

**RESPONSE TO INTERVENTION – OPERATING GUIDELINE****EHBK-R1****RtI Campus Coordinators****Responsibilities:**

- Liaison between district staff and campus staff
- Communicate to district staff the flow of RtI on respective campus
- Disseminate RtI materials on campuses
- Organize the RtI process on respective campus
- Be a functioning member of the Impact Team
- Provide assistance and direction to teachers completing the Impact forms

Ensure availability of all district bought interventions

Communicate to district staff if campus staff need to be trained in a particular intervention

- Oversee the general administration of a universal screener (unless delegated to the literacy coordinator)
  - Direct campus staff to input progress monitoring data for Tier II, III students
  - Create a data-based Impact team
  - Ensure fidelity of interventions
- Meet with campus principal, (if not the RtI coordinator) monthly to discuss students in each tier
- Walk-thrus to document interventions being done
  - Adhere to the district RtI guidelines

**Requirements:**

- Attend RtI Meetings with district staff
  - Attend trainings at ESC as needed
- Impact team will attend required trainings on Problem Solving and Data Analysis.
- Uphold the philosophy that with interventions in place, all students can learn.

## Impact Team Decision-Making Guide

Universal screening: September, January, May

<b>TIER 1</b> Teachers implement core curriculum and strategies for 6–8 weeks
<ol style="list-style-type: none"><li>1. Cut-off score = Bottom 20th percentile.</li><li>2. Principal chairs a meeting with Impact Team. Data are analyzed to identify trends in students falling below cutoff score. Consultation with teachers occurs regarding curriculum and instructional practices.</li><li>3. Review classroom data and analyze progress of struggling learners with Renaissance Screeners or classroom-based assessments.<ul style="list-style-type: none"><li>• <i>Decision point:</i> Identify students who continue to fall below cutoff score and demonstrate a lack of progress, falling within the bottom 10 percent of students based on district norms. Schedule Impact Team meeting to discuss their move to Tier 2, students are not automatically moved to Tier 2.</li></ul></li></ol>
<b>TIER 2</b> Strategic interventions: Ranges from 6 – 12 weeks according to intervention used
<ol style="list-style-type: none"><li>1. Use researched fluency learning rates</li><li>2. Establish baseline scores and develop goal.</li><li>3. Determine number of weeks of intervention, for example at least a 30-minute session 4 - 5 days per week.</li><li>4. Assign personnel (interventionist), assessment support, and intervention support.</li><li>5. Begin intervention.</li><li>6. Continuous progress monitoring as prescribed by program.<ul style="list-style-type: none"><li>• <i>Decision point:</i> At mid-point of intervention problem solve and determine if intervention needs to be altered.</li></ul></li><li>7. Continue intervention.<ul style="list-style-type: none"><li>• <i>Decision point:</i> At the end of the intervention timeline, reconvene Impact Team, and analyze data. If learning rate is improving according to goal, continue intervention or if learning rate continues to fall significantly below that of peers (Within bottom 5th percentile), refer student to Tier 3.</li></ul></li></ol>
<b>TIER 3</b> Intensive interventions: Ranges from 9 – 12 weeks according to intervention used
<ol style="list-style-type: none"><li>1. Increase intensity of intervention to two 30-minute sessions per day, 5 days a week, conducted by trained support personnel.</li><li>2. Continue progress monitoring.<ul style="list-style-type: none"><li>• <i>Decision point:</i> If learning rate increases, continue intervention. If learning rate does not increase or if intensity of intervention is judged to be long-term based upon resources, refer student for a SpEd evaluation.</li><li>• <i>Decision point:</i> If student is referred to special education, ARD Committee convenes to review SpEd evaluation and determine special education eligibility. If student is deemed eligible, IEPs are developed based on all data.</li></ul></li></ol>

## **RtI Implementation Guidelines for Problem Solving for Tier 2/3**

1. Gather information.
  - a. Appointed RtI team member meets with teacher and explains process.
  - b. Teacher provides referral information supporting indicators (emotional and behavioral) of struggling learners, as well as academic data (benchmarks, student progress, Tier 1 interventions in place, and outcomes).
2. Identify the problem.
  - a. Appointed team member establishes baseline data using Renaissance Screeners.
  - b. Appropriate staff member (e.g., school psychologist, counselor, social worker) consults regarding emotional or behavioral issues.
  - c. Focus on the problem, not the solution—describe problem(s) in objective, measurable terms.
  - d. Rank-order concerns, and set measurable goals based on learning-rate norms.
3. Brainstorm solutions.
  - a. Discuss district resources aligned with specific research-based strategies that could be used with identified problem(s).
  - b. Encourage input from all team members, including parents.
  - c. Generate as many solutions as possible.
4. Evaluate interventions.
  - a. Identify strategies to be used (modify or combine brainstormed solutions).
  - b. Check for referring teacher's agreement.
  - c. Use collaborative feedback and shared decision-making.
5. Choose intervention strategies.
  - a. Align strategies with appropriate tier (Tier 2 or 3).
  - b. Review criteria for determining acceptable progress.
6. Develop action plan.
  - a. Designate who is responsible of implementing and monitoring each strategy.
  - b. Establish timelines, and set follow-up meeting time.
  - c. Monitor intervention effectiveness using data from continuous progress monitoring (CBM and behavioral measures).
  - d. Continue, modify, or add interventions based on student progress data.

## **RtI Intervention List by Grade Level**

### **Reading**

Read Naturally (1<sup>st</sup>-12<sup>th</sup>)

Lexia Early Reading (K-1 & Life Skills) Lexia

Primary Reading (1<sup>st</sup>-3<sup>rd</sup>)

Lexia SOS (4<sup>th</sup>-12<sup>th</sup>)

Reading Recovery (1<sup>st</sup>)

Literacy Groups (K-4<sup>th</sup>)

OdysseyWare (7<sup>th</sup>-12<sup>th</sup>)

LiPs-for identified dyslexia (K-12<sup>th</sup>) Seeing Stars (K-12<sup>th</sup>)

Language! (3<sup>rd</sup>-12<sup>th</sup>)

Istation (K-8<sup>th</sup>)

LLI (3<sup>rd</sup>-5<sup>th</sup>)

Study Island (2<sup>nd</sup>-8<sup>th</sup>)

### **Math**

OdysseyWare (7<sup>th</sup>-12<sup>th</sup>)

Accelerated Curriculum – Region 4 (5<sup>th</sup>-8<sup>th</sup>)

Think thru Math (3<sup>rd</sup>-8<sup>th</sup>)

RM City (K-4<sup>th</sup>)

Study Island (2<sup>nd</sup>-8<sup>th</sup>)

## **Tier 2 Reading Interventions**

The five elements of reading are phonemic awareness, phonics, fluency, vocabulary and comprehension. Interventions are targeted in these areas.

### **• Phonemic Awareness**

- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 90 minutes per week
  - Can be monitored by a paraprofessional
- Reading Recovery (1<sup>st</sup> grade)
  - 30 minutes per day, 5 days per week
  - Taught by Reading Recovery Teacher
- Literacy Groups/LLI (K-8<sup>th</sup> grades)
  - 30 – 45 minutes per day, 4 – 5 days per week
  - Taught by Reading Recovery Teacher or Literacy Coordinator

### **• Phonics**

- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 90 minutes per week
  - Can be monitored by a paraprofessional
- Reading Recovery (1<sup>st</sup> grade)
  - 30 minutes per day, 5 days per week
  - Taught by Reading Recovery Teacher
- Literacy Groups/LLI (K – 3<sup>rd</sup> grades)
  - 30 – 45 minutes per day, 4 – 5 days per week
  - Taught by Reading Recovery Teacher or Literacy Coordinator
- Lexia Early Reading (K and Life Skills)
  - Computer based
  - 20 sites per elementary campus and 2 sites per secondary campus
  - 20 – 30 minutes per day, 3 – 4 days per week
  - Can be monitored by a paraprofessional
- Lexia Primary Reading (1<sup>st</sup> – 3<sup>rd</sup> grades)
  - Computer based
  - 20 sites per elementary campus and 2 sites per secondary campus
  - 20 – 30 minutes per day, 3 – 4 days per week
  - Can be monitored by a paraprofessional
- Lexia Strategies for Older Students (4<sup>th</sup> – 12<sup>th</sup> grades)
  - Computer based
  - 18 sites per elementary campus and 5 sites per secondary campus
  - 20 – 30 minutes per day, 3 – 4 days per week
  - Can be monitored by a paraprofessional

- **Fluency**

- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 90 minutes per week
  - Can be monitored by a paraprofessional
- Reading Recovery (1<sup>st</sup> grade)
  - 30 minutes per day, 5 days per week
  - Taught by Reading Recovery Teacher
- Literacy Groups/LLI (K – 3<sup>rd</sup> grades)
  - 30 – 45 minutes per day, 4 – 5 days per week
  - Taught by Reading Recovery Teacher or Literacy Coordinator
- Read Naturally (K – 12<sup>th</sup> grades)
  - One of each of the following levels at elementary – 1, 1.5, 2, 2.5, 3, 3.5R, 4, 4.5R, 5, 5.6, 5.8/6.0
  - One each of the following levels at junior high – 3, 3.5R, 4, 4.5R, 5, 5.6, 5.8/6.0
  - 30 minutes per day, 3 – 4 days per week
  - Taught by a certified teacher

- **Vocabulary**

- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 90 minutes per week
  - Can be monitored by a paraprofessional
- Reading Recovery (1<sup>st</sup> grade)
  - 30 minutes per day, 5 days per week
  - Taught by Reading Recovery Teacher
- Literacy Groups/LLI (K – 3<sup>rd</sup> grades)
  - 30 – 45 minutes per day, 4 – 5 days per week
  - Taught by Reading Recovery Teacher or Literacy Coordinator

- **Comprehension**

- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 90 minutes per week
  - Can be monitored by a paraprofessional
- Reading Recovery (1<sup>st</sup> grade)
  - 30 minutes per day, 5 days per week
  - Taught by Reading Recovery Teacher
- Literacy Groups/LLI (K – 3<sup>rd</sup> grades)
  - 30 – 45 minutes per day, 4 – 5 days per week
  - Taught by Reading Recovery Teacher or Literacy Coordinator

## Tier 3 Reading Interventions

The five elements of reading are phonemic awareness, phonics, fluency, vocabulary and comprehension. Interventions are targeted in these areas. Tier 2 interventions may possibly become Tier 3 according to intensity, frequency and specificity. For K-2nd graders requiring Tier III interventions, do not use the Language! intervention. The Tier II interventions need to be administered with increased frequency and duration (i.e. begin using the intervention 4-5 days a week for two 30 minute sessions.)

### • Phonemic Awareness

- LiPS – for identified dyslexia (K – 12<sup>th</sup> grades)
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by Dyslexia Specialist
- Seeing Stars – for identified dyslexia (K – 12<sup>th</sup> grades )
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by Dyslexia Specialist
- Language! – for SpEd and Tier 3 students (3<sup>rd</sup> – 12<sup>th</sup> grades )
  - 1 set of materials per elementary and junior high
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by staff trained in Language!
- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 120 minutes per week
  - Can be monitored by a paraprofessional

### • Phonics

- LiPS – for identified dyslexia (K – 12<sup>th</sup> grades )
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by Dyslexia Specialist
- Seeing Stars – for identified dyslexia (K – 12<sup>th</sup> grades )
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by Dyslexia Specialist
- Language! – for SpEd and Tier 3 students (3<sup>rd</sup> – 12<sup>th</sup> grades )
  - 1 set of materials per elementary and junior high
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by staff trained in Language!
- Istation (K – 8<sup>th</sup> grades )

- Computer based
- 120 minutes per week
- Can be monitored by a paraprofessional

• **Fluency**

- Language! – for SpEd and Tier 3 students (3<sup>rd</sup> – 12<sup>th</sup> grades )
  - 1 set of materials per elementary and junior high
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by staff trained in Language!
- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 120 minutes per week
  - Can be monitored by a paraprofessional

• **Vocabulary**

- Language! – for SpEd and Tier 3 students (3<sup>rd</sup> – 12<sup>th</sup> grades )
  - 1 set of materials per elementary and junior high
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by staff trained in Language!
- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 120 minutes per week
  - Can be monitored by a paraprofessional

• **Comprehension**

- Language! – for SpEd and Tier 3 students (3<sup>rd</sup> – 12<sup>th</sup> grades )
  - 1 set of materials per elementary and junior high
  - 2 - 30 minute sessions per day
  - 5 days per week
  - Taught by staff trained in Language!
- Istation (K – 8<sup>th</sup> grades )
  - Computer based
  - 120 minutes per week
  - Can be monitored by a paraprofessional