



# Springfield Township School

## Response to Intervention (RTI)

*A system of intervention developed to provide additional support and instruction to at-risk learners. Included are teacher-led interventions and/or inclusion in our Basic Skills Improvement Program (BSIP).*

## Tier System

*In multi-tiered models, instruction is differentiated to meet the needs of the learner at various levels. Generally, a higher degree of specificity and intensity is associated with a higher tier.*

### Tier 1

- least intensive level of service delivery
- interventions are designed to be proactive and preventive
- reading provided to all students in a class
- "high-quality reading instruction"
- "scientifically-validated instruction" (as mandated by NCLB 2001)
- screening assessments and progress monitoring are employed to identify students who are at risk and to guide school or class-wide instruction and curriculum decisions (classroom teachers monitor strengths and needs of all learners/learning)
- referral to I&RS if a student displays specific needs
- represents the first "gate" in a system to accommodate the diverse learning needs of all students
- **Focus:** All students
- **Instruction:** District curriculum and instructional practices that are evidence-based; aligned with state or district standards; incorporate differentiated instruction
- **Setting:** General education classroom
- **Assessments:** Screening, continued progress monitoring, and outcome measures

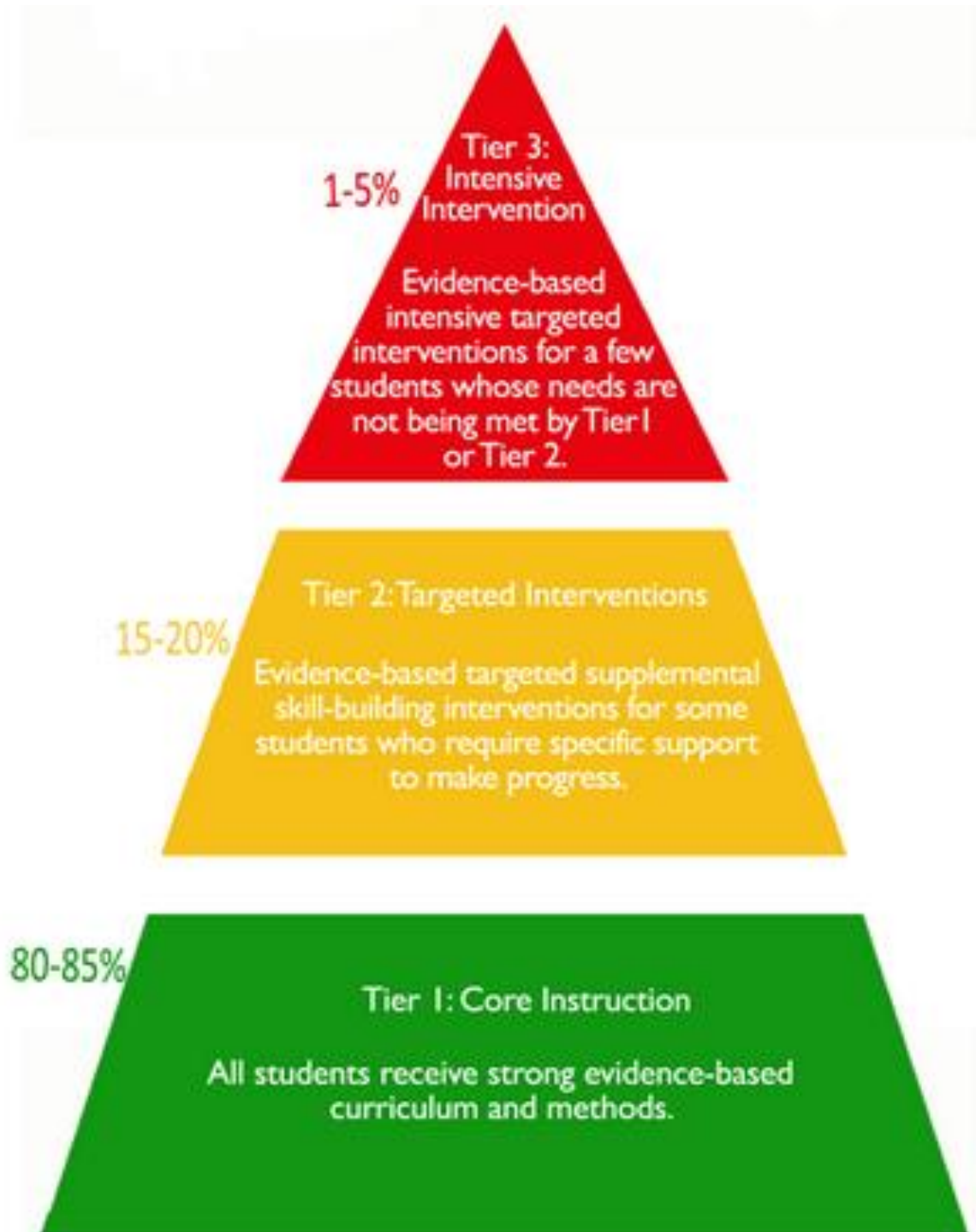
## Tier 2

- interventions provided only to students who demonstrate problems based on screening measures
- *general classroom instruction* **and supplemental, small group instruction** (teacher-led interventions and/or BSIP) 20 - 30 minutes, 2-3 days a week
- interventions typically last for nine to 12 weeks and can be repeated as needed
- frequent (weekly, to three times per week) progress monitoring is recommended to quantify student progress over the course of intervention
- after nine to 12 week period, decision is made for next placement: exit program (Tier 1) or repeat Tier 2 intervention.
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Instruction:** Targeted, supplemental instruction delivered to small groups
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

## Tier 3

- interventions provided to students who do not progress after a reasonable time with Tier 2 interventions, **OR** to students who require more intensive assistance
- ongoing analysis of student performance and systematically collected data
- small group sessions four or five days a week for 10 to 12 weeks (teacher-led interventions and/or BSIP)
- after nine to 12 week period, decision is made for next placement: exit program (Tier 1), Tier 2, or referral to Child Study Team
- **Focus:** Students who have not responded to primary or secondary level prevention
- **Instruction:** Intensive, supplemental instruction delivered to small groups or individually
- **Setting:** General education classroom or other general education location within the school
- **Assessments:** Progress monitoring, diagnostic

# RTI Tiers



## *Screening*

- **Purpose:** Identify students who are at risk of poor learning outcomes
- **Focus:** All students
- **Tools:** Brief assessments that are valid, reliable, and demonstrate diagnostic accuracy for predicting learning or behavioral problems
- **Timeframe:** Administered more than one time per year (e.g., fall, winter, and spring)

## *Progress Monitoring*

- **Purpose:** Monitor student's response to primary, secondary, or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction
- **Focus:** Students identified through screening as at risk for poor learning outcomes
- **Tools:** Brief assessments that are valid, reliable, and evidence-based
- **Timeframe:** Students are assessed at regular intervals (e.g., weekly, biweekly, or monthly)

## *Data-Based Decision Making*

- Data analysis is at all levels of RTI implementation (e.g., state, district, school, grade level) as well as all levels of preventions (e.g., primary, secondary, tertiary)
- Establish routines and procedures for making decisions
- Explicit decision rules for assessing student progress (e.g., state and district benchmarks, level and/or rate)
- Data is used to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies

## *Implementing the RTI Framework*

- Select and implement evidence-based practices and procedures
- Implement essential components and identified frameworks with integrity
- Ensure that cultural, linguistic, and socioeconomic factors are reflected in the RTI framework and its components

# Basic Skills Improvement Program Structure

## ***Qualifications for Inclusion***

- Multiple measures criteria: grades; assessments; standardized test scores; teacher input/recommendation, Fountas & Pinnell Benchmark Assessment (Reading) Levels, writing benchmark, math EOY grade level assessment.
- Qualification for Reading, Writing, Math, or a combination
- Parents are informed with a letter of program explanation and sign a parent notification form to provide permission for services

## ***Delivery of Services***

- All students will receive regular language/math instruction from their general education teacher
- BSIP services will be delivered by a supplemental teacher – pull-out method
- Instruction will target areas of need
- Children can be grouped by grade or skill area, making it possible to combine students of different grade levels within the same instructional group
- Homeroom teachers must communicate specific areas of need to the BSIP teachers

## ***Assessment and Evaluation***

- Targeted skills are to be monitored twice per month
- Results of this monthly progress, in addition to regular classroom progress, will determine the student's status in the program
- BSIP progress reports are to be sent home as a supplement to regular report cards
- Evaluations three times per year (at minimum) to determine I&RS, or CST referral, or exit from the program

## ***Instructional Materials***

- Instruction will target specific strengths and needs of individual students
- Specialized materials, designed to improve the specific skills being targeted as needs, should continue to be located, acquired, and utilized (LLI by Fountas & Pinnell, Reading A-Z, Scholastic Printables and MiniBooks, Scholastic Guided Reading sets)
- Research must be performed to locate additional materials and efforts made to acquire them (budget permitting)

## ***Schedule***

- Use the "GO" period (first period /Morning Meeting in homerooms) as much as possible to avoid conflicts with other classes
- Try to avoid taking students out of language arts and math classes
- Schedule time for regular communication with the homeroom teacher
- Develop schedules during the first weeks of the school year
- Implement schedule by end of September
- Avoid conflicts with pull-outs for instrumental lessons, Enrichment, ELS, Speech

## Basic Skills Improvement Program Placement Criteria (Entrance and Exit)

Grade Level	Entrance Criteria	Recommendation	Exiting Criteria
<b>Kindergarten</b>  *BSI service begins 2 <sup>nd</sup> Trimester	<ul style="list-style-type: none"> <li>• Kindergarten Screening Data</li> <li>• Data collected by K teachers during first marking period</li> <li>• Teacher recommendation (form with data)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Reading Level (If appropriate)</li> <li>• MAP Assessments Rdg./ Math</li> </ul>	Kindergarten screeners Kindergarten teacher	Growth on Fountas & Pinnell Leveled Literacy Intervention; Growth on F & P Benchmark Assessment (Reading); BS and GE Teacher observation; Report card grades, Meeting with BSI teacher, homeroom teacher, and district administration.
<b>1<sup>st</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Benchmark Assessment (Math)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Level</li> <li>• Writing Benchmark</li> <li>• Teacher recommendation (form with data)</li> <li>• MAP Assessments Rdg./ Math</li> </ul>	Kindergarten or First Grade teacher recommendation	Growth on Fountas & Pinnell Leveled Literacy Intervention; Growth on F & P Benchmark Assessment (Reading); Report card grades; BSI and GE Teacher observation; Meeting with BSI teacher, homeroom teacher, and district administration
<b>2<sup>nd</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Benchmark Assessment (Math)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Level</li> <li>• Writing Benchmark</li> <li>• Teacher recommendation (form with data)</li> <li>• MAP Assessments Rdg./ Math</li> </ul>	First or Second Grade teacher recommendation	Growth on Fountas & Pinnell Leveled Literacy Intervention; Growth on F & P Benchmark Assessment (Reading); BS and GE Teacher observation; Report card grades; Meeting with BSI teacher, homeroom teacher, and district administration
<b>3<sup>rd</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Benchmark Assessment (Math)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Level</li> <li>• Writing Benchmark</li> <li>• Teacher recommendation (form with data)</li> <li>• EOY Grade 2</li> <li>• MAP Assessments Rdg./ Math</li> </ul>	Second or Third Grade teacher recommendation	Growth on Fountas & Pinnell Leveled Literacy Intervention; Growth on F & P Benchmark Assessment (Reading); BS and GE Teacher observation; Report card grades; Meeting with BSI teacher, homeroom teacher, and district administration

*\*\*Referrals made during the school year by I&RS team require a meeting with an I&RS representative and BSIP team.*

## Basic Skills Improvement Program Placement Criteria (Entrance and Exit)

<b>4<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Benchmark Assessment (Math)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Level</li> <li>• Writing Benchmark</li> <li>• Teacher recommendation (form with data)</li> <li>• Standardized test scores (LA &amp; Math)</li> </ul>	Third or Fourth Grade teacher recommendation	Growth on Fountas & Pinnell Leveled Literacy Intervention; Growth on F & P Benchmark Assessment (Reading); BS and GE Teacher observation; Report card grades; Meeting with BSI teacher, homeroom teacher, and district administration
<b>5<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Benchmark Assessment (Math)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Level</li> <li>• Teacher recommendation (form with data)</li> <li>• Standardized test scores (LA &amp; Math)</li> </ul>	Fourth or Fifth Grade teacher recommendation	Growth on F & P Benchmark Assessment (Reading); BS and GE Teacher observation; Report card grades; Meeting with BSI teacher, homeroom teacher, and district administration
<b>6<sup>th</sup> Grade</b>	<ul style="list-style-type: none"> <li>• Benchmark Assessment (Math)</li> <li>• Fountas &amp; Pinnell Benchmark Assessment Level</li> <li>• Teacher recommendation (form with data)</li> <li>• Standardized test scores (LA &amp; Math)</li> </ul>	Fifth or Sixth Grade teacher recommendation	Growth on F & P Benchmark Assessment (Reading); BS and GE Teacher observation; Report card grades; Meeting with BSI teacher, homeroom teacher, and district administration

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