

Russellville High School

Response to Instruction Plan (RtI)



RtI
Response to Instruction

2017-2018

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RtI
Response to Instruction



**What is
Response to
Instruction
(RtI)?**

**What are the
RMS beliefs of
RtI?**

**What are the
essential
components of
RTI?**

Russellville High School

Response to Instruction (RtI) Plan

**“Supporting the
Academic Success of
All Students”**



Response to Instruction (RtI) integrates core instruction, assessment, and intervention to maximize and improve student achievement and to reduce behavior problems. Through a multi-tiered approach, students are provided standards-based instruction and intervention that is matched to their academic, social-emotional and behavioral needs. As RtI is implemented within the school, struggling students are identified, problematic areas are identified, data-based research-based interventions are provided to the students, and students are frequently monitored to adjust the intensity of intervention based on the student's response.

RtI is a collaborative effort between General Education and Special Education. Through early intervention, students can receive support before the problematic area has a negative effect on the child's performance in the classroom. RtI can be used to support all students, especially those at-risk of failing to achieve state performance standards or those that are not at grade level.

- All students should receive high-quality instruction by qualified staff in their general education classroom.
- Differentiated instruction should be implemented through a three-tier approach to provide early intervention for struggling learners.
- Movement between tiers should be guided by a data-driven decision-making process.
- Universal screening and progress monitoring are the basis for instructional decisions.

At Russellville High School, we believe that there are three essential components of RtI:

1. Tiered Instruction – Students will receive instruction and intervention based on their area and level of need.
2. Ongoing Student Assessment – Students will be assessed and progress monitored frequently and systemically.
3. Family Involvement – Parents will be involved in their child's academic/behavior progress through frequent student up-dates.

**Who is involved
in the RtI
process?**

**What is the
Student Support
Team?**

**Who are the
Student Support
Team members?**

**What are the
team member
roles?**



The RtI process requires the involvement of the following:

- Classroom Teachers
- Parents
- Students
- Building Specialists (principals, special education teachers, ELL teachers, counselors, academic coaches, speech therapists)
- Community Service Providers

The Student Support Team (SST) helps guide general education intervention services to all students who have academic or behavior difficulties and will develop an intervention plan for each student. The SST is responsible for the day-to-day decisions which ensure that (1) students receive instruction and interventions matched to their identified needs, (2) appropriate progress monitoring tools are utilized to provide evidence of students' response to instruction and intervention, and (3) progress monitoring data are used to make timely instructional decisions which maximize student outcomes.

The SST at Russellville High School will include the following members:

- Classroom Teachers
- Special Education Teachers
- School Guidance Counselors
- Administrators

SST members shall serve in the following roles to facilitate the work of the team:

Chairperson

- Schedules monthly meetings
- Notifies school personnel of meeting dates and times.
- Provides teachers with Intervention Forms and materials.

Facilitator

- Determines which students will be reviewed during each meeting.
- Shares student list with team members prior to meeting.
- Notifies and invites teachers of students who will be reviewed to attend the meeting if they are not part of the team.

Secretary

- Records decisions made regarding each student reviewed.
- Generates parent progress reports.

Timekeeper

- Allocates time available to discuss each student.
- Helps to ensure that team budgets time efficiently and that the meeting concludes at the agreed upon time.

Data Manager(s)

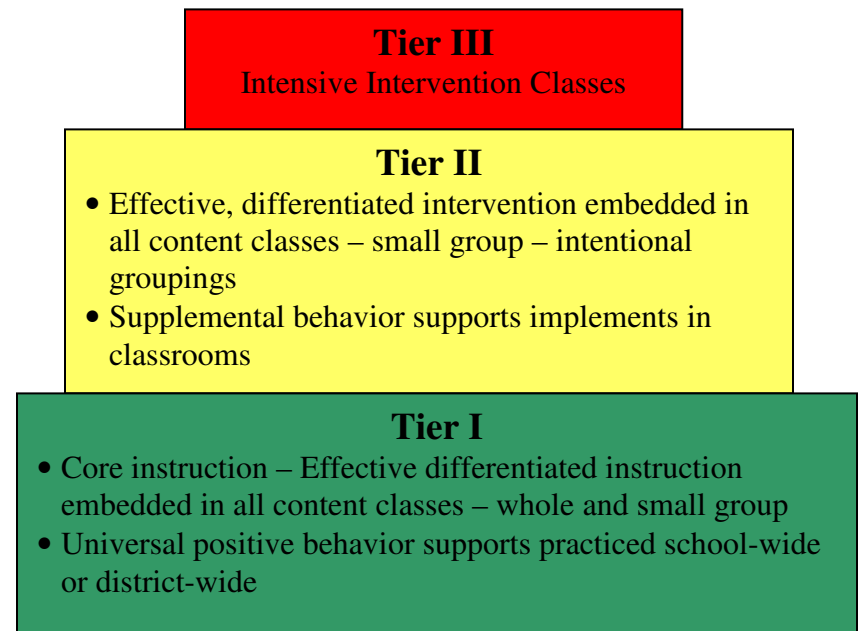
- Records, presents, and explains monitoring data for each student discussed by the team.
- Gathers and maintains Student Intervention Documentation forms.

What is the three-tiered instructional model?

What are the characteristics of the tiered instruction model?



The RtI instructional model has three tiers that focus on academic and behavioral strategies in the general education setting.



Tier I

Tier I instruction is designed for all students. This core instruction is delivered by the general education teacher and should meet the needs of at least 80 percent of the students. Tier I provides high quality, general education instruction based on the Alabama Course of Study/College and Career Readiness Standards for each specific content area. Instruction should include modeling, multiple examples, corrective feedback, and multiple opportunities for student practice. Instruction will be maximized by offering each student more of the following:

- Repeated opportunities for practice and review.
- Additional opportunities for correction and feedback.
- Increased time on task, engaged in instruction and practice.
- Drill repetition and/or practice review.

Tier II

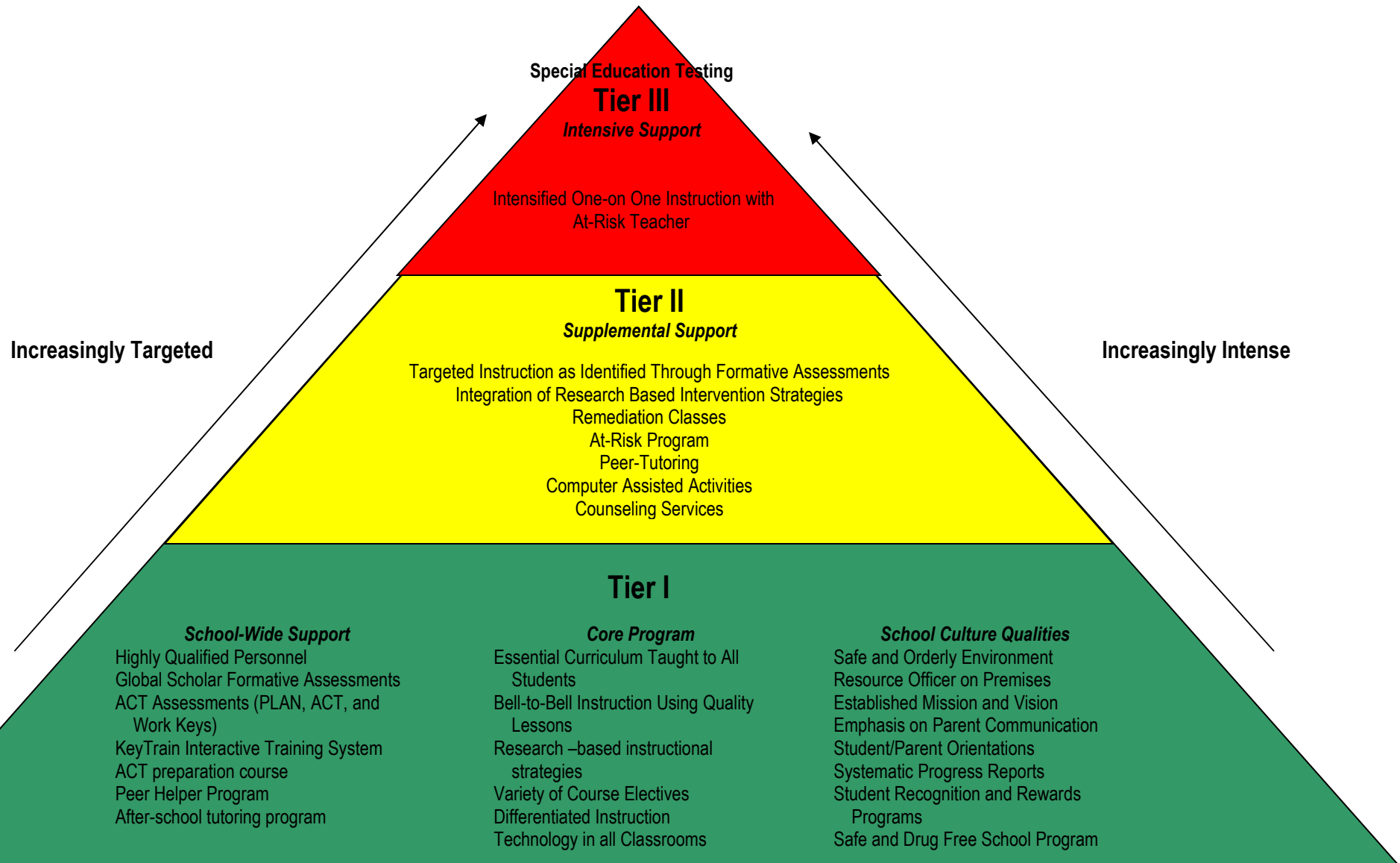
Tier II interventions are designed for students who are not adequately progressing in Tier I instruction. These interventions provide additional attention, focus, and support for the student. Teachers may provide Tier II interventions in the classroom with struggling students. Tier II intervention will also be provided to identified students either through a remediation class, individualized instruction, small group instruction, or peer tutoring.

Tier III

Tier III interventions are designed for students who are not responding to Tier I or Tier II instruction and interventions. Materials and intervention strategies should be research-based and should be provided by a specialized teacher who is highly skilled. Students at Tier III will receive intervention in small group and/or on an individual basis with an at-risk teacher.

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Pyramid of Interventions



How are students identified for Tier II services?

The decision to provide Tier II intervention is based on student at-risk screening data such as Global Scholar formative assessment data as well as teacher recommendations and classroom performance data including student grades, formal and informal assessments and diagnostic assessments.

In addition, students may be identified as At-Risk by the classroom teacher based on classroom performance and/or behavior and may be referred to the SST for recommendations for RtI interventions. The SST will evaluate student data and determine intervention strategies to meet the needs of the individual student.

Who provides Tier II intervention?

Tier II interventions can take place inside or outside of the general education classroom. They may be provided by:

- General Education Teacher
- Specialized Teacher
- Special Education Teacher
- At-risk Teacher
- Paraeducator
- School Guidance Counselors

How is student progress monitored in Tier II?

Students will be monitored systematically to evaluate the effectiveness of instruction/behavior to determine if learning goals are being met. The following methods will be used to progress monitor student progress:

- Formative/Diagnostic Assessments
- Progress Monitoring
- Classroom Grades
- Teacher Observation



**What if Tier II
is not enough?**

**Who decides if
the student
needs Tier III
intervention?**

**Where does
Tier III
intervention
take place?**

**What if the
student makes
progress in
Tier III?**

**What if the
student does
not make
progress in
Tier III?**



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Struggling learners who still have difficulty mastering grade level expectations after receiving Tier I and Tier II services should be provided with Tier III intervention. Tier III interventions are intended for students with significant deficits or underachievement and require the most intensive services available.

A decision to move a student to Tier III intervention is determined by the Student Support Team after several documented individualized interventions in Tier II have resulted in limited progress (i.e., achievement gap between student's progress and expected benchmark remains significant).

Tier III intervention will take place out of the general classroom and will take place with the At-Risk Teacher.

If the student is successful with the intervention and demonstrates sufficient progress, the Student Support Team may consider whether the student is able to move to Tier I or Tier II.

If the student does not make sufficient progress in Tier III, the Student Support Team may consider several options, including referring the student for a special education evaluation. It is imperative that proof is available to confirm that the interventions were implemented with fidelity.

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Rtl Flow Chart – 2017-2018

At-Risk Screening

- Global Scholar formative assessment data
- Teacher recommendations (based on grades, formal and informal assessments, classroom performance, attendance)
- Behavioral data

Tier I

Students who are not identified as At-Risk will remain in Tier I. All students will receive Tier I intervention through rigorous and differentiated classroom instruction.

Rtl Student Support Team

Principal
Assistant Principal

Counselors
Specialized Teachers

Regular Ed. Teachers
Special Ed. Teachers

Tier II

Students who are at-risk according to the at-risk screenings or identified by classroom teachers will be considered for Tier II interventions.

The Rtl Student Support Team will use the at-risk screening data to assign the students to the appropriate standard protocol intervention.

1. Students will receive Tier II intervention through scientifically based intervention strategies.
2. Progress monitoring data will be systematically collected and recorded on Rtl student data sheet.
3. Students' progress will be monitored through formative assessment performance data.
4. Rtl Student Support Team will meet monthly to review progress monitoring data.

If the student is making progress, Tier II interventions will be continued.

If the student is not making progress, Tier III interventions will be provided to the student.

Tier II Support Team

- Regular classroom teachers will provide Tier I and intermediate Tier II interventions.
- Classroom teachers will provide Tier II interventions using scientifically research-based instruction. This will include small group and one-on-one instruction in the areas as determined by the Rtl Student Support Team.
- School nurse – if there are any medical concerns
- School counselors – if there are any behavioral or emotional concerns

Tier III Support Team

- Students will receive intense, one-on-one instruction through using scientifically research-based instructional strategies with the At-Risk teacher.
- School nurse – if there are any medical concerns
- School counselors and/or Licensed Professional Counselors – if there are any behavioral or emotional concerns

Students receiving Rtl interventions will have an up-to-date vision and hearing screening.

If the data indicates that the student is making progress in Tier III, the SST may decide whether to return the student to either Tier II or Tier I.

If the data indicates that the student is regressing or not making progress, the SST may modify the interventions and/or consider the need for a comprehensive evaluation.

How is behavior addressed in the RtI model?

What forms are with RtI?

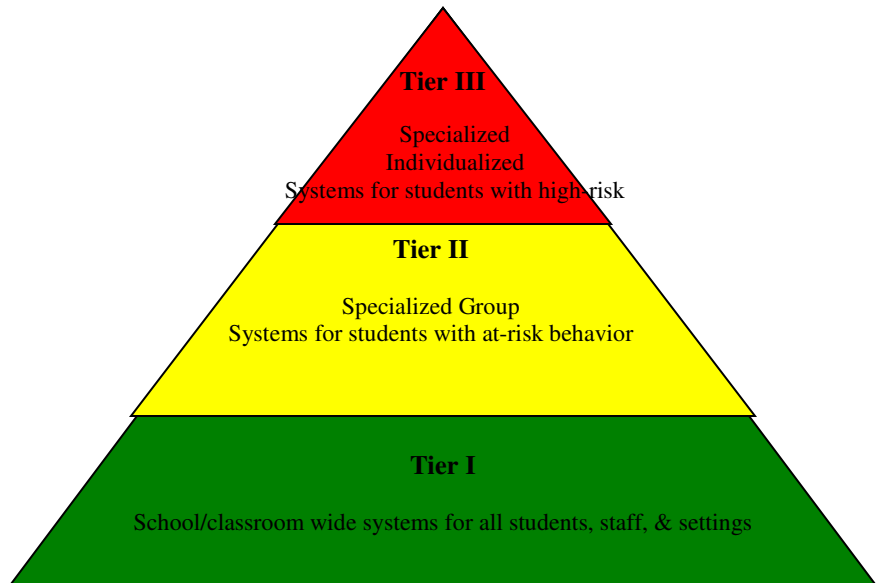
How are parents kept informed?



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The goal of Russellville High school is to educate all students, including those with challenging social behaviors by establishing an effective continuum of Positive Behavior Support System. This continuum addresses the needs of students in Tier I, whole school, Tier II, strategic interventions for students with challenging behaviors; and Tier III which addresses the more serious behaviors that may require functional behavior assessments and behavior intervention plans.

Continuum of Positive Behavior Support



Every student that is receiving RtI interventions will have a “Student Referral Form” on file. If the student begins interventions through at-risk screening/identification procedures, the Student Support Team will complete the referral form. If the student is referred by a teacher for intervention, the referring teacher will complete a “Student Referral Form”. The Student Intervention Form will be used by the SST for developing an individual intervention plan for each student. The Student Progress Monitoring Record will be used to record student progress data.

Parents will receive frequent student progress updates through progress reports, report cards, conferences, online access to I-Now, and e-mail.