

School District of North Fond du Lac
Rtl Handbook



Working Together for the Success of ALL

Table of Contents

Acknowledgements	3
Definition/Purpose	4
RtI Philosophy Visual	5
Major Components	6
Team Structure	7
Framework of Instruction - Tiers At a Glance.....	8
Problem Solving Model & Process	9
List of Screeners & Interventions	10
List of Key Terms	11
Gifted and Talented Overview	14

Acknowledgements

This handbook was created as a collective effort from several members of the District Improvement Team. This team offered their vision, time, effort, and knowledge to support the development of the NFDL RtI Handbook. Thank you for Working Together for the Success of All!!!

Elizabeth Legler

James Detert

Karlie Sawitski

Debbie Ellingen

Judy McKeough

Diane Haupt

Adam Broten

Response to Intervention Overview

Definition/Purpose

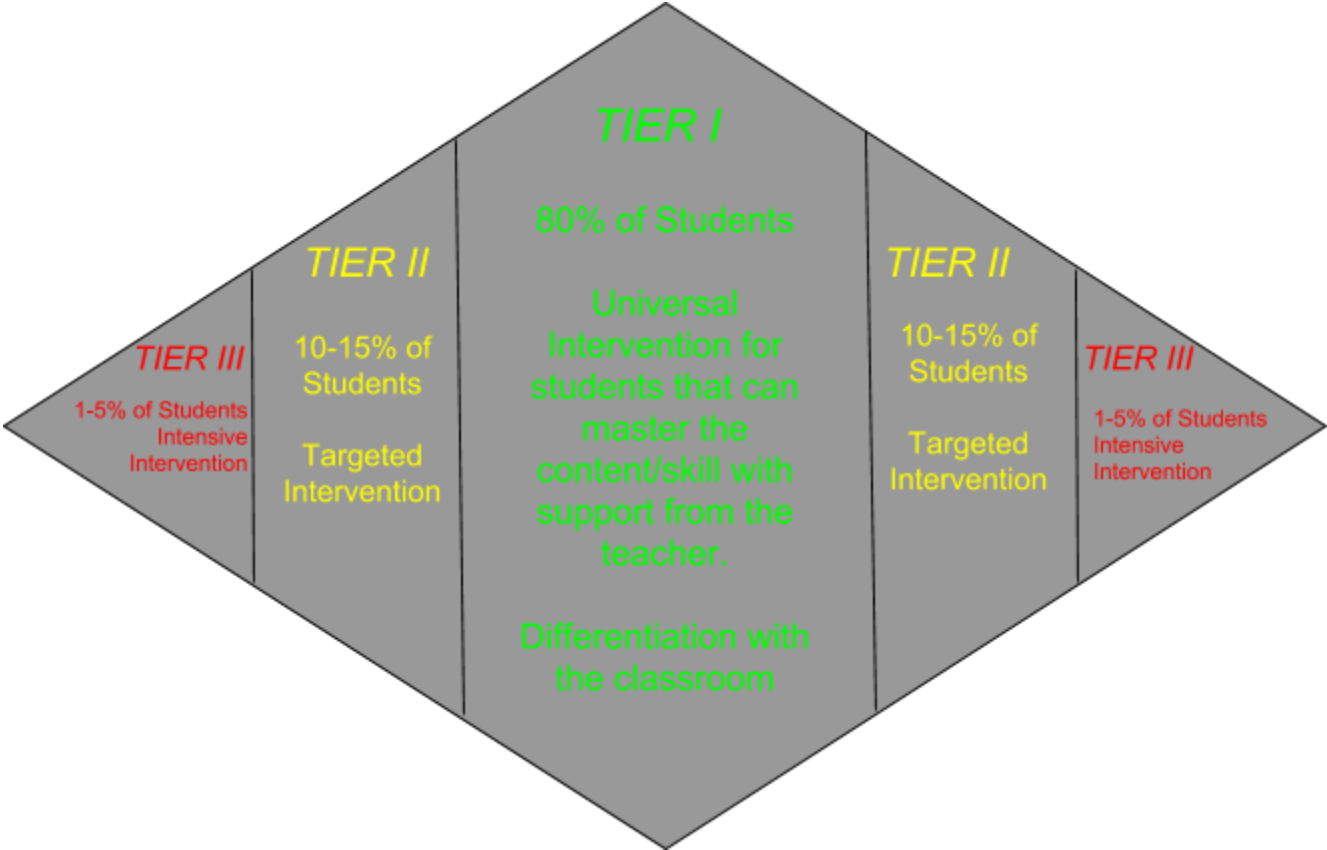
Definition

Response to Intervention (RtI) is a framework that is grounded on the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum. A comprehensive system of tiered interventions - gifted through remedial - is essential for addressing the full range of students' academic and behavioral needs. Collaboration among educators, families, and communities is the foundation of effective problem solving. Ongoing academic and behavioral performance data should inform instructional decisions. Effective leadership at all levels is crucial for RtI implementation.

**RtI is not a gateway to special education and is not a verb that we do to a child.
RtI is a problem solving process for responding to student needs.**

All students, including students who receive special education and related services, function within a school or district's RtI framework. Students with disabilities continue to participate in the system of support available to all enrolled students, including core instruction, screening and progress monitoring, and supplemental supports, unless a student's IEP team determines otherwise.

RtI Philosophy Visual



Objective for Students on Left Side of Diamond:
To be successful at Tier I or higher.

Objective for Student on Right Side of Diamond:
To receive appropriate challenge for growth and skill development at least one year for every year in school.

Major Components

Core Programming

- High quality instruction of NFDL School Board approved standards
- Flow of Curriculum
 - Core Standards → Power Standards → Learning Targets → Student Learning
- Ongoing assessment of student learning
- Differentiation, *responding to student needs*, is routinely practiced by educators and staff
- 80% of students are successful with universal instruction

Collaborative Practices

- Teams use collaborative time to foster academic and behavioral growth and achievement
- Teams use multiple sources of data to make informed decisions about student learning

Balanced Assessment System

- Balanced Assessment System consists of formative, benchmark, and summative assessments
- Universal screening occurs at set times throughout the year in the areas of literacy (PK-10), math (PK-10), and behavior (K-12)
- Diagnostic assessments administered to selected students to identify specific academic needs or academic acceleration
- Progress monitoring of students receiving interventions

Culturally Responsive Practices

- Instructional practices that account for and adapt to the broad diversity of race, language and culture in our schools and prepare all students for a multicultural world
- Universal curriculum is delivered using culturally responsive practices
- All teams use a culturally responsive lens when discussing student needs
- Student Support Teams (SSTs) complete a culturally responsive checklist, as needed

Leadership and Support

- Collaborative team discussions about student data are made available to and may include building administrators - PLCs and SST meetings
- Administrators are involved in decisions regarding core programming and student service planning
- School Improvement Teams annually complete academic School-wide Implementation Review (SIR) in middle of the school year as part of monitoring our district framework

Parent/guardian Involvement

- Parent/guardians are informed of standards and receive information about student learning
- Effective communication throughout processes involving interventions
- Parents/guardians are a part of the Student Support Team (SST) process

Systematic approaches to student services

- Scientifically researched or evidence-based interventions and enrichment instruction is identified by the district
- Buildings have a defined schedule and personnel identified to deliver interventions

Rtl Team Structure

Individual Educator

- Collect and analyze student learning and behavioral data
- Communicate with PLC team members
- Communicate with SST members
- Communicate with families
- Administer Tier I, Tier II, and Tier III supports
- Upload student information and data into eduCLIMBER

Grade Level/Content Area PLCs

- Solution-based team
- Use PLC times efficiently and effectively
- Collect and analyze student learning and behavioral data
- Participate in Data Digs three times per school year
- Develop Tier I learning and behavioral plans for students
- Collaborate with SST on Tier II and Tier III learning and behavioral plans
- Upload student information and data into eduCLIMBER

Student Support Teams (SST)

- Solution-based team
- Membership is determined at the building level and can be flexible
- Review school Rtl framework annually
- Communicate to school staff to ensure successful Rtl implementation
- Monitor school-wide Rtl implementation
- Collaborate with classroom teachers to create student learning plans and intervention plans
- Determine how progress will be monitored
- Determine how fidelity of intervention will be monitored
- Upload intervention information and data into eduCLIMBER

District Rtl Team (sub committee of the District Improvement Team)

- Meet regularly - 3-4 times per year
- Consists of representation from district buildings and other district specialists
- Review district Rtl framework annually
- Communicate to district staff to ensure successful Rtl implementation
- Monitor district wide Rtl implementation

Rtl Framework of Instruction - Tiers At-A-Glance

	UNIVERSAL Tier 1 All Students	TARGETED Tier 2 Some students (10-15%)	INTENSIVE Tier 3 A few students (1-5%)
Level of Support	Core (Tier 1)	Core & Supplemental (Tier 1 & 2)	Core & Supplemental & Intensive (Tier 1 & 3 or Tier 1 & 2 & 3)
Frequency	Daily	3-5 times per week *depending on type of intervention	Daily *depending on type of intervention
Duration	School year	6 weeks minimum (Intervention specific)	6 weeks minimum (Intervention specific)
Group Size	Classroom	Typically Small Group of Students	Typically Individual or Small Group
Curricular Focus	All skills	Up to 3 skills	1 - 2 skills
Frequency of Assessment	2-3 times per year (Benchmark)	Bi-Weekly/Monthly	Weekly (Progress Monitoring)
Examples of Assessment Tools	Classroom Assessments, STAR Reading, STAR Math, DRA2, Reading Readiness Screeners, SWIS, State Assessments	Dictated by Intervention	Dictated by Intervention - Must be Nationally Normed, 1-2 Skill Focused

****We expect a 70% success rate for all interventions****

Student Support Team (SST) Role & Meeting Process

Definition of SST

School-based problem solving team, which provides support to teachers to improve the quality of the general education program and reduce the number of students underachieving.

Role of SST

The team's primary function is to provide routine, structured problem solving in conjunction with teachers requesting assistance, and the resolution of student-centered problems. The overarching goals of the team are to:

1. Enable teachers to teach students more effectively
2. Enable students to acquire academic/behavioral/social competencies, learn and grow, and become independent learners for life
3. Create a collaborative culture among all staff

Team Members Roles

Team Leader - Ensures SST processes are followed, articulate agenda, monitors time

Recorder - Documents information in eduCLIMBER, Documents information in SST minutes

Communicator - Contacts appropriate staff about scheduled meetings, additional info, next steps

Roles may be shared or doubled-up

Team and Meeting Norms

- Conduct Regularly Scheduled Meetings Weekly/Bi-weekly
- When Needed, Meet on a More Flexible Basis to Meet Teacher Needs
- Ensure Timely Response to Staff Requests
- Start Meetings on Time
- Be Positive and Supportive
- Stay Focused
- Have eduCLIMBER and building SST minutes document open
- Meetings are Limited to 30-90 Minutes

General Meeting Agenda

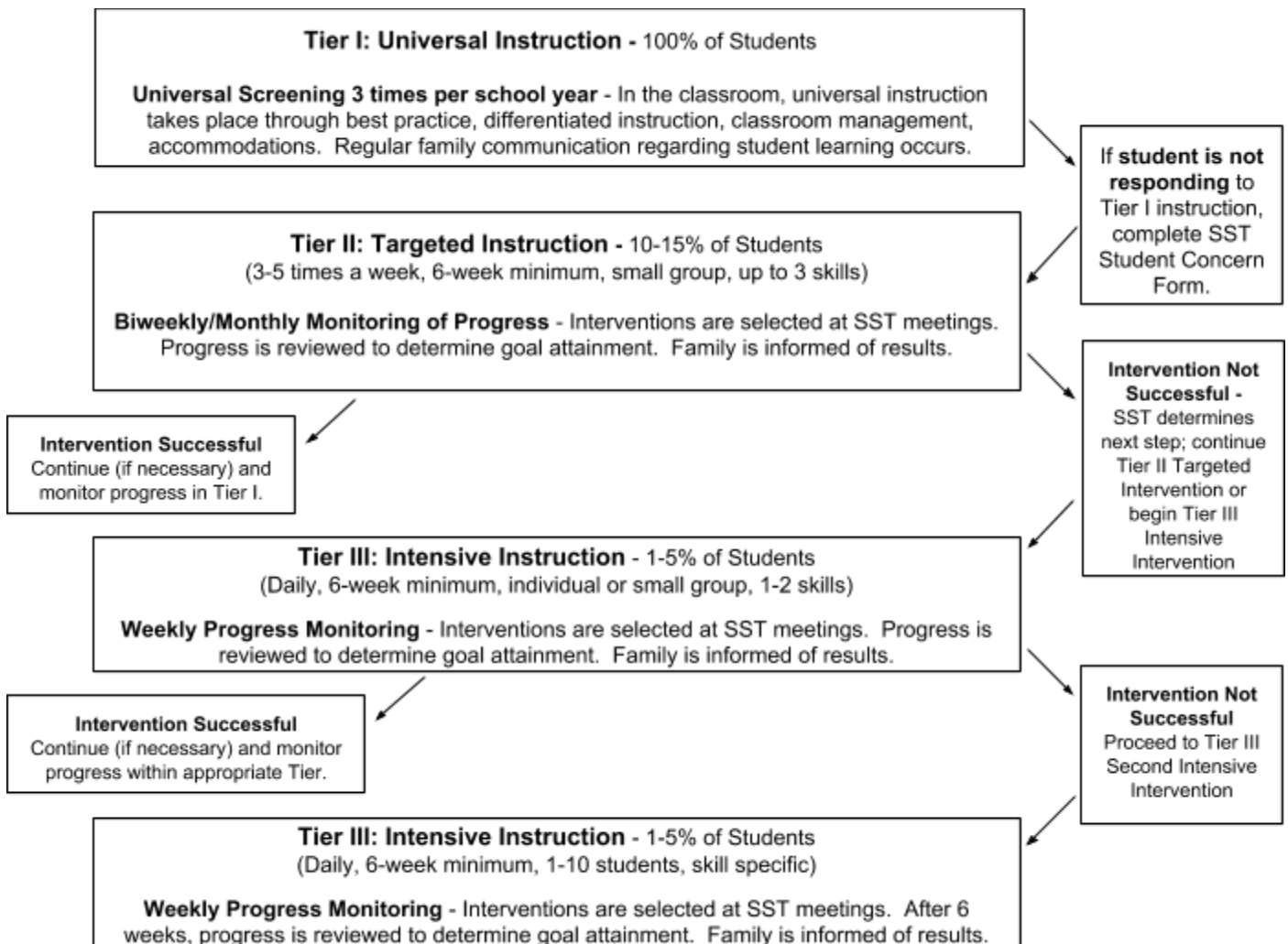
- Review List of Students Receiving Tier II or Tier III supports
 - Edit list - add, remove names
- Review New Student Concern Forms - see email or "My Forms" icon in eduCLIMBER
 - Determine Next Step - could be one of the following
 - Set problem-solving meeting date with classroom teacher(s) present
 - Contact classroom teacher(s) for more information
 - Meet with classroom teacher(s) to support completion of Student Concern form
- Review Dates of Upcoming Problem Solving Meetings or Check-in Meetings
- Review Building SST Minutes Document
 - Review Names/Add New Names
 - Determine Next Step - could be one of the following
 - Take Action - call parent, contact teacher, contact students, etc.
 - Add notes to eduCLIMBER and/or SST document

Problem Solving Model & Process

4-Step Model

1. **DEFINE** - Define the academic/behavioral concern.
Guiding Questions - *What exactly is the problem? What do you specifically want the student to know or be able to do? What do they currently know? What are they currently doing? What are examples and non-examples for the student and peers?*
2. **ANALYZE** - Analyze the problem using data to determine why the issue is occurring.
 Generate hypotheses as to why the student is not meeting performance goals.
Guiding Questions - *Why are the learning targets not being met? What are the barriers to the student doing and knowing what is expected?*
3. **DEVELOP** - Develop and implement a plan driven by the team's analysis of the data.
Guiding Questions - *What are we going to do? What is one thing this student needs?*
4. **MEASURE** - Measure the response to instruction/intervention by progress monitoring.
Guiding Questions - *Is the plan working? How do we maintain this progress or revise?*

Problem Solving Process



List of Screeners & Interventions

District Approved Screeners

PALS K-2

STAR Reading 1-10

STAR Math 1-10

Math Readiness Skills PK-K

District Approved Tier II and Tier III Interventions - recommended grade band

Leveled Literacy Intervention (LLI) - K-5

Comprehensive Intervention Model (CIM) - K-12

Soar to Success -

Wilson Reading -

Wilson Math -

Reading Plus - 3-8

Odysseyware -

Teacher/SST Created - K-12

Accelerated Math

THIS PAGE IS A WORKING DRAFT

List of Key Terms

ACCOMMODATION *practices and procedures that provide students with equitable access to grade-level content and assessments. The learning target or assessment is not changed.* Ex: reading a portion of an assignment aloud, use of a calculator, using computer to type

BALANCED ASSESSMENT SYSTEM *using formative, benchmark and summative assessments to provide a complete picture of a student's growth and achievement.*

BENCHMARKS *assessment checkpoints that monitor growth and achievement by providing multiple data points within a school year. This can be a formative or summative assessment.*

CULTURALLY RESPONSIVE PRACTICES *include the degree to which a school's programs, practices, procedures, and policies account for and adapt to the broad diversity of students' race, language, and culture.*

CRITERION-REFERENCED TESTS *assessments designed to measure student performance against a fixed set of predetermined learning standards*

DATA *any information about a student.*

DATA-BASED DECISION MAKING *the process of making instructional decisions for student academic and behavior success through ongoing collection and analysis of data.*

DIAGNOSTIC ASSESSMENTS *valid and reliable tools and techniques used to determine the specific nature of a student's learning difficulties.*

DIFFERENTIATION *responding to students needs.* Ex: Giving a student text at their reading level, teaching in small groups, giving students a voice in how they learn best

DURATION *the length of time an academic/behavioral support should last; i.e. 6 weeks.*

eduCLIMBER *our district's online data warehouse and intervention documentation tool.*

EVIDENCE-BASED *programs, strategies, and assessments shown to have had positive outcomes for many students.*

FIDELITY *the universal curriculum and instruction or the intervention/challenge delivered in a way that is consistent with how it was intended to be delivered.*

FORMATIVE ASSESSMENT *a deliberate process used by teachers and students during instruction that provides actionable feedback that is used to adjust ongoing teaching and learning strategies to improve teachers' and students' self-assessment, reflection, and attainment of curricular learning targets/goals.*

FREQUENCY *the number of days per week an academic/behavioral support should occur; i.e. daily, 3-4 days.*

HIGH QUALITY INSTRUCTION *curriculum and instruction that is engaging, differentiated, standards-based, data-driven, research-based and culturally appropriate for the students being served.*

INTENSITY *the dimensions of interventions/challenges that can be adjusted based on student need and responsiveness to instruction.*

INTERVENTION *the systematic use of a technique, practice, or program designed and shown to improve learning in specific areas of student learning.*

MODIFICATION *changes in the content or instructional level of an academic subject or test, possibly changing what is being measured. The learning target or assessment are changed. Ex: use of Essential Elements as learning standards, student answers recall questions and does not answer justification questions on an assessment*

MONITORING PROGRESS *a process used to assess students' academic and behavioral performance, to measure student responsiveness to universal instruction, and to evaluate the effectiveness of universal instruction. Not as frequent as progress monitoring.*

MULTI-LEVEL SYSTEM OF SUPPORT (MLSS) *a school-wide plan to systematically provide differing levels and intensity of supports based on student responsiveness to instruction and intervention.*

NORM-REFERENCED TESTS *specifically designed to rank test takers on a "bell curve"; there will be students scoring below average, average and above average ranges.*

PROGRESS MONITORING *a process used to assess students' academic and behavioral performance, to measure student responsiveness to interventions/challenges, and to evaluate the effectiveness of interventions/challenges. More frequent than monitoring progress.*

RESPONSE TO INTERVENTION (RtI) *framework that is grounded on the belief that ALL students can learn and achieve high standards when provided with effective teaching, research-based instruction, and access to a standards-based curriculum.*

RESEARCH-BASED *programs, strategies, and assessments shown to be effective in rigorous, scientific studies.*

SOLUTION BASED DECISION MAKING *a process where the focus is finding a solution to a problem, not admiring the problem.*

STUDENT SUPPORT TEAM (SST) *the building level team that helps teachers find solutions to student concerns.*

SUMMATIVE ASSESSMENTS *infrequent tests used to evaluate cumulative learning. Large-scale standardized assessments; i.e. Wisconsin Forward Exam, ACT, Advanced Placement tests, end-of-semester exams.*

SYSTEMIC *refers to accomplishing goals, solving problems, and making improvements at the school level.*

SYSTEMATIC *refers to a planned and predetermined approach to accomplish a goal or solve a problem.*

UNIVERSAL SCREENERS *valid and reliable data collection tools and processes used to assess students' current level of performance in relation to grade level benchmarks*

Some definitions taken from the Wisconsin RtI Center glossary of terms - July 2017

Gifted and Talented Overview

Developmental Age Groups	Early Childhood K-2nd Grades	Elementary School 3rd-5th Grades	Middle School 6th-8th Grades	High School 9th-12th Grades
Identification For Accelerated Learning	Meets 2 Criteria <ul style="list-style-type: none"> STAR >95%ile F&P >1.5 years above* Teacher Checklist *for ELA criteria	Meets 2 Criteria <ul style="list-style-type: none"> STAR >95%ile Adv. WFE* Teacher Checklist *3rd Grade substitute F&P >1.5 due to WFE being administered in the spring	Meets 2 Criteria <ul style="list-style-type: none"> STAR >95%ile Adv. WFE Teacher Checklist 	Meets 2 Criteria <ul style="list-style-type: none"> STAR >95%ile Adv. ACT Aspire/ACT Teacher Checklist
Identification For Gifted and Talented	No Formal Gifted and Talented Testing Administered (identified as watch group)	Meets Accelerated Learning Criteria and CogAT Identification Criteria	Meets Accelerated Learning Criteria and CogAT Identification Criteria	Meets Accelerated Learning Criteria and CogAT Identification Criteria
District Programming	Early Entrance Classroom Differentiation Increased depth of understanding within grade level content Acceleration (subject/grade)	Classroom Differentiation Increased depth of understanding within grade level content Acceleration (subject/grade)	Classroom Differentiation Increased depth of understanding within grade level content Acceleration (subject) Pre-HS Courses	Classroom Differentiation Increased depth of understanding within grade level content Advanced Courses AP Courses CAPP Courses Dual Enrollment (High School/College Course) ECCP

Data analysis and decision making determined by building specific team