Response to Intervention (RtI) Staff Procedural Manual

Revised 12/11/2014

Response to Intervention (RtI) Overview

Core Principles of RtI

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions—gifted & remedial—is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families and communities is the foundation of effective problem solving. On-going academic and behavioral performance data should inform instructional decisions. Effective leadership at all levels is crucial for RtI implementation.

Major Components

Core Programming
- High quality instruction of Common Core curriculum
- Essential outcomes identified based on Common Core curriculum
- Essential outcomes assessed
- Differentiation regularly practiced
- 80% of students are successful with universal instruction

Collaborative Practices
- Teams use collaborative time to bring about student change (See Appendix A)
- Teams use data to make decisions about servicing students

Balanced Assessment System
- Screening for reading, writing, math and behavior three times a year
- Pre-testing, formative and summative assessments for the minimum of the essential outcomes
- Diagnostic assessments delivered to struggling students to break down specific academic needs
- Progress monitoring of students who are receiving interventions

Culturally Responsive Practices
- Universal curriculum is delivered using a culturally responsive lens
- Teams use a culturally responsive lens when discussing students' needs

Leadership and Support
- Building administrators participate in student consultation meetings
- Building administrators are involved in or knowledgeable about what occurs during collaborative team time
- Building administrators are involved in decisions regarding core programming and student servicing planning

Family Involvement
- Parents/guardians are informed of what is being learned
- There is an effective communication plan

- Families are informed of work accomplished during collaborative team times
- Families are a part of the intervention process
- Families are informed of screening data and progress monitoring results in a meaningful way

Systematic Approaches
- Scientifically researched or evidence based interventions and extension instruction is identified by the district
- Buildings have a defined schedule and personnel identified to deliver interventions

Wisconsin Definition of RtI
Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for all students through:

- High quality instructional practice
- Continuous review of student progress (multiple measures)
- Collaboration

Wisconsin Department of Public Instruction, 2010
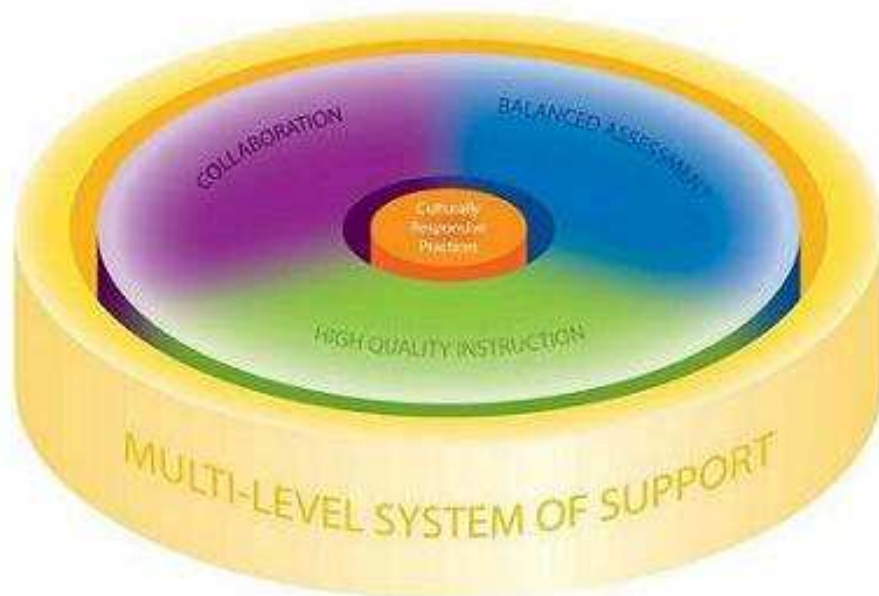
North Lake School's RtI Model

Universal (Tier I)

Universal instruction includes:
- High quality instruction
- Clearly identified learning targets
- Formative assessment that drives instruction
- Differentiation for multiple levels and types of learning
- Instruction through a culturally responsive lens
- Screening for all students three times a year
- A clearly defined set of behavioral expectations
- Universal instruction on expected behaviors
- Clear distinction between office vs. non-office referrals
- Clear and consistent documentation of behavioral referrals

Teams:
- Analyze the data from their screener at least three times a year
- Discuss and support each other in best educational practices
- Share strategies for classroom management
- Share differentiated lessons

When a child's needs are not met universally:
- The instructor conferences with the student
- The instructor communicates with parents/guardians
- The instructor consults with previous teachers, additional school personnel or the special education teacher(s)
- The instructor reviews student's cumulative file
- Accommodates and differentiates for the student

Selected (Tier II)

Selected instruction includes:
- Delivery of research based academic interventions in small group in addition to universal instruction (approximately 3 times a week)
- Monitoring of student progress every 2-6 weeks
- Delivery of small group behavioral instruction
- Deliver interventions through a culturally responsive lens

Teams:
- Use results of screening data to determine who would benefit from diagnostic assessment
- Determine students who would benefit from small group intervention
- Assign students to intervention groups
- Review progress monitoring charts on a continual basis
- Use systemic decision rules to determine effectiveness of intervention option

When a child is struggling despite high quality Tier II intervening:
- Discuss student needs and progress as an intervention team
- Determine whether an intensive intervention plan should be developed
- Communicate with parent/guardian

Intensive (Tier III)

Intensive instruction includes:
- A problem solving team meeting is organized and held
- An individual intensive intervention plan is developed including input from parent and child
- Individual interventions are delivered (approximately 4-5 times a week)
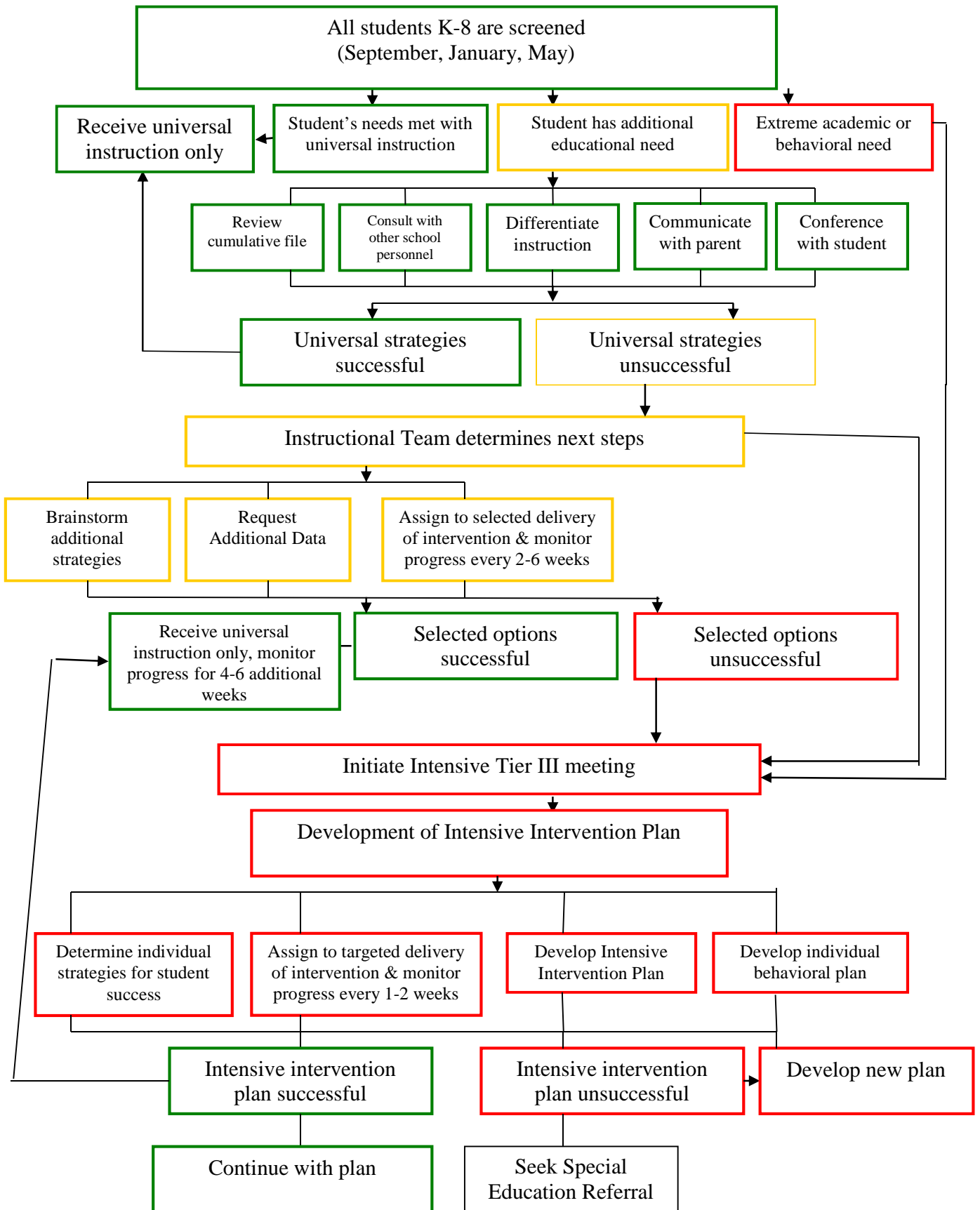- Progress is continuously monitored every 1-2 weeks

Teams:
- Team continually meets to review progress
- Student servicing team collects and analyzes progress using slope of progress (rate of progress) over time
- Use a culturally responsive approach
- Involve parents/guardians and child in the development and analysis of plan

When a child is struggling despite delivery of high quality, Tier III, research-based interventions:
- It can be proven that the child is not struggling due to a lack of instruction
- Use systemic decision rules to determine effectiveness of intensive intervention plan and student progress
- Determine next steps for student based on data and documented interventions

RtI Student Servicing Flowchart

All students K-8 are screened (September, January, May)

- Student's needs met with universal instruction → Receive universal instruction only
- Student has additional educational need
- Extreme academic or behavioral need

Student has additional educational need:
- Review cumulative file
- Consult with other school personnel
- Differentiate instruction
- Communicate with parent
- Conference with student

- Universal strategies successful → Receive universal instruction only
- Universal strategies unsuccessful

Universal strategies unsuccessful → Instructional Team determines next steps

- Brainstorm additional strategies
- Request Additional Data
- Assign to selected delivery of intervention & monitor progress every 2-6 weeks

- Receive universal instruction only, monitor progress for 4-6 additional weeks
- Selected options successful
- Selected options unsuccessful

Selected options unsuccessful → Initiate Intensive Tier III meeting

Development of Intensive Intervention Plan

- Determine individual strategies for student success
- Assign to targeted delivery of intervention & monitor progress every 1-2 weeks
- Develop Intensive Intervention Plan
- Develop individual behavioral plan

- Intensive intervention plan successful → Continue with plan
- Intensive intervention plan unsuccessful → Develop new plan
- Seek Special Education Referral

North Lake School District's RtI Decision Rules

	Expectations	Fidelity	Decision-making	Student progress
Universal (Tier I)	Students will be screened in reading and math using i-Ready three times per school year. Writing will be screened in the fall and spring with district writing prompts. PALS will be administered in the fall and spring for 4K-2.	Students who enter school in between screening will be screened within two weeks of entering school. Delivery of the screener should be done in accordance with the intended instructions. All new staff members will be trained on screening administration prior to the first screening timeframe.	Instructors will collaboratively analyze student screening data no less than two weeks after screening results are available.	Any student in red (more than 1 level below) will receive a Tier 2 intervention in reading and/or math. Using i-Ready data, Badger Exam, and teacher recommendations, students will receive GT enrichment. Any student not meeting benchmark in PALS will have an intervention. Any student receiving a 1 on writing assessment will receive an intervention.
Selected (Tier II)	Decisions regarding intervention effectiveness are an instructional team decision, not based on individual analysis. Instructional teams will set individual student slope goals, when applicable, based on district identified slopes and student expectations. Upon conclusion of Tier II intervention options, students will be assessed one month later to determine if skill has transferred into practice.	Students must have received at least 80% of the intended interventions prior to decision-making. Data for students receiving a Tier II intervention option will be collected at least monthly and in accordance with the recommendations identified by the district. Scientifically researched or evidence-based interventions were delivered as intended. Intervention instruction was delivered at least two times a week for 30 or more minutes.	Instructional teams will analyze Tier II progress monitoring results at least monthly. Intervention options will not be considered effective or ineffective prior to at least 6 weeks of instruction.	If the four most recent consecutive scores are all above the goal line, and the student has not met grade-level expectations, keep the current intervention option and increase the goal. If the four most recent consecutive scores are all below the goal line, however student is making progress, keep the current goal and modify the instruction. If the four most recent consecutive scores area all at the goal line, maintain the current goal and intervention option. If the six most recent consecutive scores are all below the goal line, consider Tier III intervention options.
Intensive (Tier III)	Decisions regarding intervention effectiveness are an instructional team decision, not based on individual analysis. Intensive intervention teams will set individual student slope goals, when applicable, based on district identified slopes and student expectations. Upon conclusion of Tier III intervention options, students will be assessed every two weeks for one month to ensure skill has transferred into practice.	Students must have received at least 80% of the intended interventions prior to decision-making. Scientifically researched or evidence-based interventions were delivered as intended, 4-5 times a week for 30 or more minutes. Upon conclusion of the Tier III intensive intervention option, and the two additional assessments, the team will hold a meeting to review the success of the intensive intervention plan.	Instructional teams will analyze Tier III progress monitoring results at least monthly. Intervention options will not be considered effective or ineffective prior to at least 6 weeks of instruction.	If the four most recent consecutive scores are all above the goal line, and the student has not met grade level expectations, keep the current intervention option and increase the goal. If the four most recent consecutive scores area all at the goal line, maintain the current goal and intervention option. If the four most recent consecutive scores are all below the goal line, keep the current goal and modify the instruction, and consult with team.

Summary of Instructional Team Expectations

Tier I Instructional Team Expectations

1. Students will receive screening in reading, writing, math and behavior in fall, winter and spring each year.
2. The instructional team will initiate screening of any new students entering school within two weeks of their first day of class.
3. After administration of the screeners, teams will analyze the screening results data to identify students they need to examine further or who might be in need of additional or different educational options.
4. The instructional team will initiate diagnosing student concerns to align them with appropriate intervention need.
5. If students have been unsuccessful with Tier I instruction, team might assign students to appropriate academic or social/emotional Tier II or Tier III interventions.
6. The instructional team will conference with and/or send home screening results to parents.
7. A letter is sent to all K-4th grade families regarding intervention options. (See Appendix E)

Tier II Instructional Team Expectations

1. Using the diagnostic results, teams will prioritize student needs and identify which intervention option is appropriate for each student for that intervention cycle.
2. Teams will contact parents through email, letter, or phone call to share intervention plans.
3. Teams will review progress monitoring information on the RtI form and will be completed by the intervention teacher for any student on their team receiving a Tier II intervention, at least monthly.
4. Teams will use identified decision rules to determine effectiveness of individual students receiving Tier II interventions. (Refer to Page 6)
5. Teams will initiate the Tier III process for students who are not achieving success in Tier II.
6. Teams will inform parents of individual student progress each time they analyze data in team meetings.

Summary of Family Communication/Involvement Regarding RtI

- Our district RtI process is posted on the district website.
- Students are provided with their screening results, with an explanation of what their score means to them, when age appropriate.
- Parents/guardians are informed of interventions being delivered at Tier II.
- Parents/guardians are notified of student progress on interventions.
- Students are a part of monitoring their own progress when age appropriate.
- Parents/guardians may be invited to be a part of any Tier III intervention meeting involving their child.
- Parents/guardians/students are provided ways in which to support student intervention needs at home.

Tier I:
Universal Instruction

Tier I Teacher Expectations

All staff will:

- Provide daily lessons to the students with their skill levels and learning styles in mind.
- Clearly identify and communicate the essential outcome and/or target skills the students are expected to learn for each lesson taught.
- Effectively teach thinking, study, and note-taking skills.
- Review how to use and maintain homework notebooks and calendars and expect the students to use them.
- Integrate 21st Century skills into their lesson planning and instructional delivery.
- Incorporate and review vocabulary development in all lessons using multiple modalities.
- Schedule an automatic intervention meeting and call home for any child receiving an F on a test or overall grade.
- Differentiate instruction with a balanced assessment system.
- Deliver instruction through a culturally responsive lens.

Essential Outcome/Learning Objective

An Essential Outcome is a measurable learning target that is essential for students to bring into their long-term memory. It is not negotiable as to whether or not the students know this concept or can do this skill; they are considered an essential part of student learning.

Homework Policy/Guidelines

See staff procedural manual.

Grading and Grade Books

See staff procedural manual.

21st Century Skills

Skills students will need to be successful in the 21st Century workplace:
1. Critical thinking and problem solving as opposed to only recalling factual knowledge
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative and applied practice
5. Effective oral and written communication
6. Accessing and analyzing information from print and non-print media
7. Curiosity and imagination

Balanced Assessment System

Pre-Assessment
Means either formally or informally assess which students know, need instruction or struggle with the concept being taught.

Formative Assessment
Refers to assessments used before or during learning to **inform** instruction.

Summative Assessment
Refers to assessments that are typically given at the end of the instructional period or to identify whether a child has learned the essential outcome.

Differentiation

Ways to differentiate:
1. **Content/skills**-What you teach (Essential Learning Outcomes)
2. **Process**-How you teach the content/skills
3. **Product**-How the student demonstrates understanding of essential outcomes

Differentiation is:	Differentiation is not:
• Understanding where your students are in their learning • Facilitating learning • Focusing on learning (student centered) • Utilizing a balanced assessment system—pretesting, formative and summative assessment • Understanding the importance of accommodating and modifying to ensure equal access to learning • Responding to diverse students' needs • Structuring, planning and organizing • Utilizing flexible grouping for multiple needs and reasons • Providing rigor	• Teaching to all students without truly understanding who already knows the material to be taught • Focusing only on teaching (teacher centered) • Instructing to all using homework as grades, and a one-shot summative test • Feeling that accommodations and modifications are not the instructor's responsibility and are unfair • Unstructured • Another word for tracking • Giving additional busywork to accelerated students • Watering down the curriculum • A program, model, or recipe

Differentiation self-assessment can found in Appendix B.

Culturally Responsive Instruction

What are some elements of Culturally Responsive Teaching?
- Positive perspectives on parents and families of culturally and linguistically diverse students
- Cultural sensitivity
- Reshaping the curriculum so it is culturally responsive to the background of your students

Why is cultural proficiency important?
It is a tool for creating an environment in which everyone has equitable access to success.
Elements include:
- Assessing culture
- Valuing diversity
- Managing the dynamics of difference
- Adapting to diversity
- Institutionalizing cultural knowledge
  From Culturally Proficient Instruction: A Guide for People Who Teach

Tier II:
Selected Intervention

Intervention
(Refers to both extension and remediation)

Interventions:
- Teach a new skill or never-acquired skill through critical thinking and problem-solving
- Provide extension for students beyond differentiation
- Direct instruction when there is a remediation need
- Tailored to unique needs of students

Intervention groups:
- Tier II-no more than eight students
- Tier III-no more than three students

What to look for in effective interventions:

Remedial:	**Extension:**
- Will provide student with direct instruction - It is not just practice of a skill - It goes beyond a strategy for learning a new skill - Review the sources cited—is it credible? - It can address specific skill deficit, not just a canned program	- It provides opportunity for growth, not just more of the same - It brings about critical thinking - It allows the student to problem-solve related to real life

5 Steps of Intervention Delivery:
1) Introduce the skill. To build a rationale for using the skill, discuss the problem or difficulty that it can resolve.
2) Teach & demonstrate the skill. Deliver the intervention, the instruction.
3) Make them use it! Students employ the skill independently in real academic situations and apply it in multiple environments so they practice the skill.
4) Assess student understanding.
5) Analyze assessment and repeat.

Data Sources for Intervention:
- Data Walls (See Appendix C)
- i-Ready Scores
- WKCE/Smarter Results/Badger Exam
- PALS
- Journeys Benchmark Tests
- District Writing Assessment
- ACTAspire
- Math Inventories

Recommended length of intervention:

<table>
<tr><td>

Duration (How many weeks the intervention should take place)
- Depends on the intervention and age of student
- Typically 6-8 weeks
- Depends on progress monitoring data to determine full length of intervention

</td><td>

Frequency (How many days a week; How many minutes a day)
- Tier II typically 20-30 minutes, three days a week (up to 8 students)
- Tier III Typically 20-30 minutes, 4-5 days a week (up to 3 students)

</td></tr>
</table>

Progress Monitoring

Progress Monitoring
A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

National Center on Progress Monitoring, www.studentprogress.org

Tier I Progress Monitoring
Universal screening using i-Ready (3x/yr), PALS and district writing assessment (2x/yr).

Tier II Progress Monitoring
Measures that indicate progress student is making based on intervention delivery. Data collected every two to six weeks during intervention delivery and up to a month after conclusion of intervention. (See Appendix D)

Tier III Progress Monitoring
Measures that indicate progress student is making based on intervention delivery. Data collected at least weekly using a valid assessment tool.

Peer Goal Line
The slope same age peers would achieve from the beginning of the intervention time to the end of the intervention time.

Student Goal Line
The slope the student would have to achieve to reach their same age peers from the beginning of the intervention time to the end of intervention time.

Trendline
The slope the student achieves throughout the intervention time. A slope is considered most valid when there are nine or more data points.

Calculating Slope:

$$\frac{\text{Last Score} - \text{First Score}}{\text{\# of weeks of intervention}}$$

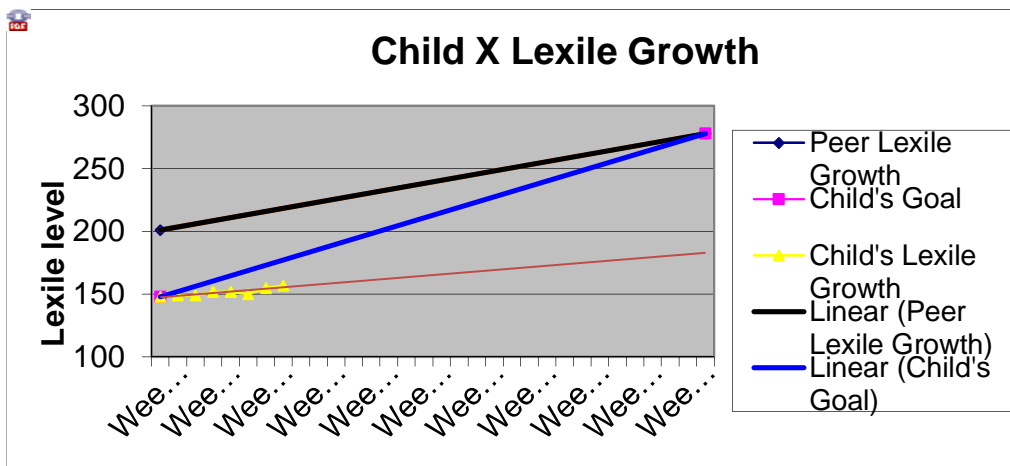EXAMPLE:

If a student's Lexile score=201 at week 1

And her Lexile score=278 at week 32

Her slope (or rate of progress) is 2.4

$$\frac{278-201}{32} = 2.4 \text{ slope}$$

Setting student goal: Students can achieve 1.5-2.0 times that of their peer slope.
1. Calculate the peer slope using normed data
2. Multiply peer slope by 1.5 to identify student slope (goal line)
3. Multiply student slope by number of weeks of intervention to determine end of intervention goal

Child X Lexile Growth

(Graph: Lexile level on y-axis ranging from 100 to 300; x-axis labeled "Wee..." at intervals)

Legend:
- Peer Lexile Growth
- Child's Goal
- Child's Lexile Growth
- Linear (Peer Lexile Growth)
- Linear (Child's Goal)

Tier III:
Intensive Intervention

Intensive (Tier III) Process

Development of a Tier III Intensive Intervention Plan:
Tier III problem-solving is an intervention team approach through which students with significant needs are identified, and measurable intensive options are collaboratively planned and continuously reviewed to address student progress.

Who develops the Tier III Intensive Intervention Plan?
The intervention team with other stakeholders, parent and child (when age appropriate).

When are Tier III Intensive Intervention Plans developed?
Intervention meetings will be held weekly, rotating grade levels. Each grade level will meet once per month, after school. Power Days may also be utilized.

Why would one develop a Tier III Intensive Intervention Plan?
Our staff members develop Tier III Intensive Intervention Plans when an individual student is experiencing academic, social, emotional or behavioral situations that require an individual plan to be developed that will provide a structure for student success.

Situations may include, but are not limited to:
- When Tier II interventions have been tried and progress monitoring data indicates a need for more intensive intervening
- Failing multiple classes
- Marked change in behavior or performance
- Continuous attendance issues
- Significant difficulty with organization and assignment completion
- Significant deficit in reading, writing or math, as indicated by screening results, benchmark data or essential outcome mastery
- Social or emotional disruption
- Student is performing significantly above grade level

Pre-Consultation Checklist

Prior to initiating a Tier III intervention meeting, the following must have been attempted by the team:
- Contacted parent to collaborate about concern
- Held conference with student about concern (when appropriate)
- Discussed concern during intervention meeting
- Tier I instruction was differentiated
- Consulted with other necessary personnel: previous teacher, principal, counselor, special education case worker, etc.
- Reviewed student cumulative file and reviewed prior student servicing notes
- Student consultation meetings will be documented in the RtI form and/or data wall

Tier III Consultation Meeting

When the Tier III consultation team meets, the following steps should be taken:
1. **Input** from staff, administrators, student and parent/guardian solicited
2. **Review of student data**, which could include but is not limited to standardized testing, screening results, benchmark assessments, classroom work, formative assessments, anecdotal data, observations, summative assessments, and progress monitoring data.
3. **Prioritization** of student needs
4. Setting of a **goal** for student based on data
5. Identification of **intervention need**, strategies to support needs, accommodations to be made or ways to differentiate instruction
6. Identification of tool to **monitor progress** along with the frequency of monitoring
7. Identification of student **slope** expected
8. Identification of ways in which **parent/guardian and student can support the intervention plan**
9. Setting of future dates for **review of progress** (at least monthly)

Specific Learning Disability Criteria

SLD Process

The intention of Tier III interventions is not to automatically move to a special education referral, but to ensure that the student is not struggling due to a lack of valid instruction. In order for a referral for SLD to be made by an educator, it is mandatory that the SLD/RtI process be followed. Please see SLD/RtI Process Manual (a separate school district resource).

Key Definitions

Interventionist
Licensed person who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil.

Observer
Person who has an understanding of what constitutes a scientifically researched or evidence based intervention and how to deliver the intervention.

Data analyst
One licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology. A psychometrically valid and reliable methodology relies on multiple data sources, analyzing progress monitoring data that exhibit adequate statistical accuracy for the purpose of identification of insufficient progress as compared to a national sample of same-age peers.

Diagnostician
A person who is qualified to analyze what areas of either reading, writing or math the student is struggling with so that the intervention can specifically address that need.

SLD Criteria
1. The median of three data points (a valid assessment given three times) is used as a baseline measure of a student's present level of performance.
2. The intervention team will analyze where the student's same age peers are at in regard to their slope (see page 16 for slope calculation) and determine the slope the child will need to have to reach their peers. If the slope is unreasonable, the intervention team will set a reasonable slope goal for that child.
3. The team will use assessment results from the diagnostician to determine intervention need
4. When the child is receiving interventions, the following will occur:
   - Student will be in a group with no more than two other students.
   - Only a certified teacher, an "interventionist", will deliver the intervention.
   - Only scientifically, research or evidence based interventions will be used.
   - Student will receive at least 80% of intended interventions.
   - Data will be collected at least weekly using a valid progress monitoring assessment.
   - Interventions will be delivered 4-5 times a week.
   - An "observer" will watch one intervention being delivered to ensure it was delivered using the intended process.

- At least eight data points will be collected per intervention cycle, two cycles will be delivered.
5. The intervention team will review the progress monitoring data at least monthly.
6. If all of the above criteria has been met, the student may be considered for special education placement if one of the following occur:
   - Student's slope has flat-lined or has decreased.
   - The student has a high rate of progress (slope), however they will not reach their same age peers in any reasonable time.
   - The student's rate of progress (slope) is higher than that of the same age peers, however the school cannot maintain the intensity of intervening within a regular education setting.

The **SLD Categories** (to be followed when student concerns are in one or more of the following areas):
- Oral expression
- Listening comprehension
- Written expression
- Basic reading skill
- Reading fluency skills
- Reading comprehension
- Mathematics calculation
- Mathematics problem solving

Key Terminology

21st Century Skills
Skills students will need to be successful in the 21st Century workplace. The 21st Century skills are:
- Critical thinking and problem solving
- Collaboration and leadership
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective and oral and written communication
- Accessing and analyzing information
- Curiosity and imagination

Accommodation
Manipulations in a student's environment that will remove or counter a barrier to their learning.

Balanced Assessment System
A comprehensive system of assessing students' ability and needs at the state, school, classroom and individual level.

Culturally Responsive Instruction
Inclusive content covered in the curriculum, reflecting the diversity of society that is based on how students from diverse backgrounds see themselves and their experiences in the curriculum, their prior knowledge, including their culture and language and on the idea that culture is central to student learning because there is strong evidence that cultural practices shape thinking processes.

Data points
Refers to the assessment results gathered using an identified progress monitoring tool.

Data analyst
One licensed person who is qualified to assess data on individual rate of progress using a psychometrically valid and reliable methodology.

Diagnostician
A person who is qualified to analyze what areas of either reading, writing or math the student is struggling with so that the intervention can specifically address that need.

Differentiation
Additional or extended instruction based on assessment of the essential learning outcomes. Instruction considers learning style, intelligence, interest, goal setting, cultural responsiveness, and multiple approaches to teaching and assessing.

Duration
In RtI, this is used in terms of the amount of weeks an intervention will continue.

Essential Outcome

An essential outcome is a measurable learning target that is essential for students to bring into their long-term memory. It is not negotiable as to whether or not the students know this concept or can do this skill; they are considered an essential part of student learning.

Fidelity

Refers to the extent to which a process and/or instruction are implemented as intended to maximize effectiveness. When checking for fidelity we ask if each identified component of the process and/or instruction is:

- Evident in the process or instruction.
- Implemented in the manner specified.
- Implemented to the degree specified.

Formative Assessment

Refers to assessments used before or during learning to inform instruction.

Frequency

In RtI, this is used in terms of intervention delivery in regard to the amount of days in a week and time in a day an intervention is delivered.

Instructional Teams

Teams of staff members who collaboratively use data to analyze student academic, social/ emotional and behavioral needs, initiate intervention options and monitor student progress.

Intensive Intervention

Refers to a systematic use of a technique, program or practice designed to improve learning or performance in specific areas of student need focusing on single or small numbers of discrete skills with substantial numbers of instructional minutes in addition to those provided to all students.

Intervention

Teach a new skill or never acquired skill or challenge a student through critical thinking and problem-solving. Interventions include direct instruction as well as application and practice.

Interventionist

Licensed educator who has implemented scientific, research-based or evidence-based, intensive interventions with the referred pupil.

Lexile

A reading lexile is a number that indicates how well a student can understand what they read.

Modification

Changes in the curricular or behavioral expectations that are appropriate for a particular student's needs or abilities.

Normed Data
Refers to national norms that indicate grade level expectations, grade level ranges or grade level growth expectancies.

Observer
Person who has an understanding of what constitutes a scientifically researched or evidence based intervention and how to deliver the intervention.

Peer Goal Line
The slope same age peers would achieve from the beginning of the intervention time to the end of the intervention time.

Performance Measures
Refer to multiple measures of information or data that can include formal assessments, culturally responsive checklist, attendance data, teacher observations, behavioral data, student work samples, etc.

Pre-assessment
Means either formally or informally assess which students know, need instruction or struggle with the concept being taught.

Progress Monitoring
A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

> **Tier I Progress Monitoring:** Universal screening in reading, writing, math and behavior. Administered and analyzed three times a year.

> **Tier II Progress Monitoring:** Measures that indicate progress student is making based on intervention delivery. Data collected every three to six weeks during intervention delivery and up to a month after conclusion of intervention.

> **Tier III Progress Monitoring:** Measures that indicate progress student is making based on intervention delivery. Data collected at least weekly using a valid assessment tool.

Response to Intervention (RtI)
RtI is a process for achieving higher levels of academic and behavioral success for all students through:

- High quality instructional practice
- Continuous review of student progress (multiple measures)
- Collaboration

Slope
Used to analyze the rate of progress needed over time to reach a goal. It is calculated using the following: End score subtracted by beginning score and divided by the number of weeks of intervention. For example: 254-158/9 = 10.6 or the student would have to gain 10.6 points on their assessment each week to reach their goal.

Strategies
In RtI, these are considered teacher approaches to instruction or the techniques we use to address attendance or behavioral needs. These typically support intervention delivery.

Student Goal Line
The slope the student would have to achieve to reach their same age peers from the beginning of the intervention time to the end of intervention time.

Summative Assessment
Refers to assessments that are typically given at the end of the instructional period or to identify whether a child has learned the non-negotiable target.

Tier I
High quality instruction is provided to all students in the general education setting through the Common Core Curriculum and behavioral expectations. Tier I is also used to differentiate instruction through a culturally responsive lens, taking individual, as well as group, needs into account.

Tier I includes the curriculum, programs, and services that are used with all students with the expectation that 80% of all students will make adequate progress according to screening benchmark expectations.

Tier II
Based on screening data, instructional team discussions and identification of student intervention needs, teams develop intervention plans for small groups of students with similar needs and interventions are then delivered in small group settings for 8-10 weeks.

Tier III
Tier III is considered a problem-solving, team approach through which students with significant needs are identified, and measurable targeted options are collaboratively planned and continuously reviewed to address student progress. The ratio of student to teacher is no more than 1:3 and interventions are typically delivered daily.

Trendline
The slope the student achieves throughout the intervention time. A slope is considered most valid when there are nine or more data points.

Appendices

Appendix A

Intervention Consultation Team Potential Objectives

September Meetings:

- Review report on students who did not meet their essential outcomes from the prior year
- Plan for interventions based on students who did not meet their essential outcomes from prior year
- Send initial Selected Option (Tier II) Intervention Parent Letter home for students who will receive additional instruction beyond universal delivery
- Review students who participated in selected or intensive intervention options the previous year
- Develop data boards based on screening results
- Discuss how to best differentiate for students based on screening results
- Initiate the diagnosis of need for students who performed below expectations on screener
- Review standards, curriculum, essential outcomes, and district expectations
- Share or collaboratively develop pre-assessment and formative assessment ideas
- Refine summative assessments
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed

October Meetings:

- Identify students not meeting essential outcomes and discuss how to support each other in assisting students in meeting them
- Analyze progress monitoring charts for those students receiving an intervention option and reorganize intervention groups as needed
- Identify intervention options for students based on the diagnosis of need results and reorganize intervention groups as needed
- Send either the initial Selected Option (Tier II) Intervention Parent Letter home or the send Selected Option (Tier II) Progress Monitoring Parent Letter home
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Analyze district benchmark assessment results
- Bring forward and discuss ideas for supporting specific student needs in universal instruction

November Meetings:

- Identify students not meeting essential outcomes and discuss how to support each other in assisting students in meeting them
- Update data board for students receiving intervention options if new data is available
- Analyze progress monitoring charts for those students receiving an intervention option and reorganize intervention groups as needed

Appendix A

- Send Selected Option (Tier II) Progress Monitoring Parent Letter home when data becomes available
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Bring forward and discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness

December Meetings:

- Analyze effectiveness of intervention options
- Update data board for students receiving intervention options if new data is available
- Analyze progress monitoring charts for those students receiving an intervention option and reorganize intervention groups as needed
- Send Selected Option (Tier II) Progress Monitoring Parent Letter home when data becomes available
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Bring forward and discuss ideas for supporting specific student needs in universal instruction

January Meetings:

- Update data boards based on new screening results
- Initiate the diagnosis of need for students who performed below expectations on screener, if needed
- Discuss how to best differentiate for students based on screening results
- Review second semester standards, curriculum, essential outcomes, and district expectations
- Share or collaboratively develop pre-assessment and formative assessment ideas
- Refine second semester summative assessments
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Identify intervention options for students based on the diagnosis of need results or first semester progress monitoring results and reorganize intervention groups as needed

February Meetings:

- Identify students not meeting essential outcomes and discuss how to support each other in assisting students in meeting them
- Update data board for students receiving intervention options if new data is available
- Analyze progress monitoring charts for those students receiving an intervention option and reorganize intervention groups as needed

Appendix A

- Identify intervention options for students based on the diagnosis of need results and reorganize intervention groups as needed
- Send initial Selected Option (Tier II) Intervention Parent Letter home for new students who will receive additional instruction beyond universal delivery
- Send Selected Option (Tier II) Progress Monitoring Parent Letter home when data becomes available
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Bring forward and discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness

March Meetings:

- Identify students not meeting essential outcomes and discuss how to support each other in assisting students in meeting them
- Update data board for students receiving intervention options if new data is available
- Analyze progress monitoring charts for those students receiving an intervention option and reorganize intervention groups as needed
- Send Selected Option (Tier II) Progress Monitoring Parent Letter home when data becomes available
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Bring forward and discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness

April Meetings:

- Identify students not meeting essential outcomes and discuss how to support each other in assisting students in meeting them
- Update data board for students receiving intervention options if new data is available
- Analyze progress monitoring charts for those students receiving an intervention option and reorganize intervention groups as needed
- Send Selected Option (Tier II) Progress Monitoring Parent Letter home when data becomes available
- Initiate the development of an intensive (Tier III) plan for students with significantly high needs (remedial or extension) if needed
- Bring forward and discuss ideas for supporting specific student needs in universal instruction
- Share differentiation ideas—anchor activities, extension ideas, differentiated lessons, cultural responsiveness

Appendix A

May Meetings:

- Update data boards based on new screening results
- Complete form reporting students who did not meet their essential outcomes and pass along to next year's teacher
- Ensure that all documentation for students who received an intervention option have been completed and summaries updated
- Analyze effectiveness of intervention options
- Plan for next year's intervention options

*Professional Learning Communities (PLC) defined and developed by Richard DuFour, Rebecca DuFour and Robert Eaker

Appendix B

Differentiation Self-Assessment ©Kelly Schwegel, CESA #1, 2011

		Yes	No
1	I have an identified set of **essential outcomes** for my courses or for reading, writing and math in elementary		
2	I consistently **pre-assess** the minimum of the essential outcomes to determine appropriate instruction for my students		
2	I consistently **group** my students in a flexible manner based on their knowledge		
4	I promote students' taking responsibility for their own learning		
3	I consistently **group** my students in a flexible manner based on their interest, learning style, or intelligence type		
3	I know the **learning styles** of the students I teach		
2	I **formatively assess**, for a minimum of the essential outcomes, continuously to ensure that the students are learning. I do not grade these assessments, but use them to guide my instruction and grouping		
2	Students are provided with multiple opportunities to demonstrate their knowledge through a variety of **summative assessments**		
1	Students are informed of what is taught and what they need to learn prior to instruction beginning		
1	I engage students in a discussion about an **essential question** related to the essential outcomes prior to beginning a unit/lesson on that outcome		
1	The students and/or I have determined a set of protocols, rules or expectations prior to instruction that provides for smooth and consistent **classroom management**		
3	When developing tiered, grouped or differentiated lesson options, I often give **choice** through interest, product or process		
3	My students have identified their intelligence (Howard Gardner's **Multiple Intelligences**)		
4	I understand how to differentiate using a **multi-cultural** lens (cultural responsiveness)		
4	The students in my classroom set personal goals		
2	Students in need of an extension (students who know the material already) are provided with the opportunity to learn through creating, critically thinking, or problem-solving. They are never simply given additional work, asked to teach those who do not know the material, or left to guide their own learning without goal setting with the instructor		
4	I understand how 21st Century skills are related to lesson planning, methods of learning and the process of learning		
4	I consider myself a facilitator of learning, where learning is the focus, as opposed to simply instructing, where it is the student's responsibility to learn.		
3	I am conscious of how I teach based on my own learning style and make a conscious effort to vary my instructional approach		
1	I understand the importance of accommodating /modifying for students and know what is expected for students who have an IEP		

Mapping of My Differentiation

Find your strengths and weaknesses. Shade in the chart for every "yes" you gave according to the # on the left of the chart.

Number of Yes answers		1 Differentiation Prep work	2 Level I Basic	3 Level II Intermediate	4 Level III Advanced
	5				
	4				
	3				
	2				
	1				

Areas of differentiation I need more professional development/coaching on:

My personal goal for developing my differentiation:

©Kelly Schwegel, CESA #1, 2011

Data Wall Analysis Template

Observations	Additional Testing	Addressing Needs	Resources
What overall observations do you have about your results?	Who should be retested on the screener?	What will we do about students needing Tier II options?	What additional resources do you need to move forward?
What are your hypotheses as to why you observe this?	Who would benefit from more diagnostic testing?	What will we do about students needing Tier III options?	Notes/action items/potential teaming agenda items
Notes about specific student observation:		How will we address the needs of our students in the extension area?	

Kelly Schwegel, CESA #1, 2011

Appendix D

Tier II Student Servicing
Student Intervention Progress Review

Intervention Option:

Frequency (days per week/time per session):   Duration (how many weeks):

Individual delivering intervention: Individual monitoring progress:

| Student Name	Progress Monitoring goal at end of intervention cycle	Slope expected	Slope gained	Interventions given/interventions expected	Progress
					☐making progress, continue with intervention ☐try another intervention at same Tier ☐not making progress, initiate Tier III process ☐intervention successful, continue to monitor in Tier I ☐lack of fidelity to the intervention ☐other:
					☐making progress, continue with intervention ☐try another intervention at same Tier ☐not making progress, initiate Tier III process ☐intervention successful, continue to monitor in Tier I ☐lack of fidelity to the intervention ☐other:
					☐making progress, continue with intervention ☐try another intervention at same Tier ☐not making progress, initiate Tier III process ☐intervention successful, continue to monitor in Tier I ☐lack of fidelity to the intervention ☐other:
					☐making progress, continue with intervention ☐try another intervention at same Tier ☐not making progress, initiate Tier III process ☐intervention successful, continue to monitor in Tier I ☐lack of fidelity to the intervention ☐other:

Appendix D

Student Name	Progress Monitoring goal at end of intervention cycle	Slope expected	Slope gained	Interventions given/interventions expected	Progress
					☐ making progress, continue with intervention ☐ try another intervention at same Tier ☐ not making progress, initiate Tier III process ☐ intervention successful, continue to monitor in Tier I ☐ lack of fidelity to the intervention ☐ other:
					☐ making progress, continue with intervention ☐ try another intervention at same Tier ☐ not making progress, initiate Tier III process ☐ intervention successful, continue to monitor in Tier I ☐ lack of fidelity to the intervention ☐ other:
					☐ making progress, continue with intervention ☐ try another intervention at same Tier ☐ not making progress, initiate Tier III process ☐ intervention successful, continue to monitor in Tier I ☐ lack of fidelity to the intervention ☐ other:
					☐ making progress, continue with intervention ☐ try another intervention at same Tier ☐ not making progress, initiate Tier III process ☐ intervention successful, continue to monitor in Tier I ☐ lack of fidelity to the intervention ☐ other:

Considerations when analyzing student progress:

- Was there at least 80% fidelity to the delivery of the intervention?
  - Student attended required sessions
  - Student was engaged in intervention delivery
  - Individual delivering intervention adhered to best practice instruction
- Should team complete a Culturally Responsive Checklist to determine if other life factors are contributing to the intervention success?
- Was the tool used to monitor progress sensitive to small changes, valid and collected with fidelity?
- Are there any other factors we should consider (strategies, accommodations, time of day of intervention, child motivation, person delivering intervention, etc.) that would impact the outcome of this intervention delivery?

North Lake School District

N75 W31283 Hwy. VV
P.O. Box 188
North Lake, Wisconsin 53064
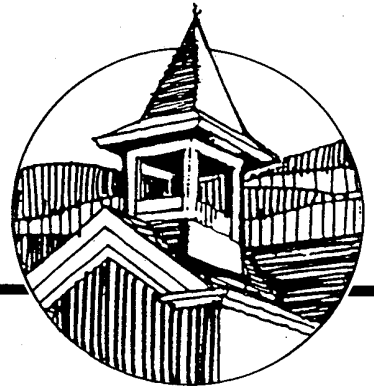
December 18, 2014

Dear Parents and Guardians,

At North Lake School, we are very fortunate to have a team of teachers and specialists who work together to offer children excellent opportunities to learn. At times, we will have children work individually or in small groups with a staff member other than the regular classroom teacher. The purpose of this work will be assessment and/or skill development working toward mastery required at their grade level. Children may also do work for the purpose of enrichment.

In an effort to be pro-active, we are sending this form out to all students in the class. We would like your permission to allow this opportunity for your child. Your child's teacher will keep you informed of the skills your child is working on and his/her progress.

Sincerely,

The North Lake School Teaching Team

Please sign and return the form below.

I give my permission for my child to work individually or in a small group with the reading specialist, resource teacher, or other staff members at North Lake School.

Child's name _____

Parent or guardian's signature_____