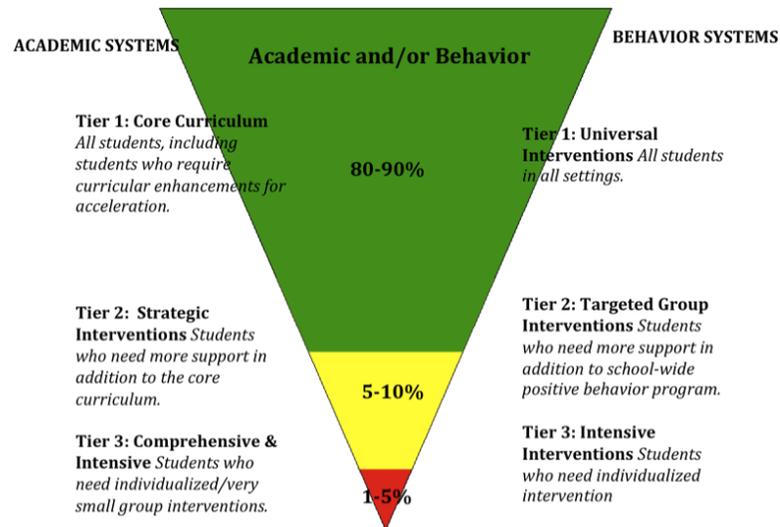
THE RTI PROCESS/Framework FOR INTERVENTION

The RTI process in District 65 is conceptualized as a 3 Tier Model. Tier I is the universal level in which students achieve at benchmark levels with classroom support. Tier II is the targeted level in which students require a more strategic support system, and Tier III is the intensive level at which students receive intensive or special education support.

At each tier, specific scientifically-based assessments will be utilized to measure a student's progress and to determine if the interventions have been effective. The frequency of progress monitoring and data collection will increase with the intensity of the intervention. The RTI process is designed to improve educational outcomes for all students, especially those who are at risk due to academic or behavioral challenges in the primary grades.

Should a referral to special education be necessary, the data will indicate that the student was provided with high quality, research-based instruction in the general education classroom.

Three Tier Model of School Supports



The triangle is inverted to emphasize the critical role of Tier 1 classroom instruction.

TIER I

In the RTI model, all students receive high quality, scientific, research-based instruction from general education teachers in the District's curriculum. The curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. Tier I includes all developmental domains, such as, behavioral, social, and cognitive. In Tier I, a universal screening tool is used to identify students who may be at risk of not making adequate academic progress. If instruction in Tier I is adequately differentiated and culturally responsive, approximately 80% of the students will be successful. Universal screening for all students is conducted at least three times during a school year; fall, winter and spring. Students' performance levels are used to determine if adequate progress has been made. The problem-solving team at Tier I consists of general education staff, with the principal as the facilitator. At Tier I grade-level teachers identify the needs of students based on data collection.

- General education curriculum is provided.
- Effective instruction/environment is created
- Universal screening is conducted 2-3 times per year.
- Early intervention is provided

An intervention plan is developed by the classroom teacher in collaboration with the grade level team that includes measurable goals for the targeted academic and behavioral needs. Students who have not met the benchmarks at Tier I will require targeted intervention. The principal approves the plan. This plan is then implemented and monitored for 6-12 weeks. Data is collected and reviewed during the intervention period. The number of data points/progress monitoring collected will be appropriate to the need being addressed. Data-based decisions will help determine if the intervention or intensity of the intervention needs to be changed.

The process for identifying students' needs and providing interventions for low-achieving students include the following:

- Review the universal screening data
- Administer diagnostic measures to plan an appropriate instructional program and sequence of lessons
- Work with support personnel to implement instructional strategies through the curriculum
- Monitor and chart student progress
- Make data-based decisions
- Adjust the intervention's intensity as needed.

If sufficient progress is made at Tier I, the intervention is discontinued.

TIER II

At times, a student's need for differentiation is greater than what is practical for the teacher to provide in the general education setting. Students who are not making adequate progress with Tier I interventions will proceed to Tier II. The Tier II problem-solving team consists of general education teachers, educational specialists as appropriate, and the principal as facilitator.

Student referrals for supplemental support are based on data and are a school-wide decision (as opposed to a particular classroom). This means that the lowest performing student in a particular classroom may not receive pullout services if that student's performance is not below the 20th percentile for that grade.

Once identified, the student's data profile (universal screener, diagnostic assessments, classroom work, and teacher input) is considered. Classroom teachers will continue to maintain a differentiated plan for that student and monitor progress while s/he is in the general education setting. The plan will be as seamless as possible and function in conjunction with the Tier II intervention.

Tier II interventions include:

- Increased use of supplemental curricula and skill interventions in addition to the District's curriculum.
- Systematic use of data to identify and develop interventions.
- Problem-solving team meets to determine additional interventions, the duration and intensity of the interventions.
- Student may be receiving interventions in a small/individual grouping.
- Progress monitoring is used to determine the effectiveness of the interventions.

If sufficient progress is made using Tier II interventions, the problem solving team will determine if the interventions can be discontinued or if it needs to be adjusted. If sufficient progress is not made, then the problem solving team will determine the next appropriate step for this child.

There is no need for a student to fail in a Tier II intervention to qualify for Tier III. When the team has determined that the data reveals that the intervention requires options found in Tier III, the student may directly enter Tier III services.

TIER III

Tier III interventions for students are more intensive in nature. The function of the interventions is to accelerate a student's learning. Interventions are developed based on the individual students' needs. Tier III interventions can be for 60 minutes/day or more in addition to instruction in the general curriculum.

Tier III interventions include:

- specific curricular interventions,
- increased intensity in terms of frequency, duration, and monitoring of a student's progress,
- individualized or in small group instruction.

If a student responds poorly to increased interventions or only responds when provided intense individual instruction, a lack of progress may indicate a disability. A decision for additional assessments and special education may be considered at this time.

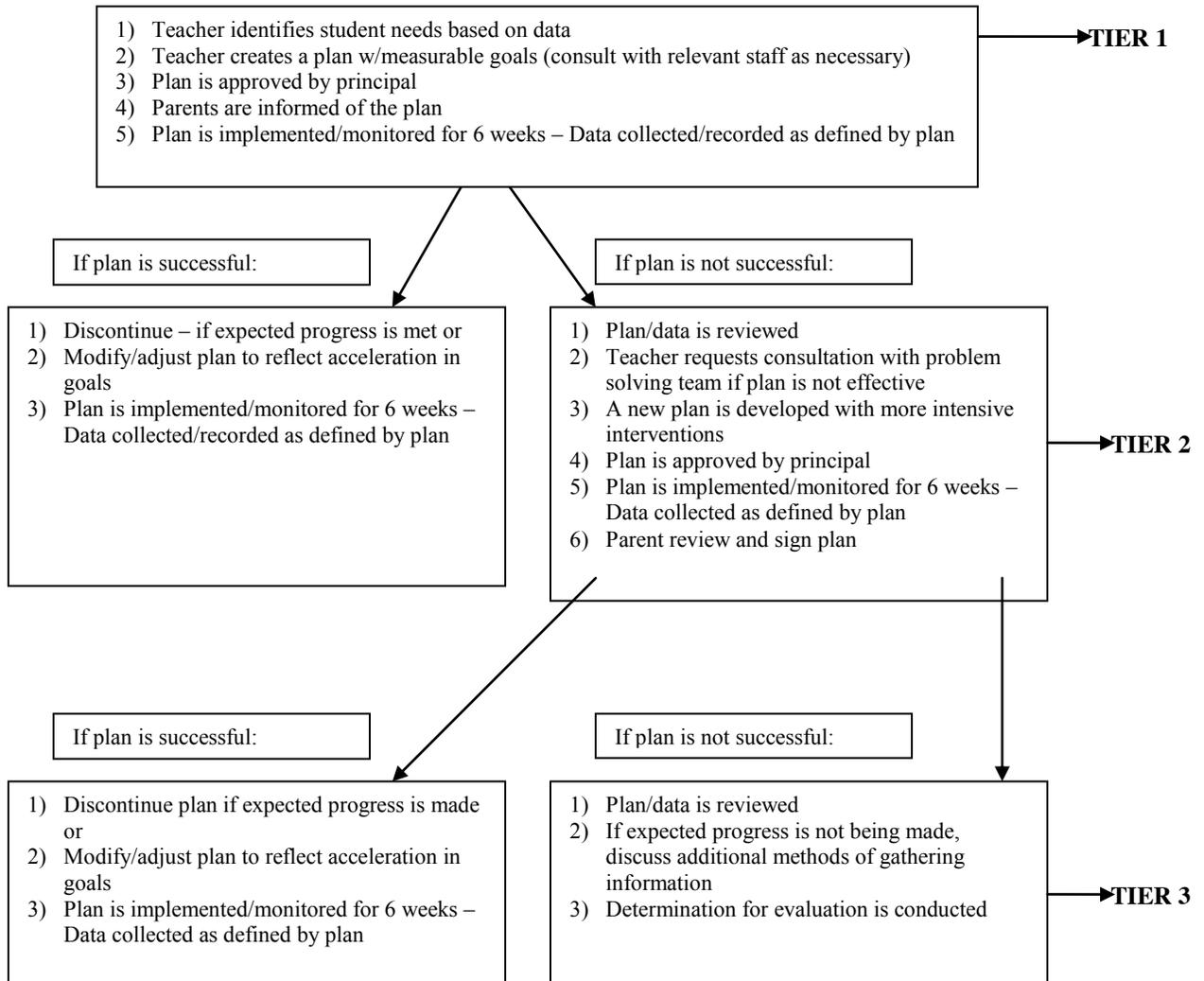
At this level, the psychologist, Special Services supervisor, along with the principal, will serve as the primary facilitators for the problem solving team. The Tier III Problem-Solving Team consists of specialized staff and the classroom teacher. When considering special education eligibility these questions need to be part of the decision-making process:

- Is the student's rate of progress significantly less than his peers or too demanding to be implemented without special education resources?
- Is the student's performance significantly different from peers or the identified standard?
- Does the student need curriculum and instruction that is significantly different from the general education classroom?

THE DISTRICT 65 RtI MODEL

The following steps are recommended by the committee to begin the implementation of the Response to Intervention model in District 65 schools. A proposed timeline accompanies the recommendations.

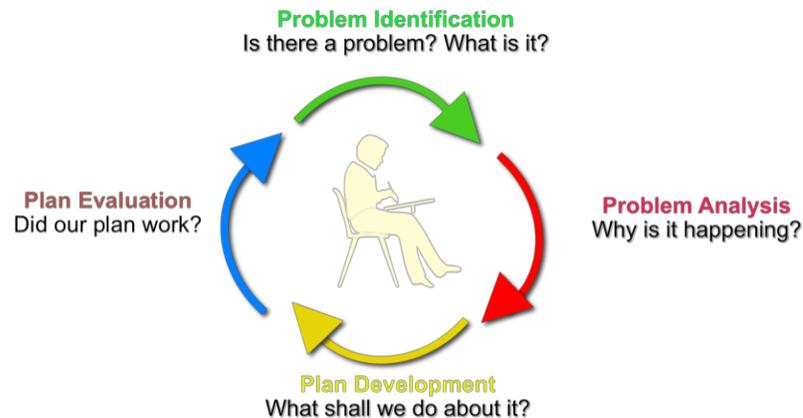
Response to Intervention



Those stakeholders at each Tier are present, actively contribute and take responsibility for their part in the problem-solving process.

PROBLEM SOLVING PROCESS

Problem Solving Method



At each Tier of RTI, a problem-solving process is used to match instructional strategies and resources to academic and/or behavioral needs. Problem-solving is unlikely to address every problem that a child may have with academics or behavior. To effectively solve problems, the team will address one or two top-priority problems. The team may address and prioritize problems that affect groups of students, as well as individuals. The problem-solving process is used to:

1. define the problem. Determine the discrepancy between what is expected and what is occurring. Utilize formative and summative data to support the discussion.
2. analyze the problem: Establish a hypothesis. Why is the problem occurring? Does the team have sufficient data to support the hypothesis?
3. establish a student performance goal using baseline data (formative and/or summative used to define the problem). Develop a n intervention plan to address the goal and delineate how the student's progress will be monitored and documented. The plan will be implemented with integrity, as stated. and implementation integrity will be ensured; and
4. evaluate the effectiveness of the plan in the problem-solving follow-up meeting. Evaluation of is based on adherence to the plan (duration, frequency, fidelity of intervention design, and progress-monitoring)

As part of the follow-up, the problem-solving team will meet to review the intervention plan, progress-monitoring results and determine the overall effectiveness of the plan. Progress can be categorized in four ways: 1. Sufficient progress has been made; 2. the student has shown progress but progress is

insufficient; 3. The intervention has been unsuccessful; and 4. Insufficient data are available. Each category leads to a different decision by the team.

1. *Sufficient progress has been made:*
Based on the relevant data shared, it is determined that the goal has been achieved. The problem-solving team may decide to maintain the intervention for an extended period of time and monitor progress less frequently to ensure that the student(s) continue to succeed.
2. *Progress is evident, but insufficient:*
 - a. If sufficient evidence exists that the intervention, plus data from previous interventions, has been unsuccessful, the problem-solving team may recommend a more intense level of intervention. This could include consideration for special education.
 - b. If the team determines that the plan/goal was sufficiently successful because the plan was not rigorous enough, the team may decide to change the plan based on new data, or continue the intervention for an additional window of time. The intervention plan or contract is updated accordingly.
3. *The intervention plan is unsuccessful. Progress was not made:*
 - a. If sufficient evidence exists that the intervention, plus data from previous interventions, has been unsuccessful, the problem-solving team may recommend a more intense level of intervention. This could include consideration for special education.
 - b. If the team determines that the plan was unsuccessful because the plan did not address the problem, or the duration of the intervention was insufficient, the team may decide to change or modify the plan based on new data. The intervention plan or contract is updated accordingly.
4. *Insufficient data are available:*
 - a. If the intervention was not implemented as it was planned (due to attendance problems, or otherwise), timelines, roles and responsibilities are reviewed and a new plan is implemented.
 - b. If the focus of an intervention needs to change because a more pressing issue has come to light, this is the time for that change to be addressed.

The problem-solving team will decide if additional meetings are necessary and what the specific focus needs to be.

Building Level: The Problem-Solving Teams

Tier 1: Weekly	Tier 2: 6-week intervals	Tier 2 Student Meetings	Tier 3: As needed
<i>Focus: Ongoing collaboration around behavior and academics, and problem-solving for groups and individual students. Adjust day-to-day plans for instruction set at 6-week meetings.</i>	<i>Focus: Review and analyze timely data. Discuss trends among cohort and plan instructional goals accordingly. Determine appropriate assessments (student work) to be shared at next 6-week meeting.</i>	<i>Focus: Review and analyze individual student progress for students identified to be in need of additional time and supports (academic or behavioral). Review individual's growth and adjust plan accordingly (every 6 weeks)</i>	<i>Focus: Meeting assembled specifically to address the learning or behavioral needs of an individual student. Adjustments to student's placement or instructional plan may include recommendations for additional testing.</i>
Principal	Principal	Principal	Principal
Classroom Teacher/Content area teachers	Grade-level Team	Classroom Teacher(s)	Classroom Teacher(s)
Grade-level Team	Reading Interventionist	Reading Interventionist	Reading Interventionist
			Special Education Teacher
<i>Specialists as needed:</i>	<i>Specialists as needed:</i>	<i>Specialists as needed</i>	Supervisor
Speech	Special Education Teacher	Math Coach	Psychologist &/or Social Worker
Social Worker	Social Worker	Special Education Teacher	Parents
Reading Interventionist	Speech	Psychologist and/or Social Worker	Speech/Language Pathologist
Literacy or Math Coaches	Literacy or Math Coaches	Speech/Language Pathologist	

The “Tier 2-Student Meetings” can also take place at the “Tier 2-6 Week Meetings”—and embedded part of the discussion. If the results of the plan for group instruction address the specific needs for an individual, it would not be necessary to meet separately for that student. However, the student’s Rtl plan would be updated to reflect the changes.

CONSIDERATION FOR SPECIAL EDUCATION SERVICE

Consideration for special education service is based on significant difference in performance compared to peers, low rate of progress even with targeted, high-quality instruction and interventions, and taking into consideration SLD exclusionary factors.

If a student who is placed in a powerful Tier III intervention fails to make progress repeatedly so that the Problem-solving Team is confident that the student will not be at or above the 10th percentile in any of the universal screeners or diagnostic assessments, then a student may be considered for a full case study including the documentation of a review of records, analysis of the problem, and the implementation of the planned intervention, evaluation, and the instructional needs. The need for special education services must be demonstrated (i.e., special education resources are likely to be required for the student to be successful.)

According to ISBE 34 CFE 300.309(a), a student can be determined to have a SLD in:

- i. oral expression*
- ii. listening comprehension*
- iii. written expression*
- iv. basic reading skills*
- v. reading fluency skills*
- vi. reading comprehension*
- vii. mathematics calculation*
- viii. mathematics problem solving*

Additionally:

The eight areas listed above are the only academic areas inclusive of SLD. There are no other areas that are permitted in considering SLD. The requirement is that student performance data focus on achievement, not processing deficits.

When conducting an evaluation, the team will use a variety of data (formative and summative) to make a determination for appropriate educational programming.

Data may include:

- Student work samples, grades, office referrals
- Universal screening, classroom, district, and state assessments, regular daily class work that highlights the specific learning issues under advisement, progress monitoring tools
- Functional behavior assessments
- Interviews of teachers, parents, counselors, and the student

In addition to a significant discrepancy, adequate progress must be the result of resources beyond what is reasonable to be implemented using only general

education resources, or insufficient even with intensive resources. Finally, instructional need must be demonstrated.

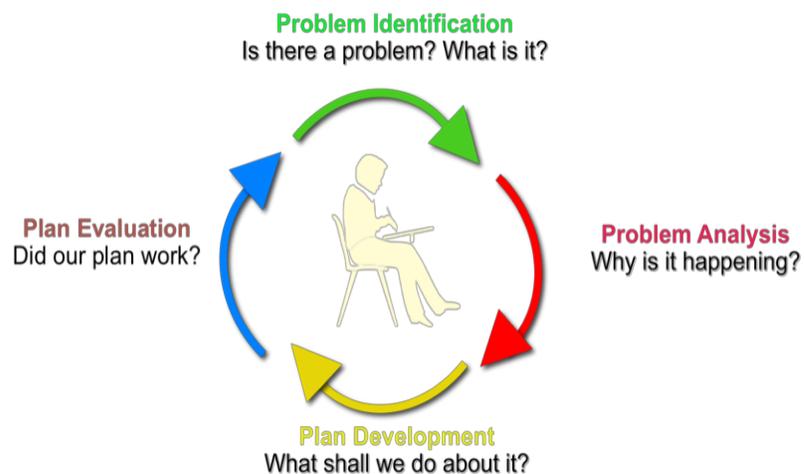
The data samples listed above can subsequently be used to make decisions about the special education eligibility and entitlement for services.

The following questions must be answered before a student may be found eligible for special education services:

1. What is the discrepancy of the student's performance with the peer group and/or standard?
2. What is the student's educational progress as measured by rate of improvement?
3. What are the instructional needs of the student?

To answer these questions, the 4-step problem identification process must be followed.

Problem Solving Method



ASSESSMENTS AND DATA COLLECTION

District 65 has developed a comprehensive assessment system. It includes assessments for screening, diagnosis, progress monitoring and outcomes. Most of the assessments have the inherent ability to be used for a variety of purposes.

Current universal screening tools include:

- ISEL subtests (K-2)
- MAP (3-8)
- ISEL Fluency checks *including* comprehension questions (1-6)
- Words Their Way (1-5)

Current diagnostic tools include:

- ISEL subtests (K-2)
- DRA, Fountas & Pinnell Benchmark Assessment System, and QRI-II (1-8)
- Running records (1-8)
- Unit tests (2-5)
- Words Their Way (1-5)

Current progress monitoring tools include:

- ISEL subtests (K-2)
- Fluency checks *including* comprehension check (1-8) done at child's instructional reading level
- Running records (1-8)
- Words Their Way (1-5)
- Unit tests (2-5)
- Student work products and
- Formative assessments

All students are screened in the fall using ISEL (K-2), Fluency checks (2-6), and MAP (3-8). Students scoring below the 50th percentile on the assessments are recommended for further diagnostic evaluation. Students may then be recommended to the intervention team to begin the RTI process.

Multiple Roles of Assessments in Literacy

Grade	Screening	Diagnostic	Formative Progress Monitoring	Benchmark Progress Monitoring	Summative Outcome Assessment
K – 2 Selected Tests Per grade level	ISEL: - Alpha Recognition* - Phonemic Awareness* - Letter/sounds* - Developmental Spl. - 1-1 Matching - Story Listening - Vocabulary - Word Recognition - Extended Response - Comprehension	ISEL DRA/EDL Words Their Way (WTW) Writing Prompt	ISEL* HF words Spelling tests Running Records Retellings Writing Fluency Checks Unit Tests Anecdotal Notes Rubrics Reading logs DRA2 Progress Monitor	ISEL DRA/EDL WTW Fluency Benchmark Passages	ISEL DRA/EDL
3 – 8	NWEA MAP - Vocabulary & Word Analysis - Reading Strategies & Comprehension - Literary Works - Literary Elements	DRA/EDL (3 & 4-5*) QRI/SRI (6 – 8) Fluency check (3 – 8)	Running Records Spelling tests Comprehension Questions/ Interview Fluency Checks Unit Tests Vocabulary Checks Conferences Work samples Rubrics Reading logs Anecdotal notes	MAP Benchmark Fluency checks QRI/SRI	MAP DRA/EDL QRI ISAT

This chart reflects all District assessments in their function as multi-dimensional assessments. The intent for these varied assessments is two-fold: To look at individual student learning profiles so that their learning can be maximized from early on. And, to look at data as part of the larger discussion of how can this student’s learning profile help improve the function of the system, overall.

Multiple Roles of Assessments in Math

Grade	Screening	Diagnostic	Formative Progress Monitoring	Benchmark Progress Monitoring	Summative Outcome Assessment
K-5 Selected Tests Per Grade Level	MAP AMC (Assessing Math Concepts-Kathy Richardson)	AMC EM (Everyday Math)	EM-Progress Checks EM-Oral/slate assessments EM-RSA (Recognizing Student Achievement) for -journal pages -exit slips -game record sheets -math boxes -mental math and reflexes Anecdotal notes Writing/reasoning prompts Open response problems	MAP-Survey with goals-number sense EM mid year assessment	MAP EM- end of year assessment
6-8	NWEA MAP -Number Sense -Algebra	Mathematics Navigator Screener VI-VIII Navigator Pre-Test (Tier 2&3)	ACE assignments Check-ups Partner Quizzes Unit Tests Notebook Checks Conferences Observation Work Samples Self-assessments	MAP Selected problems form Question Bank	MAP ISAT Unit tests Projects Navigator Post Tests (Tier2&3)

This chart reflects all District assessments in their function as multi-dimensional assessments. The intent for these varied assessments is two-fold: To look at individual student learning profiles so that their learning can be maximized from early on. And, to look at data as part of the larger discussion of how can this student's learning profile help improve the function of the system, overall.

CHANGING ROLES AND RESPONSIBILITIES

RTI is an initiative that takes place in the general education environment. RTI calls for early identification of learning and behavioral needs, close collaboration of staff and parents, and a systematic commitment to employing the necessary resources to ensure that students make progress in the general education curriculum. As RTI is adopted, it is anticipated that roles and responsibilities will change. Each professional group will realize adjustments in their duties and the scope of their practice.

- *Principals, Administrators, and Special Education Supervisors*
Successful RTI programs rely on the leadership of a strong principal or designated leader by bringing all educators to the same table to share professional development, children, time, space, money, and curriculum resources. Strong leaders overcome certain barriers by keeping the focus on children. The specific role of principals and administrators should be to ensure:
 - high quality instructional and behavioral supports are in place
 - scientific, research-based intervention is delivered by qualified personnel with expertise in the intervention used and in the areas of student difficulty,
 - student progress is continuously monitored,
 - data-based documentation is maintained on each student,
 - systematic documentation verifies that interventions are implemented with fidelity, integrity and the intended intensity,
 - decisions are made by a collaborative team of school staff who review response data and other information required to ensure a comprehensive evaluation,
 - interventions address the individual student's difficulties at the needed level of intensity and the support of appropriate resources and personnel,
 - a written document describing the specific components and structure of the process to be used is available to parents and professionals, and parent notification and involvement are documented.

- *General Education Teachers*
The general education teacher has a key role in the provision of needed instruction to students who are struggling academically and/or behaviorally. General education teachers should be considered the first tier of intervention and provide the best possible opportunity for students to have access to the curriculum.
Specific examples include:
 - active and regular participation in intervention/problem solving team process.
 - ensuring that appropriate evidence-based strategies are selected and implemented for all students.

- reviewing all data to make instructional decisions matched to student(s) need.
- providing learning opportunities through whole group, small group and individual instruction.
- translating and transferring new knowledge and skill into classroom practice that results in better outcomes for students.

Intervening for students who are struggling academically and/or behaviorally is an integral part of the general education teacher's responsibility.

- *Special Education Teachers*

Focusing on the needs of students in Tiers II and III, the special education teaching staff should translate assessment data into recommendations to inform instruction, develop behavioral change programs, and implement appropriate interventions and other learning supports. Assessment data should be shared and discussed with the problem-solving team so curricular adaptations can be put in place in the general education program. Individualized instruction may be provided as needed with ongoing adjustments based on both quantitative and qualitative analysis of the student's performance. Special education teachers will be expected to adjust their roles to include:

- active and regular participation in Intervention/Problem-Solving team process – post Tier II.
- work in collaboration with general education teacher to address the needs of struggling learners in the general education environment.
- flexibly adjust the composition of their small groups to temporarily include other Tier II students.
- providing direct, more intense, frequent or specialized instruction at Tiers II and III.
- continuous monitoring of progress to guide instruction and make adjustments in the plan.
- observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.

- *Reading Interventionists*

Focusing on the needs of students in Tier I, II, and III, reading teachers and specialists will be called on to take a proactive approach to sharing reading knowledge and working collaboratively. The RTI requirement to use scientifically-based reading research means all educators who teach reading need to be adept with phonemic awareness, phonics, morphology, comprehension, fluency, and vocabulary, to support the needs of students with learning difficulties. Reading specialists will be expected to adjust their roles within problem solving and RTI models to include:

- providing intensive instruction to struggling readers - such instruction may be provided within or outside the students' classrooms.

- consulting with teachers and parents regarding early intervention activities in the classroom and at home.
- demonstrating informal assessment as part of an individual student intervention plan.
- assisting staff in interpreting data as part of an ongoing decision-making process.
- observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.
- serving as a resource in the area of reading for paraprofessionals, teachers, administrators, and the community.
- working cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.

- *Literacy and Math Coaches*

Math and literacy coaches provide ongoing professional development side by side with the classroom teachers. The focus for this relationship is to strengthen instruction at all tiers based on a school's and a teacher's specific goals. The tiered framework of RtI implies that the curriculum be delivered in a differentiated manner. Coaches will plan with, model for, and co-teach with their colleagues so that all schools implement the curriculum and district initiatives consistently.

Coaches will be expected to adjust their roles to include:

- consulting with teachers regarding early intervention activities in the classroom and at home.
- demonstrating informal assessment as part of an individual student intervention plan.
- assisting staff in interpreting data as part of an ongoing decision-making process.
- observing students in the instructional environment in order to help identify appropriate intervention strategies, to identify barriers to intervention, and to collect response to intervention data.
- serving as a resource in the area of reading for paraprofessionals, teachers, administrators, and the community.
- working cooperatively and collaboratively with other professionals in planning programs to meet the needs of diverse populations of learners.

- *School Psychologists*

RTI introduces a shift from a "within-child" deficit, paradigm to an environmentally based perspective with a greater emphasis on instructional intervention and progress monitoring prior to special education referral. Districts across Illinois are guided by a requirement in its revised procedural policies to use a student's response to scientifically-based instruction (focused on measuring changes in individual

- performance over time) as part of the evaluation process. This change in the evaluation process may potentially eliminate the discrepancy model for identifying students with a specific learning disability (IDEA and Illinois 226). Psychologists will be expected to adjust their roles to include:
- active and regular participation in intervention/ problem-solving team process at Tier II and III.
 - providing assistance to staff in interpreting data as part of the ongoing decision-making process,
 - supporting the provision of direct interventions/services to “at-risk” students.
 - serving as liaisons to parents by helping them understand the new model and how it impacts their child, thus, helping to ensure that parent input is integrated into each tier of intervention and subsequent evaluation.
 - conducting comprehensive evaluation of student’s relevant academic, behavioral, and mental health functioning when appropriate.
- *Speech Pathologists*
 Speech and language pathologists offer expertise in the language basis of literacy and learning, experience with collaborative approaches to instruction/ intervention, and understanding of the use of student outcome data when making instructional decisions.
 Specific examples include:
 - active and regular participation in the intervention/problem-solving process.
 - assisting intervention teams’ understanding of the role language plays in curriculum, assessment, and instruction.
 - participating in the interpretation of progress monitoring data.
 - determining duration and type of service students with communication difficulties may need.
 - provide direct services to “at-risk” students in the areas of speech and language.
 - work in collaboration with general education teacher to address the needs of struggling learners in the general education environment.
 - flexibly adjust the composition of their small groups to temporarily include other Tier II students (specifically in primary grades).
 - *Social Workers*
 In addition to providing behavior-based interventions and supporting PBIS programs at the local level, social workers will provide links to child-serving and community agencies to support a student’s academic, emotional, behavioral, and social success.
 Specific examples include:
 - active and regular participation in intervention/problem-solving team process.

- early intervention with struggling students to link them with appropriate resources.
 - developing and monitoring behavior intervention plans and counseling services.
 - help students to develop and maintain personal and social competencies.
 - providing crisis response for students in critical need.
 - providing support and involvement in data collection and decision-making.
- *Occupational Therapists*
Occupational therapists offer expertise in the area of fine motor and sensory regulation skills in the school setting. The OT can begin involvement with students who display discrepancies or difficulties in educational performance through system consultation and instructional assistance. An OT can review with educational staff instructional strategies and participate in grade level problem solving or building team problem solving when requested.
Examples of support of the RtI process are provided below:
 - Present grade-level team, building or district-wide in-services on topics such as handwriting, seating, sensory regulation strategies.
 - Offer in -classroom consultation by providing for example, a 10 min. lesson for all K-1 students on grip & mechanics.
 - Observe and consult with teachers for individual students. Once the *Referral for Consultation Form* is completed the OT will observe a student, meet with the teacher and provide suggestions for the teacher to implement in class.
 - Consult on general interventions that the teacher would implement in the classroom for a specific group of students intervention related to use of sensory regulation and/or fine motor skills.
 - Provide support instruction in class with the teacher during a literacy activity or center.
 - *Parents*
Parent engagement is a key component of a strong RTI model. Actively involving parents contributes greatly to student outcomes. Parents should be engaged in all aspects of RTI. First and foremost, parents need to be familiarized with the RTI process so that they can provide effective home support for their children. Parents need to be kept apprised of their child's progress. Parents should have input and access to written intervention plans that include details about how the school is planning to help their child. Schools must provide parents with written material informing them of their right to refer their child at any time for special education evaluation as stipulated in IDEA 2004.
Parents must be prepared to discuss the following questions as well as any others that may seem appropriate with their school:

- Is the school district currently using an RTI process to provide additional support to struggling students? If not, do they plan to?
- What universal screening procedures are used to identify students in need of intervention?
- What are the interventions and instruction programs being used?
- What process is used to determine the intervention that will be provided?
- What length of time is allowed for an intervention before determining if the student is making adequate progress?
- What strategy is being used to monitor student progress? What are the types of data that will be collected and how will student progress be conveyed to parents?
- Is a written intervention plan provided to parents as part of the RTI process?
- When and how will information about a student's performance and progress be provided?
- At what point in the RTI process are students who are suspected of having a learning disability referred for formal evaluation.

IMPLEMENTATION TIMELINE / PROFESSIONAL DEVELOPMENT

Spring 2007

- A consultant made presentations to principals and administrators on the RTI model.
- Some administrators and teachers attended the Aspire Conference at Northern Illinois University.

Fall/Winter 2007-08

- A committee was formed to develop consistency in the intervention team process. The committee included special education support staff, general education teachers, special education administrators, and curriculum department administrators. The committee was later charged with developing a framework for implementing RTI.
- Curriculum department was asked to identify scientific, research-based instructional practices for interventions (Appendix A).
- Curriculum department was requested to provide baseline information regarding the availability of materials and resources for interventions at the various tiers (Appendix B).

Spring 2008

- Principals and other instructional leaders will attend a workshop on the District 65 model of Response to Intervention. This workshop will be held on April 16, 2008 and will be provided by the System of Support through North Cook Regional Office of Education and the Curriculum Department. This workshop will provide an introduction to the D65 framework for RTI. Principals will receive tools that will be used to assess the readiness of the building staff to begin the implementation process. At the same time the principals and staff will evaluate what additional infrastructure components need to be added, or need to be developed, or strengthened. The workshop will include the following:
 1. Overview of the D65 RTI model
 2. Tools for problem identification and progress monitoring
 3. Scientific, research-based interventions
 4. Changing roles and responsibilities
 5. Leadership and teaming in RTI and the problem solving process
 6. Parent involvement in RTI
- All staff will participate in RTI workshops during early release on May 8, 2008. This will provide all staff with information about RTI and with a plan for implementation in District 65.
- The District will complete the ISBE needs assessment as soon as it is available. The self-assessment results will be used to ensure that the District's RTI Plan includes the key components outlined by ISBE.

Summer 2008

- At the building level, principals will identify an RTI implementation team. The team will participate in training sessions during which the team will develop their plan for implementation during the 2008-09 school year.

2008-09 School Year

- Ongoing professional development and support will be provided at the program
- Continued professional development will be provided for RTI teams.

2010-11 School Year

- Ongoing professional development and support will continue at the district level through monthly grade level meetings designed to support the instructional trends in the district and to ensure uniform delivery of instruction.
- Rtl Intervention Specialist will work with as many school Rtl teams as possible (directly and indirectly), with the goal of surveying the current status of Rtl discussions and moving all schools to a consistent model/implementation of the Rtl process.
- Rtl Intervention Specialist will work with the SISK12 Specialist and three schools (one middle school and two elementary schools) to pilot an electronic version of the Rtl Intervention Plans.

2011-2012 School Year

- Ongoing professional development and support will continue at the district level through monthly grade level meetings designed to support the instructional trends in the district and to ensure uniform delivery of instruction.
- Rtl Intervention Specialist and SISK12 Specialist will introduce all administrators and staff to the electronic Rtl Intervention Plans. All staff will be expected to transition to this method of tracking students in Tiers II and III this year.
- All schools will establish their Rtl teams and other related team structures in the same fashion. Principals implement the hierarchy so that all meetings, at each level, are facilitated in the same manner with the same intended outcome—discussion of students' behavioral and academic growth based on data.

2012-13 School Year

- Ongoing support and training for all staff involved in accessing and updating the SIK12/Rtl system
 - Maintain accurate records of active and inactive Tier 2 plan status.
 - Increase classroom teacher involvement in preparing for and updating the plans.

- Establish a calendar of Rtl meetings throughout the year for all schools, including possible agenda topics for each meeting cycle based on data available at that time.
- Establish more efficient Rtl teams for Tiers 2 and 3
 - Clarify data and documents that can be presented to address the learning or behavioral needs of an individual student.
 - Follow the model as described in the District's Rtl document (see pp. 11, 14, 20-25), in regard to which stakeholders participate in the problem-solving process. The distributive leadership model draws on the building's expertise to facilitate these meetings.
- Continue the collaboration among Tier 1 and Tier 2 supports
 - Cohesive and consistent instructional delivery for shared students
 - Refine the understanding of layering instruction for students with additional needs beyond core classroom instruction.

Appendix A: CURRENT STRATEGIES AND RESOURCES FOR IMPLEMENTING RTI

When the student is:

<p>An emergent reader struggling with letter recognition</p>	<p>An emergent reading struggling with beginning phonemics awareness skills: recognizing or producing rhyming words, hearing the number of words in a sentence, or hearing word parts</p>	<p>An emergent reader having difficulty isolating phonemes, blending phonemes to make words, segmenting words into phonemes, or manipulating sounds in words</p>
<p>Strategies</p> <ul style="list-style-type: none"> • Name work • Match, point, name • Magnet letter work • Sorts (letters with tails, letters with circles, sticks, tall letters, short letters, letters with dots) • Font sorts (match upper case and lower case letters that are the same, that are different, match upper- and lower-case letters with different fonts) • Make letters (sand, foam, wikki stix, play dough) • Alphabet chart • Alphabet books • Tactile letters • Word wall • Hunts for names • starting with the same letter 	<p>Strategies</p> <ul style="list-style-type: none"> • Nursery rhymes (overlearn orally and then match voice to words) • Predictable books with rhyme patterns • Clap words in oral sentence • Clap word parts in the names and names of objects • Count words orally in sentence and then as teacher writes the sentence • Engage in word play • Count words in poems in pocket chart • Cut up known poems, songs and chants. Students rearrange words in correct sequence in pocket chart • Generate rhyming words • Find names that end the same (Mary, Harry) • Picture sorts • Interactive Writing 	<p>Strategies</p> <ul style="list-style-type: none"> • Use picture sorts • Elkonin boxes • Magnetic letters for blending and segmenting • Word building • Word wall work (clapping, chanting, writing) • Writing – Make own books • Making words • Sound stretching • Word family charts • Word hunts • Highlighter tape • Interactive Writing • Shared Writing

<p>Resources</p> <ul style="list-style-type: none"> • Macmillan letter cards • Macmillan phonics lessons • Fountas and Pinnell Phonics K – 1 • Literacy Work Stations (Debbie Diller) • Magnetic letters • Alphabet chart • Name chart with pictures • Magnadoodle • Wikki stix, play dough, foam • White boards • Words Their Way • Apprenticeship in Literacy 	<p>Resources</p> <ul style="list-style-type: none"> • Macmillan phonemic awareness lessons • Rhyming books • Nursery Rhymes • Poetry and Song books • Predictable books • Name work • Fountas and Pinnell Phonics K – 1 and Poetry book • White Boards • Big Books • 	<p>Resources</p> <ul style="list-style-type: none"> • Macmillan phonics lessons • Chart paper and Easel • White board • Highlighter tape and masking cards • Fountas and Pinnell Phonics lessons and poetry book • Word Wall • Markers • Magnet letters • Literacy Work Station activities • Big Books • Words Their Way
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When the student is:

A beginning reader struggling with blending letter sounds into words, segmenting short and long vowel patterns, single consonant sounds, consonant blends, digraphs, vowel teams, r-controlled vowels , or inflected endings

Strategies

- Blend sound by sound
- Onset/rime blending
- Elkonin boxes
- Separate letters that are visually or auditorally similar
- Practice directionality (noticing left to right letters and sounds)
- Use decodable books
- Picture and word sorts
- Making words
- Word family charts
- Writing (Interactive, shared, and independent)

Resources

- Macmillan phonics and spelling
- Words Their Way
- DRA Word Analysis
- Fountas and Pinnell Phonics Grades 1 and 2
- Making Words
- Word Family charts
- Decodable books
- Reading Rods
- Letter Tiles
- Literacy Work Stations Word Work

An “at risk” reader, second grade or older, who doesn’t spell well, who makes frequent decoding errors which impact fluency, or who struggles with reading multi-syllabic words

Strategies

- Building words
- Word sorts
- Making words
- Teaching syllables
- Prefixes/suffixes/roots
- Morphemic analysis
- Accented and unaccented syllables
- Spelling analogies
- Word wall activities
- Writing
- High Frequency word walls

Resources

- Macmillan phonics and word study lessons grades 2 - 3
- Words Their Way sorts
- Nifty Thrifty Fifty
- Personal Word walls
- Phonics for the Upper grades
- Fountas and Pinnell Phonics lessons grades 2 - 3
- Decodable books
- Manipulatives (word tiles and reading rods)
- Making Big Words

When the fluency problem is:

Labored decoding and word recognition	Poor phrasing, omissions, repetitions, substitutions, monotone, ignoring punctuation, inadequate rate	Lack of comprehension or excessive rate of reading
<p>Strategies</p> <ul style="list-style-type: none"> • See phonics strategies • Echo reading to pattern for the student • Choral reading to model and reread familiar text • Read easy level text to practice phrasing • Use word wall words and spell correctly in writing • Highlight specific high frequency words in poems, songs, and chants • Repeated readings of independent level books • Tape-assisted reading 	<p>Strategies</p> <ul style="list-style-type: none"> • Model appropriate phrasing, expression, and rate • Choral reading • Cued phrases • Repeated reading • Timed readings • Reader's theater • Tape-assisted reading • Reading independent level text 	<p>Strategies</p> <ul style="list-style-type: none"> • Reader's theater • Cued phrases emphasizing the meaning of the phrases • Paired reading • Retelling • Questioning • Model adjusting reading rate for different text • Tape-assisted reading • Post-It Notes for segments of text • Reading for a particular purpose (to question, to determine importance, to find the main idea, to infer)
<p>Resources</p> <ul style="list-style-type: none"> • Leveled libraries • Quick Reads • High frequency word lists • Read Naturally • Macmillan fluency lessons • Rasinski Fluency lessons • Leveled Readers' Theater • Word walls • Highlighters • Phrased reading • Poetry 	<p>Resources</p> <ul style="list-style-type: none"> • Quick Reads • Read Naturally • Leveled classroom libraries • Macmillan fluency lessons • Poetry • Masking Cards • Shared and guided reading 	<p>Resources</p> <ul style="list-style-type: none"> • Quick Reads • Macmillan fluency lessons • Razinski fluency lessons • Read Naturally • Shared Reading • Guided Reading •

When the vocabulary problem is:

Inadequate oral language development	Lack of background knowledge or Inadequate store of words	Word relationships, content knowledge, figurative language
<p>Strategies</p> <ul style="list-style-type: none"> • Use Text Talk (Beck) with read aloud books • Develop word awareness (vocabulary notebooks) • Engage students in conversations • Story grammar • Word play • Word building 	<p>Strategies</p> <ul style="list-style-type: none"> • Semantic mapping • Use Text Talk • Use context clues • Word building • Word Sorts • Topic related word banks • Preteach vocabulary • Vocabulary notebooks 	<p>Strategies</p> <ul style="list-style-type: none"> • Word sorts • Semantic mapping • Concept definition maps • Frayer Model • Word building • Prefixes, suffixes, morphemes, roots, • Idioms, similes, metaphors • Cognates • Graphic organizers
<p>Resources</p> <ul style="list-style-type: none"> • <i>Bringing Words to Life</i> • <i>Word Matters</i> 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Bringing Words to Life</i> • <i>Teaching Vocabulary in All Classrooms</i> • <i>Words, Words, Words</i> • <i>Building Academic Vocabulary</i> • <i>Words Their Way</i> • <i>Word Journeys</i> • <i>Teaching Phonics in the Intermediate Grades</i> 	<p>Resources</p> <ul style="list-style-type: none"> • <i>Bringing Words to Life</i> • <i>Teaching Vocabulary in All Classrooms</i> • <i>Making Words Stick</i> • <i>Words Their Way</i> • <i>Word Journeys</i> • <i>Teaching Phonics in the Intermediate Grades</i> • <i>Words, Words, Words</i> • <i>Word Build</i>

Lack of background knowledge, limited vocabulary, or unfamiliar genre, text features or concepts about print	Determining importance of information, sequence, details, elements of plot, locating information	Making connections, comparison/contrast, cause/effect, drawing conclusions or summarizing
Strategies <ul style="list-style-type: none"> • Preview text • Think aloud • K-W-L • Story mapping • Shared reading to model concepts about print 	Strategies <ul style="list-style-type: none"> • Think aloud • Graphic organizers • FQR • Read, Cover, Remember, Retell • Note-taking strategies (T- 	Strategies <ul style="list-style-type: none"> • Think Aloud • Coding the text (T-W, T-S, T-T Q/ A) • Reciprocal Teaching • QAR • Marginal notes

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is:

<ul style="list-style-type: none"> • Teach text features • Read a variety of genres • Wide reading • Reciprocal Teaching 	<p>charts, Cornel notes)</p> <ul style="list-style-type: none"> • QAR • Story mapping • Story boards • Skimming and scanning 	<ul style="list-style-type: none"> • Highlighting • Graphic organizers • Synthesizing
<p>Resources</p> <ul style="list-style-type: none"> • Mosaic of Thought • Strategies That Work • Nonfiction Matters • Guiding Readers and Writers • Questioning the Author • Reading for Meaning • Making Meaning • Soar to Success 	<p>Resources</p> <ul style="list-style-type: none"> • Mosaic of Thought • Revisit, Reflect, Retell • Strategies that Work • Nonfiction Matters • Soar to Success • Questioning the Author • The Power of Retelling • Reading Comprehension: Strategies for Independence • Making Meaning • Lessons in Comprehension • Still Learning How to Read 	<p>Resources</p> <ul style="list-style-type: none"> • Mosaic of Thought • Strategies that Work • I Read it But I Don't Get It • What Really Matters for Struggling Readers • Reading Comprehension: Strategies for Independence • When Kids Can't Read • Questioning the Author • Yellow Book Road • Guiding Readers and Writers

Appendix B: PROGRAMS—RESOURCES—STRATEGIES for K-5

<p>Tier 3 *DI Language for Learning *DI Reading Mastery Oral Language/ *Phonemic Awareness Group *Earobics *Lexia Early Reading</p>	<p>*DI Reading Mastery *Fountas and Pinnell Phonics *Earobics *Lexia Early Reading</p>	<p>*DI Reading Mastery *Fountas and Pinnell Phonics *Words Their Way *Earobics *Quick Reads *Lexia</p>	<p>*DI Reading Mastery *Phonics for the Intermediate Grades *Words Their Way *Making Big Words *Quick Reads *Lexia *Soar to Success</p>	<p>*Phonics for the Intermediate Grades *Words Their Way *Making Big Words *Quick Reads *Lexia *Soar to Success *DI Decoding</p>	<p>*Phonics for the Intermediate Grades *Words Their Way *Making Big Words *Quick Reads *Lexia *Soar to Success *DI Decoding</p>
<p>Tier 2 *DI Reading Mastery Oral Language/ *Phonemic Awareness Group *Fountas and Pinnell Phonics *Leveled Literacy Grps. *Assisted Writing Grps.</p>	<p>*Reading Recovery *Guided Reading Plus *DI Reading Mastery (fast cycle) *Fountas and Pinnell Phonics</p>	<p>*Guided Reading Plus *DI Reading Mastery (fast cycle) *Fountas and Pinnell Phonics *Words Their Way *Quick Reads *Fluency Project</p>	<p>*DI Reading Mastery (fast cycle) *Phonics for the Intermediate Grades *Words Their Way *Making Big Words *Quick Reads *Fluency Project *Reciprocal Teaching *Guided Reading Plus/ Comprehension Focus</p>	<p>*Phonics for the Intermediate Grades *Words Their Way *Making Big Words *Quick Reads *Fluency Project *Reciprocal Teaching *Comprehension Focus/ Guided Reading Plus</p>	<p>*Phonics for the Intermediate Grades *Words Their Way *Making Big Words *Quick Reads *Fluency Project *Reciprocal Teaching *Comprehension Focus</p>
<p>Tier 1 *Treasures *Fountas and Pinnell Phonics *Making Meaning *Text Talk *Interactive Writing Groups *Guided Reading</p>	<p>Treasures *Fountas and Pinnell Phonics *Making Meaning *Text Talk *Reader's Theater *Guided Reading</p>	<p>*Treasures *Fountas and Pinnell Phonics *Words Their Way *Making Meaning *Text Talk *Reader's Theater *Guided Reading/ Flexible Groups</p>	<p>*Treasures *Words Their Way *Nifty Thrifty Fifty *Making Meaning *Reader's Theater *Guided Reading/ Flexible Groups</p>	<p>*Treasures *Words Their Way *Nifty Thrifty Fifty *Making Meaning *Reader's Theater *Guided Reading/ Flexible Groups</p>	<p>*Treasures *Words Their Way *Nifty Thrifty Fifty *Making Meaning *Reader's Theater *Guided Reading/ Flexible Groups</p>
<p>K</p>	<p>1</p>	<p>2</p>	<p>3</p>	<p>4</p>	<p>5</p>

APPENDIX C: PROGRAMS-RESOURCES-STRATEGIES: MIDDLE SCHOOL

BEHAVIORAL INTERVENTIONS

ACADEMIC INTERVENTIONS

The resources and instructional strategies listed here are not a finite list. They do represent a wide array of approaches from which to consider and plan for addressing the diverse instructional needs of a given group of students.

<ul style="list-style-type: none">School wide discipline plan• Define and teach expected behaviors• Beginning of the year team building• Classroom management plans• Positive acknowledgement of Expected behaviors/Nichols Paws• Seating charts/Preferential seating• Verbal redirection• General attendance contracts• Weekly team monitoring• Guidance lessons• Parent contact• Back to school-parent nights• ODRs/ Detention• Anti-bullying training• Suicide/Mental health awareness curriculum• One on one parent teacher conferences• Attendance/ Tardy calls home	<p>TIER 1 ~80% UNIVERSAL INTERVENTIONS -All settings -All students -Preventative -Proactive</p>	<p><u>Instructional Methods</u></p> <ul style="list-style-type: none">• Instructionally and independently appropriate texts matched to students' abilities and interests• Instruction delivered through a gradual release of responsibility• Collect and analyze formative data so that goals can be set and instruction can be adjusted accordingly• Respectful, appropriately challenging tasks that lead to understanding of learning target• Regular intervals of time for students to turn and talk with one another about the topic of instruction• Cooperative learning• Flexible grouping• Small group instruction• Entrance and exit slips• Pre-teach vocabulary or concept to specific student(s)• Full implementation of reading and writing workshop• Word walls highlighting specialized vocabulary• Implement vocabulary & word study
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- in all content areas
- Before or after school study opportunities
- Classroom management plan
- Parent contact
- Goal setting with student

- Individual Attendance contracts
- Team/Parent Conferences
- Adjusted passing period
- General education placed in inclusion classes
- Conflict mediation
- Preferential seating
- Functional Behavior Analysis (FBA)
- Behavioral Intervention Plan (BIP)
- Hearing/Vision Screening
- Weekly/Daily Behavior Monitoring
- Social Skills Training
- Check in-Check Out (CICO)
- Community Service
- Pre-teach/Re-teach Behavioral Expectations

TIER 2
~15%
TARGETED
INDIVIDUAL OR
GROUP
INTERVENTIONS
-Some at-risk kids
-High efficiency
-Rapid response

Instructional Methods

- Extended day/Extended year
- Increased instructional time in area of need
- Small group instruction
- Supplemental Class
- Detailed diagnostic evaluation of reading or math profile (such as IRI)
- Instruction delivered by resource teacher, reading specialist, speech therapist, psychologist (specific to academic need)
- One on one tutoring before or after school
- Schedule adjustment
- Academic probation contracts
- Extended time on tests
- Daily/Weekly Academic parent form
- Check in/Check out (CICO)

Instructional Resources

- *Bridges to Literature*
- *Read 180*
- Books on CD and MP3

- Alternative Placement
- 504 Plan
- Group counseling/social work
- Truancy Court Referral
- Network with outside agencies for wraparound
- Outside counseling services
- Referral for special education testing
- Complex FBA/BIP

TIER 3
~5%
INTENSIVE
INDIVIDUAL
INTERVENTIONS

Instructional Methods

- Increased time
- Schedule adjustment
- Supplanted instruction delivered in small group setting by resource teacher or reading specialist
- Alternative Placement
- Referral for special education testing
- 504 Plan

Instructional Resources

- Books on CD and MP3
- Assistive technology
- *Read 180*
- *Ramp Up*
- *Bridges to Literature*
- Direction Instruction: Decoding

*Adapted from a chart created by the Nichols Staff.

Appendix D: Sample Tier I and II Interventions					
Group	Role of Reading	Role of Writing	Entry and Exit Assessments	Progress Monitoring	Materials
Reading Recovery	Reading strategies, fluency, comprehension	Writing strategies, early composing strategies	Observation Survey, Text Reading Level	Running Record, Book Graph, Writing vocabulary chart	Leveled texts, writing journal
Emergent language and Literacy Group	Emergent literacy foundations, language development	Knowledge of print, phonemic awareness, language development	Observation Survey, Dictated Story, Record of Oral language	Writing Sample, Observation Notes & Running Record, if applicable	ABC chart, nursery rhymes, writing journal, interactive writing chart, Big Books, easy text
Guided Reading Group	Reading strategies, fluency, comprehension	Reading and writing links, writing about reading	Text Reading, Retelling, Word-Test, Fluency Measure,	Text Reading, Retelling, Fluency Measure, Reading	leveled texts, writing journals
Assisted Writing Group	Increase reading through writing	Understand writing process, composing transcribing, revising strategies	Text Reading, Writing Prompt	Writing Journal, Scoring Rubric, Writing Prompt	Personal dictionary, writing journal, magnetic letters
Writing Process Group	Increase reading through writing	Composing, revising, editing strategies	Writing prompt	Writing Portfolio, Writing Checklist, Writing Prompt	Writing portfolios, mentor texts, writing checklists
Comprehension Focus Groups	Comprehension strategies, knowledge of text structures, deeper understanding of content	Reciprocity of Reading/Writing. Writing process, text organization	Text Reading (oral/silent) comprehension, measure, writing prompt and scoring rubric	Benchmark Book in genre/text unit; writing sample in genre/text unit	Collection of books in focus unit; writing portfolios, text maps and writing guides
Comprehension focus groups in content areas	Comprehension strategies, knowledge of text, deeper understanding of content	Reciprocity of reading/writing, writing process, text organization	Text Reading (oral and silent reading) comprehension, measures, writing prompt and scoring rubric	Unseen text in content area; writing sample in genre/text unit	Content textbook or informational text, writing portfolio, text maps and writing guides