

Response to Intervention (RtI)

The first sentence in Prairie Crossing Charter School's (PCCS) Philosophical Overview states "The cornerstone of the Prairie Crossing Charter School is excellence in education." The Academic Rigor Value Statement explains: "We (PCCS) use effective and innovative practices that result in consistently high student achievement." Excellence is expected from all students. For students not meeting academic and behavioral expectations, a problem solving and intervention system was established during the 2008-2009 school year. This plan, known as the District RtI Plan, includes how the plan was formed, organized and written; and is available for viewing at the main office. A three tier RtI model was adopted by the district.

What is RtI?

The Illinois State Board of Education states: RtI is a multi-level framework to maximize student achievement by providing support to students at risk for poor learning outcomes. This approach includes:

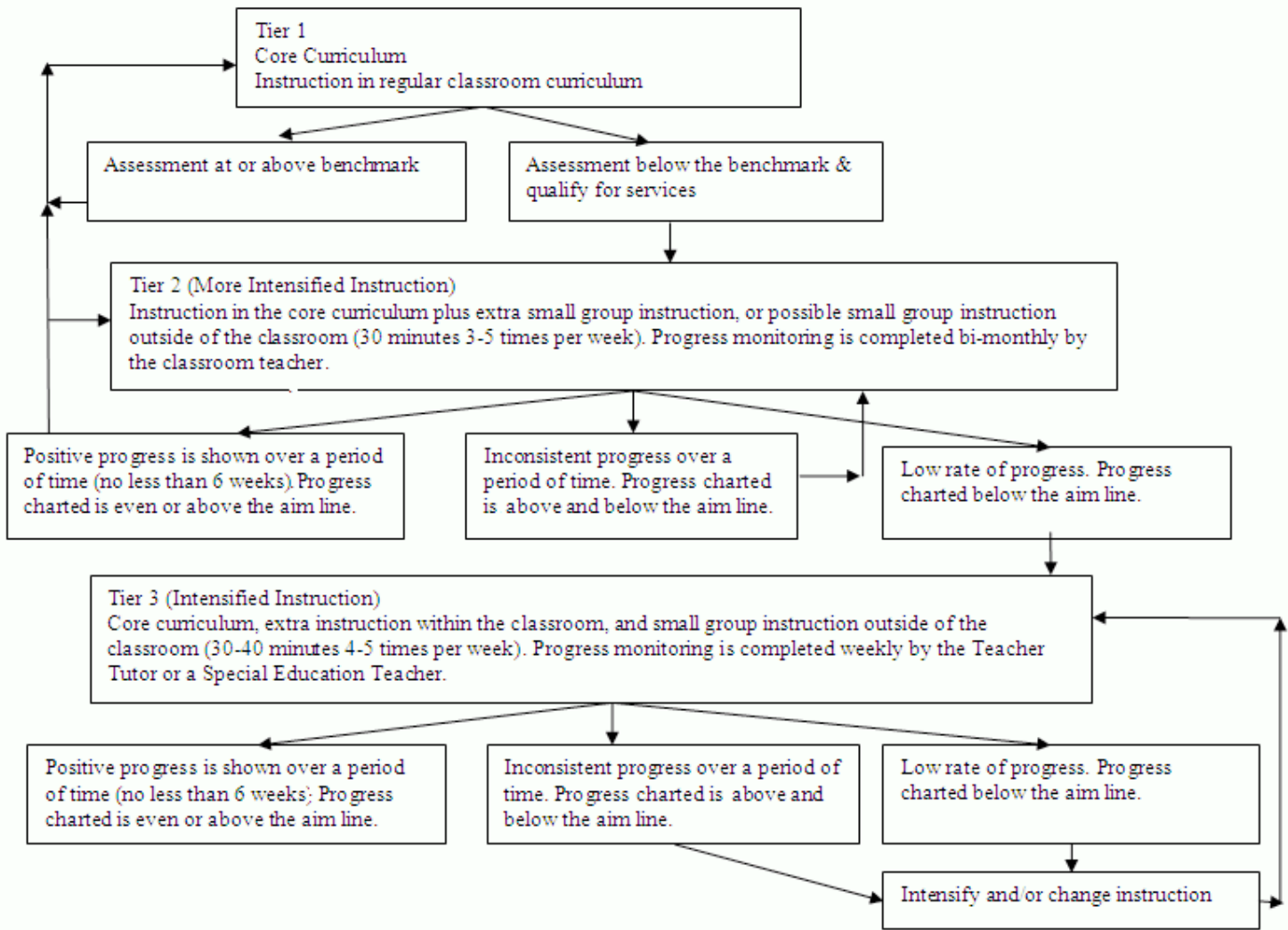
- Core instruction for all students
- Increasingly intensive instructional interventions for students who need extra help (tiered system of intervention and systematic problem solving)
- Progress monitoring (data monitoring and analysis)

RtI can be used to improve academic achievement and improve classroom behavior.

Why Use RtI?

- RtI enables educators to target instructional interventions to children's specific areas of need as soon as those needs become apparent.
- Formerly, the education system waited for a student to fail before attempting more intensive instructional interventions.
- Current research demonstrates that early intervention is crucial to a student's success.
- It allows special and general educators to share responsibilities for educating all students.
- It creates a uniform educational system that focuses on the success of all learners.
- It provides a process that identifies struggling learners early.
- It provides data to assist educators in making educational decisions and provides support for those decisions.

Three Tier RtI Model at PCCS



RtI Plan Components

Step 1: Screening Assessments

Academics:

In the spring of each school year the ISAT test (state accountability test) is administered to students in third through eighth grade. Information obtained from this assessment delineates if students are below, have met, or have exceeded state standards at the grade level assessed.

Universal screenings are given to ALL students three times a year (fall, winter, spring) to determine if individual students are making expected progress in the areas of reading and math.

The assessments given are listed below:

K-1st Grade—AIMSweb Early Numeracy

1st -8th Grade—AIMSweb Math CBM

K-2nd Grade—DIBELS

2nd-8th Grade—NWEA/MAPS

Upon completion of the universal screenings each trimester, the assessment data is examined by the Dean of Students & Faculty, the School Psychologist, Reading and Math Tutors and individual Classroom Teachers. Data is examined to determine each student's attainment and/or progress toward grade level benchmarks.

Behavior:

At each trimester a student's behavior is reviewed. Difficulties identified in the student's academic functioning due to behavioral, organizational, and/or emotional factor is examined to determine if the student is meeting or below grade level behavior standards. Data collected from teacher files, observations, office referrals, etc. are used to make this determination.

Step 2: Determine Student's Level of Functioning

Academics:

Students who have not met grade level benchmarks are identified. If one or more assessment indicators (ISAT, NWEA/MAPS, DIBELS, and AIMSweb) are below benchmark, a student is identified as needing additional diagnostic assessments. These additional diagnostic assessments are administered by the Classroom Teacher or the Reading/Math Tutor (See Responsibilities on p. 11) to determine the student's current level of functioning and level of additional instruction needed.

Students below set benchmarks (below the grade level benchmark on the DIBELS or AIMSweb, or below the 35th percentile on the NWEA in the content area of reading and/or math) are administered additional diagnostic assessments.

- Students in grades K-4 not meeting benchmark on the DIBELS and/or AIMSweb are then screened using additional assessments. (Reading: IRI level, Wright Group level, phonemic awareness level, spelling and writing level. Math: calculations probes, Concepts & Applications CBM, in class beginning of the unit assessment, grade level math assessment.) Each grade level has different items they must complete.
- Students in grades 2-8 not meeting the benchmark of the NWEA (on or above the 35 percentile) in a subject matter are screened using additional information/assessments, including but not limited to: previous spring ISAT score, IRI for reading, curriculum based measures in reading (Oral Reading Fluency, MAZE) and math (grade level probe, calculation probe in area the of deficit and/or Concepts & Applications CBM) from AIMSweb. At this level each grade level has similar items they must complete.

Behavioral: Informal and formal assessments as determined necessary

Indicators at Each Grade Level:

Grade	Math Indicators	Reading Indicators	Behavior Indicators
Kindergarten	AIMSweb Early Numeracy, Kindergarten assessment	DIBELS, Fountas & Pinnell Reading Level Assessment	Classroom Incident Reports Office Referrals
1 st grade	AIMSweb Early Numeracy, AIMSweb CBM, previous year curriculum proficiency (grades)	DIBELS, Fountas & Pinnell Reading Level Assessment, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals
2 nd grade	NWEA RIT score*, AIMSweb CBM, previous year curriculum proficiency (grades)	NWEA RIT score*, DIBELS, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals
3 rd grade	NWEA RIT score*, AIMSweb CBM, previous year curriculum proficiency (grades)	NWEA RIT score*, Fountas & Pinnell reading level, previous year	Classroom Incident Reports Office Referrals
4 th grade	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals
5 th grade	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals
6 th grade	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals
7 th grade	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals
8 th grade	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	NWEA RIT score*, ISAT scores from previous Spring**, previous year curriculum proficiency (grades)	Classroom Incident Reports Office Referrals

* & **Student below the 35th percentile on the NWEA and/or as “Not Meeting” state standards on the ISAT are identified by the classroom teacher as needing additional grade level assessments (results from these additional assessment determine if a student qualifies for remedial services and at what level).

Step 3: Determine Student's Level of Intervention and Area of Instructional Need

A Grade Band Meeting is held at each level to examine assessment data obtained during fall and/or winter benchmarking sessions, or at other times during the school year to determine each student's needed level of intervention (see table below). At this meeting, a group of educational professional (School Psychologist or other specialist, Reading and Math Tutors, and individual Classroom Teachers) known as the Grade Band Team, identify the students intervention level/tier and if tutoring is needed inside or outside of the classroom.

Intervention Levels

Tier 1 (Classroom Intervention):	Students meeting benchmark scores are not eligible to receive additional services and are instructed in the core curriculum.
Tier 2 & Tier 3 (Strategic Intervention and Intensive Intervention):	Students are determined eligible for Tier 2 and Tier 3 based on data collected from formal benchmark assessments and informal assessments. Students determined eligible receive instruction in the core curriculum along with additional instruction either in the classroom by the classroom teacher and/or by a tutor outside of the regular classroom.

Parents of students identified as needing intervention(s) are contacted by the classroom teacher to begin the intervention process.

Step 4: Provide Student with Intervention and Monitor Progress

At each tier, students identified as needing intervention have goal(s) written by the classroom teacher and/or tutor*. Each goal specifies the type of intervention (i.e., small group instruction in reading comprehension), the amount and duration of the intervention (i.e., three times a week for thirty minutes for four weeks), and how the goal will be monitored and evaluated. Many interventions will be implemented within the regular classroom. If a student is in need of more explicit intervention within the classroom or outside of the classroom parent permission needs to be obtained.

Information specific to instructional tutoring:

When a student is identified as needing tutoring services, a meeting is set up with the student's parent(s)/guardian(s). This meeting is held to explain the current program available, the specific needs of the student, to set goals and timelines for student interventions, to inform parents of activities/interventions available for home (homework activities, strategies taught in tutoring, etc.), and to obtain permission in writing from parents for students to receive tutoring services.

Reports of student progress are sent home monthly, with formal reports being shared with parents, at a conference after the first and second trimester. If during the trimester a student is not progressing at anticipated rates, a parent meeting is additionally set to discuss possible solutions (intensification of service or the possibility of services under a different program). Prior to the end of the school year a meeting is held with parents to determine the student's academic progress and determine goals for the subsequent school year. Additionally, a meeting is held with parents if a student has met academic goals and needs to be exited from services.

**Remediation Plans are written at this time also.*

Step 5: Determine Student's Response to Progress and Determine New Goals

Progress is monitored on each student as determined by the student's written goal. Each student's progress monitoring data is discussed at least monthly in a grade band meeting. If a student is not making progress, intervention is intensified. If needed, the student is brought to a formal Teacher Assistance Team (TAT) meeting and additional intervention(s) are selected or additional testing is completed to identify additional student needs.

Responsibilities

Classroom Teacher

If after fall or winter screening assessments are completed and a student is below set benchmarks on the DIBELS or AIMSWEB assessments or below the 45th percentile on the NWEA in either the content areas of reading or math, the classroom teacher needs to complete diagnostic assessments. If a student is below the 35th percentile the classroom teacher will request an instructional tutor to complete additional testing.

Assessments administered by classroom teachers

Content Area	Assessment
Reading	Grades K-3: Fountas & Pinnell Assessment Reading Level & an IRI, Writing Assessment Grades 4-8:
Math	Grades K-8 Grade level assessment, calculation probes, Concepts & Applications cbm (AIMSweb), skill based assessment

These assessments need to be completed and discussed at the next scheduled Grade Band Meeting following the screening testing session.

For any student determined to be in Tier 2 or Tier 3, the teacher needs to complete a Remediation Plan and submit this plan to the Dean of Students & Faculty.

* *ORF: Oral Reading Fluency*

Math/Reading Support Teachers

If after fall or winter screening assessments are completed and a student is below set benchmarks on the DIBELS or AIMSWEB assessments or below the 35th percentile on the NWEA in either the content areas of reading or math, the support teacher needs to complete additional diagnostic assessments over and above what the classroom teacher is completing. These assessments need to be completed, discussed with the classroom teachers and presented at the next scheduled Grade Band Meeting following the screening testing session. Reading and math support teachers will assist in determining the appropriateness and level of tutoring needed for each student.

Specialists (Psychologist, Social Worker, Special Education Teacher, Occupational Therapist, Speech Therapist)

If needed, specialists may assist in obtaining diagnostic assessment material on students. Specialists are required to attend the scheduled grade band meetings at the level assigned. Specialists will assist in determining the appropriateness and level of tutoring needed for each student.