

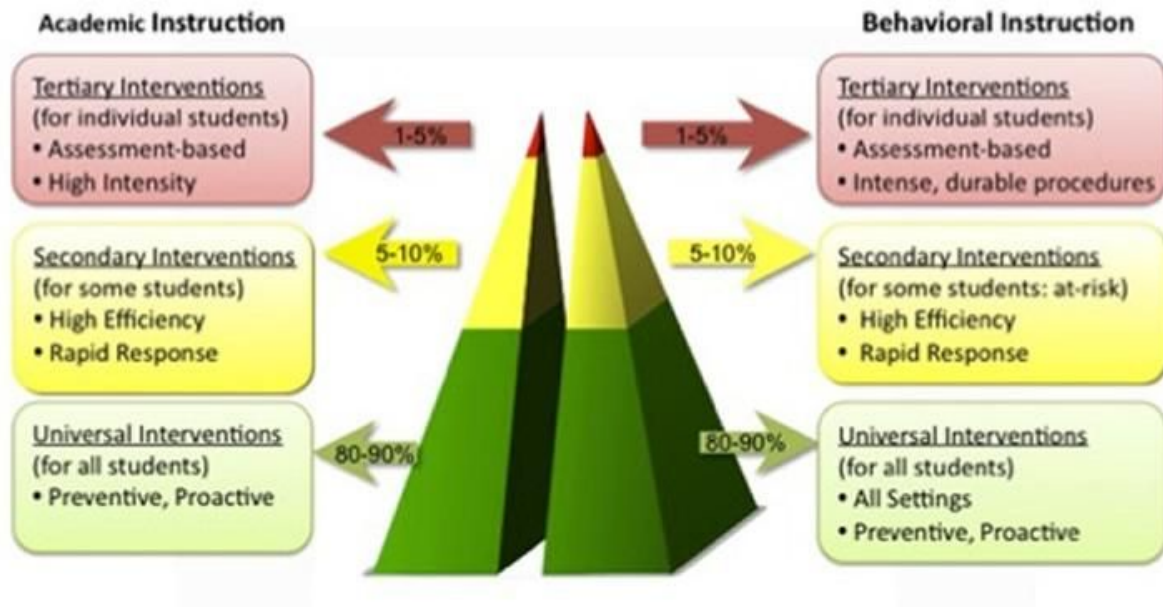
Highland Park Renaissance Academy

Multi-Tiered System of Supports

2018-2019



Designing Schoolwide Systems for Student Success



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- Tier I Strategies Classroom Implementation
- Response to Intervention Log
- Response to Intervention Progress Log
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Overview and History of RTI at HPRA

Mildred C. Wells Academy is implementing response to intervention. Over the year it will evolve into a process that supports positive behavior intervention support (PBIS, reading, and math at all Tiers. Response to Intervention is at the core of how we support students through differentiation. All interventions are targeted, skill based and supported by data. The response to intervention process is a team effort in which teachers, support staff and administration work jointly in

the common goal of supporting students through intensive support for behavior and academic success. The following is a guide followed at Mildred C. Wells Academy. This guide is not all inclusive and constantly evolving.

What is Response to Intervention? Definitions of Tiers and RtI

National Center on Response to Intervention Definition of RTI

Response to intervention integrates assessment and intervention within a multi-tiered prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Tier I

Universal High-Quality Classroom Instruction and Screening

Within Tier I, all students receive high-quality, scientifically based instruction differentiated by qualified personnel to ensure that any lack of growth is not due to inadequate instruction. Tier I is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. All students are

screened quarterly to establish an academic baseline and to identify those learners who need additional support.

Tier II

High-Quality Classroom Instruction, Screening, and Group Interventions

With-in Tier II, grade level problem solving teams identify and problem solve surrounding the needs of groups of students who are performing below grade level expectations on school wide assessments and common grade level assessments. Tier II is in addition to core curriculum and consists of scientific, research-based supplemental to core instructional and behavioral methodologies. Practices and supports are designed for groups of at-risk students and are provided within the general education classroom. All students are screened quarterly to establish an academic baseline and to identify those learners who need additional support. Students identified for Tier II interventions are progress monitored every two weeks at their grade level on CBM. Instructional changes are based on data based decision making and progress is reviewed every 6-8 weeks.

Tier III

High-Quality Research-Based Individual Interventions

Within Tier III, individual problem solving teams identify and problem solve surrounding the need of a student who is performing below the tenth percentile locally on District Assessments and common grade level assessments. Tier III is addition to core curriculum and consists of scientific, research-based

supplemental to core instructional and behavioral methodologies designed for few students who are significantly below standards. Interventions are provided in small groups allowing for flexibility within those groups. Students are given interventions outside of their general education classroom. Interventions should be daily and their duration should at least be 6 weeks. Students are progress monitored weekly at their grade level on CBM. Instructional changes are based on data based decision making and progress should be reviewed every 6 weeks.

School Wide Assessments

Highland Park Renaissance Academy

Assessment Schedule 2018-2019

Testing Window	Assessment	Grades Assessed	Subjects Assessed
September 24- October 26 th	NWEA	k-8	Reading, Math Science,SS
September 4 th -28 th	DRA (Developmental Reading Assessment)	k-5 for Tier I 6-8 for Tiers 2 & 3 as needed	Reading
September 4-28 th	MLPP	k-2 for Tier I *Interventionists will use MLPP as needed for k-8 Tier 2 & 3 students.	Reading
September 24 th -28 th	Writing Assessment	k-8	Writing
January 7 th -February 8 th	NWEA	k-8	Reading, Math Science,SS
January 7 th -February 8 th	DRA (Developmental Reading Assessment)	k-5 for Tier I 6-8 for Tiers 2 & 3 as needed	Reading
January 7 th -February 8 th	MLPP	k-2 for Tier I *Interventionists will use MLPP as needed for k-8 Tier 2 & 3 students.	Reading
January 28 th - February 1 st	Writing Assessment	k-8	Writing
April 10 th –May 24 th	M-Step	3-8	Reading, Math, Science, Social Studies

April 8th--June 7th	NWEA	k-8	Reading, Math Science,SS
May 13 th -June 14 th	DRA (Developmental Reading Assessment)	k-5 for Tier I 6-8 for Tiers 2 & 3 as needed	Reading
May 13 th -June 14 th	MLPP	k-2 for Tier I *Interventionists will use MLPP as needed for k-8 Tier 2 & 3 students.	Reading
June 3 th -June 7 th	Writing Assessment	k-8	Writing

Assessment Plan

Focal Point

Mathematics & English Language Arts	HPRA Benchmark Assessments given at the end of quarters 1, 2, and 3
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<p>Social Studies</p>	<ul style="list-style-type: none"> ● Quarter 1: Common unit assessments / performance tasks will be administered in all social studies and science classes ● Quarter 2: <ul style="list-style-type: none"> ○ No common assessments / performance tasks will be given. ● Quarter 3: Common unit assessments / performance tasks will be administered in all social studies and science classes
<p>Science</p>	

NWEA/MAP

- Computer adaptive, **growth assessment**
- Identifies individual learning level - RIT score
- **MTSS (RTI) Team - Support staff, special education teachers, general education teachers (all staff)**
 - Tier students according to RIT score and provide interventions to support their individual learning needs
 - Group students by RIT and create groups based on need
- Reports

- Class Breakdown - groups students by RIT
- Learning Continuum - skills or standards students need in that RIT range to close the gaps and increase their understanding of the standards

Intervention: A specific skill-building strategy implemented and monitored to improve a targeted skill (i.e., what is actually known or demonstrated) and to achieve adequate progress in a specific area (academic or behavioral).

Scientifically Research-Based Intervention: Specific curriculum that has been proven to be effective for most students. To meet the label of “scientifically based,” the research must: Employ systematic, empirical methods that draw on observation or experiment; Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions; Rely on measurements or observational methods that provide valid data across observations; and be accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparatively rigorous, objective, and scientific review.

Examples of Research-Based Interventions available at MCWA

Reading	Math
Computer Based	
Moby Max Focal Point	Moby Max Focal Point
Written Curriculum	
Trophies Envision Math	Envision Math

Accommodation: Tools and procedures that provide equal access to instruction and assessment for student. Accommodations indicate **how** the content is taught, made accessible or assessed. They are intended to “level the playing field.” Without accommodations, students who are struggling may not be able to access grade level instruction and participate fully on assessments. Examples include:

- Reading a test to a student, with no additional help
- Allowing extra time to take the same test or complete the same assignments
- Signing an assignment notebook
- Breaking down the work into smaller segments, but still expecting all segments to be completed
- Staying after school for homework assistance
- Preferential seating
- Providing an extra set of books to be kept at home

Modification: A change whereby the student is expected to learn something different than the general education standard (i.e., what is expected to be learned). Indicates that **what** is being taught, the content, is modified. The instructional level or general education benchmarks or number of key concepts to be mastered are changed. Examples include:

- Reading a test to a student, and rewording/re-explaining questions on the test
- Decreasing multiple choice answers from 4 to 3 options
- Shortening a spelling list
- Using a different grading scale for a particular student
- Reducing homework/number of assignments needed to be completed

Progress Monitoring

Progress monitoring is the scientifically based practice of assessing students' academic performance on a regular basis. It is used to determine the extent to which students are benefiting from classroom instruction and for monitoring the effectiveness of interventions. Progress monitoring should occur at least once per month in Tier 1, but could occur as often as 3 times per week in Tier 3.

There are three main purposes of progress monitoring:

1. To determine whether children are profiting appropriately from the instructional program, including the curriculum;
2. To build more effective programs for the children who are not benefitting from the core curriculum or other interventions; and
3. To estimate rates of student improvement.

Progress Monitoring Tools:

- DRA
- MLPP

- Mini phonemic awareness test
- Sight words

Frequency of Progress Monitoring

Tier 1- Benchmark assessments will be utilized quarterly to gauge progress

-School wide assessments will be utilized 3x a year to gauge progress

Tier 2- Students will be progress monitored by Instructional Support Staff

bi-weekly on CBM probes

Tier 3- Students will be progress monitored by classroom teachers weekly on CBM probes

Steps in the CBM Process

To implement curriculum-based measurement, a teacher uses the following steps.

Members Responsible	Steps in the CBM Process
RtI Team	Step 1: Create or select appropriate tests (called probes) for the student's grade and skill level. Each probe contains different but equivalent items and assesses skills taught from the beginning of the year to those taught at the end of the year. As the year progresses, students should get more items correct on each subsequent probe.
Teacher/ Support Staff	Step 2: Administer and score probes at regular intervals (i.e.: weekly, bi-weekly, or monthly). Probes are administered and scored the same way every time to ensure that the scores are <i>reliable</i> (that is, suggest that a student will achieve a similar score if the test was re-administered) and <i>valid</i> (that is, that the targeted skills are the ones being tested).
Teacher/ Support Staff	Step 3: Graph the scores. Graphing is an integral part of using CBM. By watching their progress in such an easily understood format, students can see the relationship between their effort and

	their increased academic proficiency. Teachers are also able to make quicker instructional decisions by looking at a student's graph rather than relying on a list of scores.
Rtl Team	Step 4: Set goals. It is crucial to indicate the expected level of proficiency that students will demonstrate by the end of the school year and the amount of growth expected in shorter periods of time (e.g., weekly goals).
Rtl Team	Step 5: Make instructional decisions based on CBM data. Teachers can determine whether an educational intervention is working or needs to be changed.
Rtl Team	Step 6: Communicate progress. Provide students, parents, and other educational professionals with information about student progress throughout the school year using CBM data and graphs.

The MTSS team

The Team Member Roles:

- **Facilitator/Data Coach:** Develops meeting agendas and runs meetings/ Looks at data from school-wide testing, discipline, and other sources of data to present to the team in order to use in making decisions
- **Recorder:** Responsible for taking notes and recapping previous meetings
- **Classroom Teacher:** Provides background information and collaborates with other teachers for strategies and Tier I support
- **Special Education Teacher:** Provides specialized strategies to accommodate and modify instruction in the classroom.
- **Social Worker:** Provides specialized strategies for students with behavior/socio/emotional concerns
- **Interventionists:** Provides team with feedback on Tier II and Tier III interventions and ensures that goals are being addressed with fidelity
- **School Leader:** Provides support at all levels, ensures that meetings are held with fidelity and that schedules support the implementation of Tiered Interventions

- **Parents:** Parents are provided with regular communication on needs and progress. At the Tier III level parents are invited to attend Rtl meeting to create school/parent contract.
- **Student:** When appropriate students are invited to meetings with parents to review behavior or academic concerns and support in creating contract

Scheduled Meetings- Day and Times:

Rtl team meets the last Friday of the month at 1:30.

Staff responsible for providing Tiered Support (Interventions)

Tier I- Classroom Teachers

Tier II- Classroom Teachers, Title I Teachers, Highly Qualified Aides and Specials

Tier III- Classroom Teachers, Title I Teachers and Highly Qualified Aides

Response to Intervention Schedule

Rtl Process

	Person(s) Responsible	Processes and Procedures
Step 1	Teacher/ Interventionists	Assessment data must be entered into google doc by person who administered assessment
Step 2	Teachers/Rtl Team	-Staff will review all assessment data to determine students who qualify for Rtl. - Students may also be referred to Rtl by classroom teacher as reflected by data/observations
Step 3	Teacher	A letter will be sent to parents notifying them of tier child's placement in Rtl. Area(s) of concerns will be explained along with strategies or activities to practice at home.
Step 4	Teacher/Rtl facilitator	Goals will be created for students based on baseline data. All goals must be measurable
	Teacher/Rtl	Complete Response to Intervention Log
Step 5	Teacher/ Interventionists	Progress monitor as specified in the plan

Step 6	Teacher/Rtl Team	-Revisit student data/ intervention plan -Students at benchmark- discontinue intervention - Students making adequate progress- continue with intervention - Students making minimal/ no progress are placed in Tier 3- see step 8
Step 7	Teacher	All Tier 3 students will be placed on an individual student plan
Step 8	Teacher	-Send home or meet with parents to complete Student History
	Teacher/Rtl Team	-Meet with Rtl team to establish new goals and interventions
	Rtl Facilitator	Contact parent to schedule meeting with parents to complete Individual Student Plan contract meeting
	Teacher/ Administration	Meet with parents to complete Individual Student Plan contract
Step 9	Teacher/Rtl Team	Continue reviewing data and modifying interventions accordingly
Step 10	Rtl Team	After 3 rounds of interventions, data will be re-evaluated. Students not meeting a positive trajectory towards goals may be referred for further academic evaluations (Special Education)

Written Plan for Intervention Student Checklist

Baseline Information: (where is the student currently?, 3-5 data points needed)	
Date Intervention Will be Evaluated: (must be at least 4-6 weeks after start date)	
What intervention is going to be implemented? (must be research-based)	
Who is going to implement it?	

When will it be implemented? (What time/class period)	
Where will it be implemented?	
How long will it be implemented for? (number of minutes per day and days per week) *The intervention must be implemented on a consistent basis	
How will treatment integrity be determined? (use of checklist with steps or protocol to be followed)	
How will you measure if the student is making adequate progress? (what progress monitoring tool will you use)	
How often will progress be monitored? (*This must be at least once per month for Tier 1, once every other week for Tier 2, and once per week for Tier 3.)	

RtI Behavior Procedures

In order to refer a student for Social Work services the following must be completed:

1. An **individual** tracking form for card flips utilizing the school-wide PBIS system must be completed and included to be referred for behavior.
2. The **MCWA** PBIS Best Practice Checklist needs to be completed and included in the RtI folder.
3. Any anecdotal notes regarding the concern or behavior must be included in the folder.
4. Any communication to parent regarding the concern or behavior must also be included.

Behavior interventions are harder to “progress monitor.” That is why it is imperative that the above documentation be completed and included in a student’s RtI folder to be considered for any Social Work services.

All of this must be completed to receive services such as Behavior Intervention Plans (Tier 3) or Check-In Check-out systems (Tier 2).

1-

Bathroom	Gym	Bus	Arrival & Dismissal	Playground
Knock on the stall door Stay quiet Get in and out as quickly as possible	Use equipment appropriately Use appropriate words and language	Follow adult directions the first time Use level one voice	Follow adult directions the first time Stay with your grade level Keep hands, feet and objects to self	Keep hands, feet and objects to self Always practice good manners Share all equipment Always be calm and courteous to your classmates
Go, flush, wash, leave One soap pump Two towel hand pulls Report problems and disturbances to an adult	Follow directions carefully Use good sportsmanship	Keep all personal belongings to yourself and take with you when you exit Save all snacks and drinks until you exit the bus Report problems and disturbances to the adult on the bus immediately	Follow procedures for entering and exiting the building Keep all of your belongings with you or in your backpack Arrive and leave on time	Return classroom equipment the same way you received it Use good sportsmanship
Walk Feet on floor	Follow all rules Follow	Walk at all times	Walk at all times on the sidewalk	Report all accidents to an adult

PBIS/RtI Student Tracking Form

Month: _____

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					

Please indicate above, the color the student was on at the end of the school day with Y= Yellow or an R=Red. Use the codes below to indicate the reason for the student's card flip. For example: if a student is on red for disrespect towards the teacher; the box would look like this: R, 1. If the student is on yellow for lying it would look like this: Y, 5

Reasons for Card Flip:

Disrespect/Defiance/Insubordination = 1

Fighting or Physical Aggression = 2

Talking during Instruction/Disruption = 3

Inappropriate Language = 4

Lying or Cheating = 5

Not Prepared for Class = 6

Wandering/Out of Seat/ Unfocused = 7

Stealing and Vandalism/Destroying/Inappropriate Use of Property = 8

Comments or Concerns:

MCWA Elementary PBIS Best Practices Checklist

Check if used	Activity/Intervention	Start Date	End Date	Effectiveness
	Use of Card Flip System (Red=Call home before ODR)			
	Office Discipline Referral (ODR)			
	Display of Classroom Rules			
	Daily Schedule is posted			
	Classroom rules are posted			
	Seated near teacher/ point of instruction			
	Private Conference with Student			
	PBIS expectations are taught and retaught throughout year			
	Daily verbal reminders of expectations			
	Transition procedures are taught and modeled			
	All class attention getting signal is used (clap sequence, lights)			
	Frequent positive praise			
	Individuals and groups are praised for following rules			
	Corrections are done in private, if and when possible			
	Planned ignoring of minor non-disruptive behavior			
	Increased assistance to student as needed			
	Whole group oral responses/ choral responding is used			
	Small group and partner responses are used			
	4 to 1 ratio of positive comments to correctives is used generally			
	4 to 1 ratio is used with Tier 2 and 3 students individually			