

Cedar Bluff School
Response to Instruction (RtI) Plan

2015-2016

RESPONSE TO INSTRUCTION (RTI)

RTI INTRODUCTION AND RATIONALE

Response to Instruction (RTI) is a multi-tiered instructional framework designed to guide each student's educational plan, to maximize academic achievement, to reduce behavioral inhibitors, and to ensure appropriate and effective instruction is implemented through the use of systematic data analysis and scientifically research-based instructional practices.

RTI Description

Response to Instruction (RTI) is an educational approach that consists of three tiers of varying levels of instructional and interventional intensity for all students based on STAR universal screenings (STAR Early Literacy, STAR Reading, and STAR Math) and regular progress monitoring.

Tier I-Core Instruction

- Participants: all classroom students
- Instruction Provider: classroom teacher
- Type of Instruction: Alabama state-mandated core instruction
- Setting: whole group/small group
- Length of Program: academic school year
- Transitional Option:
 - Transition to Tier 2-baseline score below the 25th percentile on one or more STAR universal screeners.

Tier 2-Strategic Intervention

- Participants: students who score below the 25th percentile on one or more STAR universal screeners
- Instruction Provider: classroom teacher
- Type of Instruction: scientifically research-based strategic interventions based on targeted STAR assessment results; in addition to Tier 1 core instruction
- Setting: small group
- Length of Program: four (4) weeks of progress monitoring; intended to be short term, but there are no specific time limitations
- Transitional Options:

- Transition Back to Tier 1-consistent positive growth and scores of 25th percentile or above
- Remain in Tier 2 with Changes in Intervention-positive, inconsistent, or flat growth, but still below 25th percentile
- Refer to Problem Solving Team (PST) for Tier 3-negative growth after at least four (4) weeks of progress monitored Tier 2 intervention

Tier 3-Intensive Instruction

- Participants: students showing negative growth after at least four (4) weeks of progress monitored Tier 2 intervention
- Instruction Provider: highly qualified resource person outside the classroom
- Type of Instruction: scientifically research-based intensive interventions that increase in frequency, intensity, and/or duration based on targeted assessment results; in addition to Tier 1 core instruction and Tier 2 strategic interventions
- Setting: smaller group or one-on-one
- Length of Program: eight (8) weeks of progress monitoring
- Transitional Options:
 - Transition Back to Tier 2-consistent positive growth
 - Remain in Tier 3 with Changes in Intervention-some positive growth
 - Refer to Problem Solving Team (PST) for consideration for Special Education evaluation-negative growth after at least eight (8) weeks of progress monitored Tier 3 intervention

CBS GOALS

- Improve core instruction for all students
- Reduce the over-representation of diverse student groups in low academic performance, special education, and alternative education programs
- Implement targeted instruction and early intervention for at-risk students
- Implement academic and behavioral interventions with fidelity
- Increase academic achievement on state-mandated standardized tests
- Improve attendance rates
- Increase the school's graduation rate
- Decrease discipline referrals, suspensions, and expulsions

CBS STAKEHOLDERS

It is essential that all Cedar Bluff School stakeholders have full knowledge and understanding of the Response to Instruction (RTI) process in order to ensure every student benefits from its implementation. Internal stakeholders consist of the Problem Solving Team (PST), multi-grade RTI teams, and teachers. External stakeholders consist of parents, and possibly community organizations, such as the Department of Human Resources, Cherokee County Drug and Alcohol Abuse Council, Cherokee County family Resource Center, and the Children's Advocacy Center.

Problem Solving Team (PST)

At Cedar Bluff School, the principal will assume the responsibility for the school-wide implementation of Response to Instruction (RTI) and establish a Problem Solving Team (PST) to help guide and aid its internal stakeholders in this process.

The Problem Solving Team (PST) will be composed of the principal, special education teachers, Title I teacher, elementary counselor, intervention specialist, and library media specialist.

The PST will:

- Develop a school implementation plan
- Train the school staff in RTI and provide teacher support
- Promote parent understanding and involvement
- Review screening data
- Assist in planning interventions
- Review progress monitoring data
- Use data in decision making
- Assess the implementation of RTI including the staff's development in the process

PST Member Roles and Responsibilities

Administrator

- Allocate time available to discuss each student
- Lead PST meetings

Chairperson

- Lead the PST meetings in the administrator's absence

- Identify students to be reviewed during each meeting
- Share student list with team members prior to the meeting
- Invite teachers of students who will be reviewed to attend the meeting if they are not part of the team

Data Manager

- Collect Student Intervention Documentation Folders for appropriate documentation prior to PST review
- Preview Student Intervention Documentation Folders for appropriate documentation prior to PST review.
- Complete checklist portion of the PST Documentation Checklist for Tier 3 Referrals prior to PST review.

Secretary

- Record decisions made regarding each student reviewed on the PST Documentation Checklist for Tier 3 Referrals during the PST meeting.
- Maintain notes on topics the PST need to address.
- Make copies of the PST Documentation Checklist for Tier 3 Referrals for each student referral folder.
- Disseminate student referral folders to special education population consultants to review with referring teachers.

PST Meeting Times:

The PST will meet during school on Monday every two weeks during the first Tier 2 cycle, then once a month during following Tier 2 cycles to review Tier 3 referral folders. Individual teachers will be invited to meetings as the need for additional information beyond the referral folder arises.

RTI Teams

RTI teams at Cedar Bluff School will consist of mixed grade-level groups of teachers: K-3, 4-6, and 7-12. Members of these groups will meet to discuss potential Tier 3 teacher referrals prior to PST meetings.

Parent Involvement

Parental Involvement will be a key component to the success of our RTI initiative. Parents can aid our decision making and planning processes by sharing unique information about their child that might otherwise be unknown to the classroom teacher and should be included from the beginning of the process. Parents should also be kept apprised of their child's academic and behavioral progress.

Parental consent is not necessary for universal screenings or to provide Tier 1, Tier 2, or Tier 3 services, since RTI is a state-adopted educational process for delivering general services, assessments, and interventions to all students based on individualized instructional needs. However, parental consent is required for vision and hearing screenings and in the event additional educational options are necessary beyond RTI's scope, such as for consideration for evaluation for special education services.

CBS RTI GUIDELINES

- Universal screening (STAR Early Literacy, STAR Reading, and STAR Math) will take place three times per academic year as determined by the district.
- Universal screening assessments must be administered using standardized testing protocol as recommended by Renaissance Learning.
- Supplemental data (standardized state test scores, grades, teacher observations, Reading Street assessments, Compass Learning, Stride Academy) may be used as a supplement to the established universal screening tools, but not as a replacement.
- Each teacher must have baseline data on all students in grades K-11.
- Tier 1 core instruction will be provided by the classroom teacher in a whole group/small group setting for all students.
- Tier 2 strategic interventions will be provided by the classroom teacher (K-6) and a highly qualified resource teacher (7-12) in a small group setting (in addition to Tier 1) for those students scoring below the 25th percentile on one or more STAR universal screeners. Tier 2 will be provided in grades K-6 for a minimum of sixty (60) minutes per week. In grades 7-12, Tier 2 will be provided for a minimum of thirty (30) minutes per week. Interventions in Tier 2 must be scientifically research-based and designed to match the needs of the student as identified by the STAR Classroom Instructional Planning Report based on the school's available resources. Tier 2 students will be progress monitored using STAR on a weekly basis for a minimum of four (4) weeks. Tier 2 teachers will be responsible for documenting Tier 2 interventions and maintaining Student Intervention Documentation Folders. Tier 2 teacher will be responsible for

combining all Tier 2 and Tier 3 documentation in Student Intervention Documentation Folders at the end of the academic year.

-Tier 3 intensive interventions will be provided by highly qualified resource teachers outside of the classroom in small group/ one-on-one setting for those students who show negative growth during Tier 2 intervention. Tier 3 will be provided in grades K-6 for a minimum of ninety (90) minutes per week. In grades 7-12, Tier 3 will be provided for a minimum of sixty (60) minutes per week. Intervention in Tier 3 must be scientifically research-based and designed to match the needs of the student as identified by the STAR Classroom Instructional Planning Report based on the school's available resources, but should differ in format, intensity, frequency, and/or duration from the intervention received during the Tier 2 cycle. These students will be progress monitored using STAR on a weekly basis for a minimum of eight (8) weeks. Tier 3 providers will be responsible for documenting Tier 3 interventions and providing copies of this documentation to the Tier 2 teacher at the end of each eight (8) weeks.

BEHAVIOR AND SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (PBS)

In the RTI model, students who display challenging behavior should be evaluated just as students who raise academic concerns through systematically collected behavioral data in order to make informed decision for behavioral supports. Staff will express clear behavioral expectations and use evidence-based practices to support students in reducing challenging behaviors and developing positive attitudes toward academic and social life. Some evidence-based interventions include positive reinforcement, modeling, and teaching problem solving skills.