**Cesar Chavez Academy Lower Elementary**

**Response to Intervention Handbook**

**2014-2015**



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**Overview and History of RtI at CCALE**

Cesar Chavez Academy Lower Elementary has implemented response to intervention for the last 7 years. Throughout the years it has evolved into a process that supports both 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 Cesar Chavez Academy Lower Elementary. 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**

With-in Tier III, individual problem solving teams identify and problem solve surrounding the need of a student who is performing below the 10%ile 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**

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Assessment Type** | **Who is responsible for administering?** |
| **State Mandated Assessment** |  World-Class Instructional Design and Assessment (WIDA) (in place of ELPA)  | Classroom TeachersAdministration |
| **Benchmark Assessments****3x per year** **(September, January, May)****All data entered into Google Drive** | Scantron K-2 (Reading, LA, Math)DIBELS K-2Running Records K-2 (Kinder- begin mid-year)Writing- (same topic- 3x a year)Math Pre/Post- K-2 (2x a year) | Classroom TeacherAdministration |
| **RtI Placement Assessments** | DIBELSPhonics ScreenerPhonemic Awareness ScreenerDolch Sight Word ScreenerPre Math AssessmentRunning Records (comprehension)Classroom Common Pre/Post Assessments | Classroom TeachersInterventionists |
| **Progress Monitoring Tools** | DIBELSMini phonics testMini phonemic awareness testsight wordsMath- easycbm.com  | Classroom TeachersInterventionistsSpecials Teachers |
| **Progress Reports/****Report Card Assessments** | Any school wide and classroom summative assessments  | Classroom Teachers |
| **Evaluation Data** | ScantronRunning RecordsDIBELSSight WordsGoogle DocsPre/Post Math AssessmentsSpecial Education- Progress Towards IEP goals and School wide dataSpecials Teachers- Pre/Post assessments in content area and school wide data |  |

**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 CCALE**

|  |  |  |
| --- | --- | --- |
| **Reading** | **Math** |  **English Language Learners** |
| **Computer Based** |
| Moby MaxRead NaturallyReady TestLexia Phonics | Moby MaxMath Facts in Flash | Raz KidsLexia Phonics |
| **Written Curriculum** |
| Soar to SuccessPhonics 1st Phonemic Awareness | Touch Math | Santillana Intensive ELL |

**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:**

* DIBELS
* Mini phonics test
* Mini phonemic awareness test
* sight words
* Math- easycbm.com
* IXL

Curriculum Based Measurements (CBM) can also be found on Intervention Central.

**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 progressed monitored by Instructional Support Staff bi-weekly on CBM probes

Tier 3- Students will be progressed 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 *reliable* (that is, suggest that a student will achieve a similar score if the test was re-administered) and *valid* (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.  |
| RtI 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).  |
| RtI Team | **Step 5: Make instructional decisions based on CBM data**. Teachers can determine whether an educational intervention is working or needs to be changed.  |
| RtI 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. |

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**The RtI 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
* **Psychologist:** Provides specialized strategies and support with creating measurable goals
* **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 RtI 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:**

RtI team meets during grade level co-plans every Wednesday

* 2nd grade- A-8:20-9:00
* 2nd grade –B- 9:05-9:45
* 1st grade –A- 9:50-10:30
* 1st grade –B-1:00-1:45
* Kinder- A- 1:50-2:30
* Kinder- B- 2:35- 3:10

**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**

Staff is distributed based on classroom needs. The following are the support staff that is available for the implementation of tiered support (interventions).

|  |  |
| --- | --- |
| **Time** | **Support Staff** |
|  | **Tier 2** | **Tier 3** |
| **8:20am- 9am****2nd grade Reading**  | AndradeStrawderJaghabCannonBermanThomas | Classroom TeacherKoczaraLachPlascenciaHernandezGarcia |
| **9:05- 9:45am****2nd grade Reading** | AndradeStrawderGarciaCannonThomas | Classroom TeacherJaghabKoczaraLachPlascencia |
| **10:40-11:10****2nd Grade Math** | LachCannonGarciaStrawderAndradeJaghab | LachCannonGarciaStrawderAndradeJaghab |
| **11:20-12:10****Kinder**  | CousinoThomasBermanSmithHernandezCannonGarciaStrawderJaghab | Classroom TeacherLachKoczaraAndrade |
| **12:15- 12:45pm****1st grade Reading** | CousinoThomasBermanSmithCannonStrawderJaghab | Classroom TeacherHernandezLachKoczara |
| **12:50- 1:20pm****1st grade Reading** | CousinoThomasCannonGarciaStrawderJaghab | Classroom TeacherLachKoczaraAndrade |
| **2:05-2:35pm****1st Grade Math** | JaghabStrawderLachCannon |  |
| **2:40-3:10****2nd Grade Guided Reading** | JaghabAndradeStrawderLachCannon |  |

**RtI Process**

|  |  |  |
| --- | --- | --- |
|  | **Person(s) Responsible** | **Processes and Procedures** |
| Step 1 | Teacher/Interventionists | Assessment data must be entered into googledoc by person who administered assessment |
| Step 2 | Teachers/RtI Team | -Staff will review all assessment data to determine students who qualify for RtI. - Students may also be referred to RtI by classroom teacher as reflected by data/observations  |
| Step 3 | Teacher  | A letter will be sent to parents notifying them of thier child's placement in RtI. Area(s) of concerns will be explained along with strategies or activities to practice at home.  |
| Step 4 | Teacher/RtI facilitator | Goals will be created for students based on baseline data. All goals must be measurable |
|  | Teacher/RtI | Complete Response to Intervention Log  |
| Step 5 | Teacher/Interventionists | Progress monitor as specified in the plan |
| Step 6 | Teacher/RtI 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/RtI Team | -Meet with RtI team to establish new goals and interventions |
|  | RtI 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/RtI Team | Continue reviewing data and modifying interventions accordingly  |
| Step 10 | RtI 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**

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| --- | --- |
|  | **Grade:**  |

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| --- | --- |
|  | **Grade:**  |

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| **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.)  |  |

**Parent Resources**

Parents have access to a variety of resources that may support students in the home. A check out system has been put in place in the office and resources are available to be checked out on a daily basis.

|  |  |
| --- | --- |
| **Reading**  | **Math** |
| Leveled ReadersBilingual booksAudio BooksTag ReadersSight word flash cardsRaz-KidsMoby Max | Numbers chartsFlash cardsMoby MaxMath Tiles |