

09-10

How the Continuous Improvement/RTI Process Works in Elementary Schools (K-5 Reading)

Crook County School District

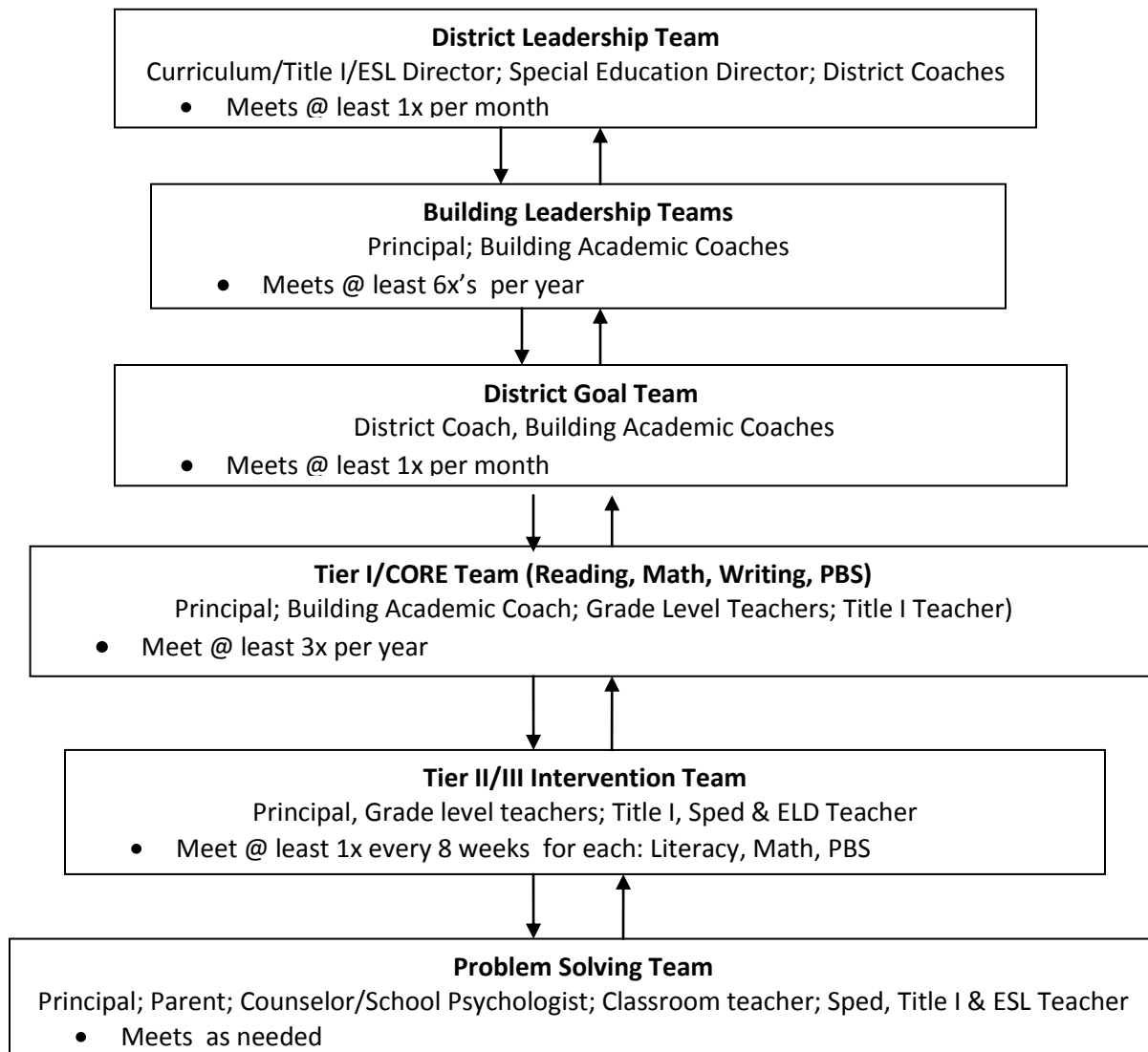
Continuous Improvement/RTI Process for Effective Instructional and Behavioral Support

Goal: To develop a continuum of effective interventions and support to address the academic and social behavioral needs of all students by integrating general and special education leadership and resources. This model supports the data based and goal team features of academic and behavior support that is incorporated in the Crook County School District continuous improvement system.

Focus:

- Implement a three-tiered instructional system across all educational levels,
- Conduct professional development around the current research based systems of Response to Intervention and Positive Behavior Support in a combined system of support,
- Target critical populations of students with learning needs and behavioral difficulties who are not meeting benchmarks and who are expected to achieve at higher levels with additional support.

Team Structure Utilizing Existing District Process:



District Leadership Team

Team Membership: Curriculum/Title I/ESL Director; Special Education Director; District Coaches
Superintendent & Principal's Invited

- Meets @ least 1x per month

Team purpose:

To develop and maintain the district Continuous Improvement Plan for literacy, math, and PBS.

Team Responsibilities:

1. Develop and maintain the district Continuous Improvement Plan.
2. Suggest and initiate key initiatives.
3. Collect and analyze district data.
4. Develop and manage the district staff development plan.
5. Serve as key communicator to the building leadership teams.
6. Review and prioritize recommendations from Building Leadership Teams for decisions impacting the district – i.e. schedule, time, instructional materials, staffing resources.
7. Facilitate district adoption of instructional materials for Reading, Math, Writing, and Behavior
8. Oversee the implementation of an integrated, multi-tiered approach to:
 - School-wide Literacy Model
 - School-wide Behavior Model
 - School-wide Math Model
 - RTI SLD Eligibility
9. Reports to the Superintendent and Board

Building Leadership Team

Team Membership: Principal; Building Academic Coaches

- Meets @ least 6x per year

Team Purpose:

To develop and manage the school Improvement Plan.

Team Responsibilities:

1. Develop and maintain the School Improvement Plan
2. Provide guidance with overall systems, school-wide assessments
3. Review school-wide behavior and academic data in order to evaluate the effectiveness of core programs.
4. Suggest key initiatives at the building level
5. Review and prioritize recommendations from Building Tier I/CORE Team (Literacy, Math, and PBS) for decisions impacting the building – i.e. schedule, time, instructional materials, staffing resources.
6. Monitor the progress of Tier I/CORE Team.
7. Serve as key communicators to building staff.
8. Report progress to the District Leadership Team six times per year, September/January/May for Reading and Mathematics; November/February/April for Writing and Behavior.

District Goal Team (Literacy, Math PBS)

Team Membership: District Coach, Building Academic Coaches, Directors Invited

- Meets @ least 1x per month

Team Purpose: Oversee the district Continuous Improvement Plan for literacy, math and PBS.

Team Responsibilities:

1. Plan, direct, organize and oversee implementation of CC Framework for Literacy, Math & PBS
1. Promote use of CORE Instruction & SWPBS for all students, at the school-wide, classroom, and individual level.
2. Provide necessary curriculum, programs, and materials for instruction across the district (Literacy, Math, PBS)
3. Arrange and provide for universal screening
4. Evaluate implementation of student performance data, and make district wide instructional adjustments.
5. Ongoing implementation and evaluation of district Literacy, Math, PBS systems, data, and practices
6. Recommends staff development for literacy, math and PBS.
7. Reports to the district Leadership Team

Tier I/CORE Team (Literacy, Math, PBS)

Team Membership: Principal, Building Academic Coach; Grade Level Teachers, Title I Teacher

- Meet @ least 3x per year

Team Purpose:

To determine the effectiveness of the core program and make necessary adjustment if it is not meeting the needs of 80% of the students. Determine if your system is moving students toward benchmark goals.

Team Responsibilities:

1. Develop, facilitate and monitor the grade level goal.
2. Plan universal screenings and collect data for grade level team use.
3. Plan for 80% (School-wide): Three times a year, fall, winter and spring, teams review data on student performance (e.g., DIBELS, behavior referrals, attendance; number of students needing CORE, strategic, and intensive intervention (Tier I, II, III); in order to evaluate the “health” and effectiveness of the core programs.
4. Provide data on numbers of students in CORE, strategic and intensive (Tier I, II, III) to the Building Leadership Team three times each year.
5. Monitor and adjust overall instruction and differentiation, based on the data
6. Review curriculum pacing, adjust lesson maps, etc.
7. Discuss instructional strategies and pre/post assessment results.
8. The improvement model is predicated on the notion that the core programs should meet the needs of at least 80% of the student population. It should be assumed that, if 80% of students at the grade level are not meeting the benchmarks, the problem is with either the content or the core curriculum, and/or the intensity, frequency or fidelity of instruction. The team needs to recommend: increased time, enhancement to the CORE materials/strategies and/or professional development to shore up the core program(s).
9. Reports to the Building Leadership Team and District Goal Team

Tier II/III Intervention Team

Team Membership: All Grade level teachers; Title I, Sped and ELD Teachers

- Meet @ least 1x every 8 weeks
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Team Purpose:

To implement instructional strategies, enhancements and interventions to meet students needs.

Team Responsibilities:

1. Plan together, as a grade level team with Academic Specialists (Title I, Sped, ELD) for providing intensive Tier II/III interventions (primary focus on the 20%).
2. Review screening and diagnostic student data to organize students into flexible instructional groups.
3. Identify, based on decision rules the students needing additional academic, behavior, and or attendance intervention support.
4. Choose interventions from the appropriate Standard Protocol (Reading, Math, Writing, or Behavior) for groups of students with similar needs.
5. Determine the person responsible for collecting the data and progress monitor bi-monthly.
6. Collect **Student Intervention Profile** data for all students in interventions.
7. Evaluate the progress of the students involved in group interventions to determine possible next steps for each student being reviewed:
 - The group intervention has been successful and the student no longer needs small group instruction,
 - The intervention appears to be working for the student and should be continued as is;
 - The group intervention is not working for the student and should be revised or refined; or,
 - The group intervention is highly unlikely to be successful for the student and therefore is referred to the problem solving team.
8. Refer students to the building Problem Solving Team when a student has failed to make progress (or has made minimal progress) when compared to cohort student data after two-three 8 week (research based) group interventions; and is “significantly below” standard.
“Significantly below” standard is measured as:
 - Below the 16th percentile’
 - 2x’s discrepant; and/or
 - Standard score is below 85
9. Complete the Problem Solving Team Referral form and notify the parents of the referral concerns.

Problem Solving Team

Team Membership: Principal; Parent; Counselor/School Psychologist; Behavior Specialist; Classroom teacher; Sped, Title I & ESL Teacher

- Meets as needed

Team Purpose:

Problem Solving Team for Individualizing, Intensifying Interventions for any student who has demonstrated a social or academic behavior that could create a barrier to a successful education and was not responsive to at least two 8 week (research based) group interventions with bi-monthly progress monitoring.

Team Responsibilities:

1. Problem solving team for individualizing interventions and making appropriate special education referrals.
2. Share with the student's parents the **RTI Parent Brochure** and describe how the Response to Intervention Process works.
3. Gather and review information including: **Problem Solving Team Referral**, **Student Intervention Profile** and Progress Monitoring data, **File Review and Data Summary**, and **Developmental History**.
4. If the student is an English Language Learner (ELL), the ELD teacher should also obtain information about the child's language development at this time.
5. Use the **Individual Problem Solving/Planning worksheet** and develop individually designed intensive intervention based on the information gathered.
6. Assign a case manager at this individualized planning level. The case manager's responsibility is to ensure that the intervention is implemented correctly and that progress is monitored according to the schedule agreed upon by the team. In addition, the case manager continues to track intervention details using the **Student Intervention Profile**. Case managers report back to the Tier III/Problem Solving team on the progress of the students under their supervision.
7. Instruction is provided for 8 weeks.
8. Progress Monitor 1x per week.
9. The team may determine that:
 - a. The student has improved substantially and no longer needs to be included in an individualized intervention.
 - b. The student continues to struggle, but his or her difficulties appear to be due to other factors such as behavior, attendance, or limited English Proficiency and interventions to help the students with these difficulties will be initiated.
 - c. The student is an English Language Learner and is struggling with reading comprehension in comparison with his or her ELL Cohort. The intervention designed to improve comprehension will be continued for one additional 8 week period prior to referring to Special Education.
 - d. A referral for a formal special education evaluation is appropriate. The information from the intervention profile, progress-monitoring information, developmental history, and individual problem solving worksheet should be included with the referral as they provide evidence regarding the student's responses to various interventions. See the most current **Special Education Procedures Manual** for details on the special education process.

Appropriate Referrals include:

- **Problem Solving Team Referral with Tier II/III Student Intervention Profile and Progress Monitoring data attached**
- **File Review and Data Summary Worksheet**
- **Developmental History**
- **Individual Problem Solving/Planning Worksheet with Tier III Student Intervention Profile and Progress Monitoring data attached; and**
- **Referral for Special Education form**

EARLY IDENTIFICATION PROCESS
Crook County School District, Prineville, Oregon

ALL STUDENTS RECEIVE QUALITY
ACADEMIC AND BEHAVIOR
INSTRUCTION AND SUPPORT

All students are screened for
Additional instructional
Needs
(Fall, Winter and Spring DIBELS, OAKS,
Office Discipline Referrals,
CBM's etc)

Small Group
Interventions are chosen from
the standard protocols by Tier
II/III Intervention Teams

Interventions
are further
individualized

DECISION RULES:

80% Decision Rule: If 80% of students are not meeting benchmarks, review core program(s).

20% Decision Rule: The lowest 20% of students at each grade level based on school-wide screening measures and/or with chronic behavior needs will receive strategic group intervention(s).

Change Small Group or Individual Interventions Rule: When progress Data is below the aimline for 4 consecutive points and the slope is flat or decreasing.

Individualize Instruction Rule: When Students fail to progress after at least two (2) consecutive small group interventions gather appropriate data and move to the individual level.

Refer for Special Education Evaluation Rule: When students fail to make expected progress after one individually designed intervention.

TEAMWORK TIMELINES:

Tier I/Core Teams meet fall, winter & springs to review data and make decisions about school-wide progress.

Tier II/III Intervention (20%) teams meet every 8 weeks to review data, plan and adjust interventions.

Problem Solving teams meet as needed.

Crook County School District Continuous Improvement/RTI Project

All students receive CORE Curriculum and Universal Screening 3x's each year

Tier I/CORE Team – Focus on 80%

- ◆ Review screening available curriculum and diagnostic data 3x's each year
- ◆ Determine students in need of strategic (Tier II) and intensive (Tier III) Instruction
- ◆ Evaluate the “health” of the CORE program

Tier II/III Intervention Team – Focus on 20%

- ◆ Select Targeted Small Group Intervention based on student needs, using research-based materials (See Protocol)
- ◆ Provide Interventions for 8 weeks
- ◆ Progress Monitor bi-monthly & Track Information on the Intervention Profile Form

Tier II/III Intervention Team reviews progress on interventions following 8 weeks of progress monitoring

+ Progress
Continue support or move back to less intensive level and continue to monitor the student

-Progress

- ◆ Increase intensity of the Targeted Small Group Instruction
- ◆ Provide intervention for 8 weeks
- ◆ Progress Monitor bi-monthly & Track Information on the Intervention Profile Form

Tier II/III Intervention Team reviews progress on interventions following 8 weeks of progress monitoring

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-Progress

- ◆ Increase intensity of the Targeted Small Group Instruction
- ◆ Provide intervention for 8 weeks
- ◆ Progress Monitor bi-monthly & Track Information on the Intervention Profile Form

Problem Solving Team Includes: Parent, Principal, Teacher, Title I, Special Education, ELD teacher, School Psychologist and others as needed

- Problem solving team
- Gather and review information including; referral data, file review, and Developmental History on the student.
- Develop Individually Designed Intensive Intervention based on student information and specific needs.
- Instruction is provided for 8 weeks
- Progress Monitor 1x per week.

Problem Solving Team meets to review progress following 8 weeks of progress monitoring

+ Progress
Intervention is so intense, SLD is suspected – Continue Intervention or Refer the student to the Special Education Evaluation Team (SET)

+ Progress
Improvement appears to be related to other factors – Move student back to a less intensive level and continue to monitor the student.

- Progress
Refer the student to the Special Education Evaluation Team (SET)