

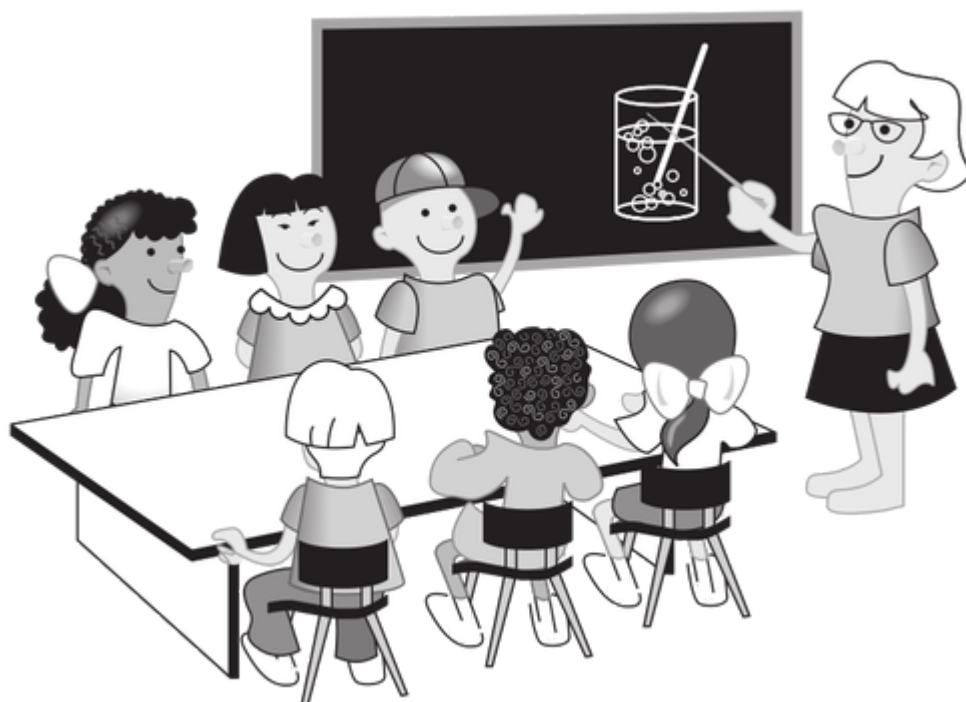


Newark Community Consolidated School District 66

One Community Building the Future

Newark NCSD 66

MULTI-TIER SYSTEMS of SUPPORTS



Newark CCSD 66

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Plan: Response to Intervention

Year(s) Plan is Effective: 2013-current. Reviewed yearly.

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Newark Grade School District 66
RESPONSE TO INTERVENTION PLAN

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MISSION STATEMENT

Newark Community Consolidated School District 66 administration and staff, in cooperation with parents, students and the community will strive to create opportunities for students to achieve their fullest potential in a safe environment. Together we will encourage responsibility while providing experiences for academic and social growth.

INTRODUCTION OF RESPONSE TO INTERVENTION

Response to Intervention (RTI) is primarily a general education initiative designed to address the needs of struggling learners early in their educational experience. The language related to RTI was included in U.S. Education Law with the 2004 Reauthorization of the Individuals with Disabilities Education Act (IDEA). It was included due to the national trends which indicated the disproportionate representation of minorities and English language learners (ELLs) among those identified as learning disabled.

The four essential components of Response to Intervention are:

- A school wide, multi-level instructional and behavioral system for preventing academic failure
- Universal Screening
- Progress Monitoring
- Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

I. APPROPRIATE INSTRUCTION

A school district's process to determine if a student responds to scientific, research-based instruction shall include appropriate instruction delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies. IDEA Regulations require RTI within a three-tier intervention model as part of the special education eligibility decision-making. {34 CFR 300.307 and 309}

Appropriate instruction is defined in the "District Improvement Plan" as a core program that provides:

- Local Assessment Data
- Action Plan for RTI Objective
- Student Strategies and Activities
- Professional Development
- Parent Involvement Strategies and Activities
- Monitoring Process
- Development, Review and Implementation

For high quality early literacy instruction, the core reading program should minimally be scheduled for an uninterrupted 90-minute block of instruction daily. The language in NCLB is more specific with regard to reading requirements than any prior education legislation. The language of NCLB was shaped around the 2000 National Reading Panel Report (NRP, 2000); the language states that scientifically based reading instruction should include instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension, including the teaching of early literacy skills.

The Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act of 2004 both require use of scientifically based curricula and interventions. The purpose of this requirement is to ensure that students are exposed to curriculum and teaching that has demonstrated effectiveness for the type of student and the setting. Research-based, scientifically validated interventions/instruction provides our best opportunity to implement strategies that will be effective for a large majority of students.

II. SCREENING APPLIED TO ALL STUDENTS

Universal Screening

Screening is conducted to identify or predict students who may be at risk for poor learning outcomes. Universal screening tests are typically brief, conducted with all students at a grade level, and followed by additional testing and short-term progress monitoring to corroborate students' risk.

Universal Reading and Math Screening Assessments

The Curriculum Based Measures that are used for Universal Screening are:

- Northwest Evaluation Association (NWEA), Measures of Academic Progress (MAP).
Reading and Math, K-6+
- Easy CBM

Analyzing Data

After each benchmark period (fall, winter and spring), Response to Intervention Teams at each building convene. The teams are comprised of the building principal and selected intervention teachers to discuss the students' performance on the screening (benchmark assessment). Although teams consider benchmarks and cut points, they also consider other factors, including the results of the Illinois Assessment for Readiness test (IAR), informal assessments such as fluency reads, informal assessments such as Reading Recovery, PASI, PSI and ISL along with any other information teachers provide. The teams determine which students are not meeting benchmarks, and then decide what type of monitoring and intervention that a student needs.

TIER 2: STRATEGIC Level

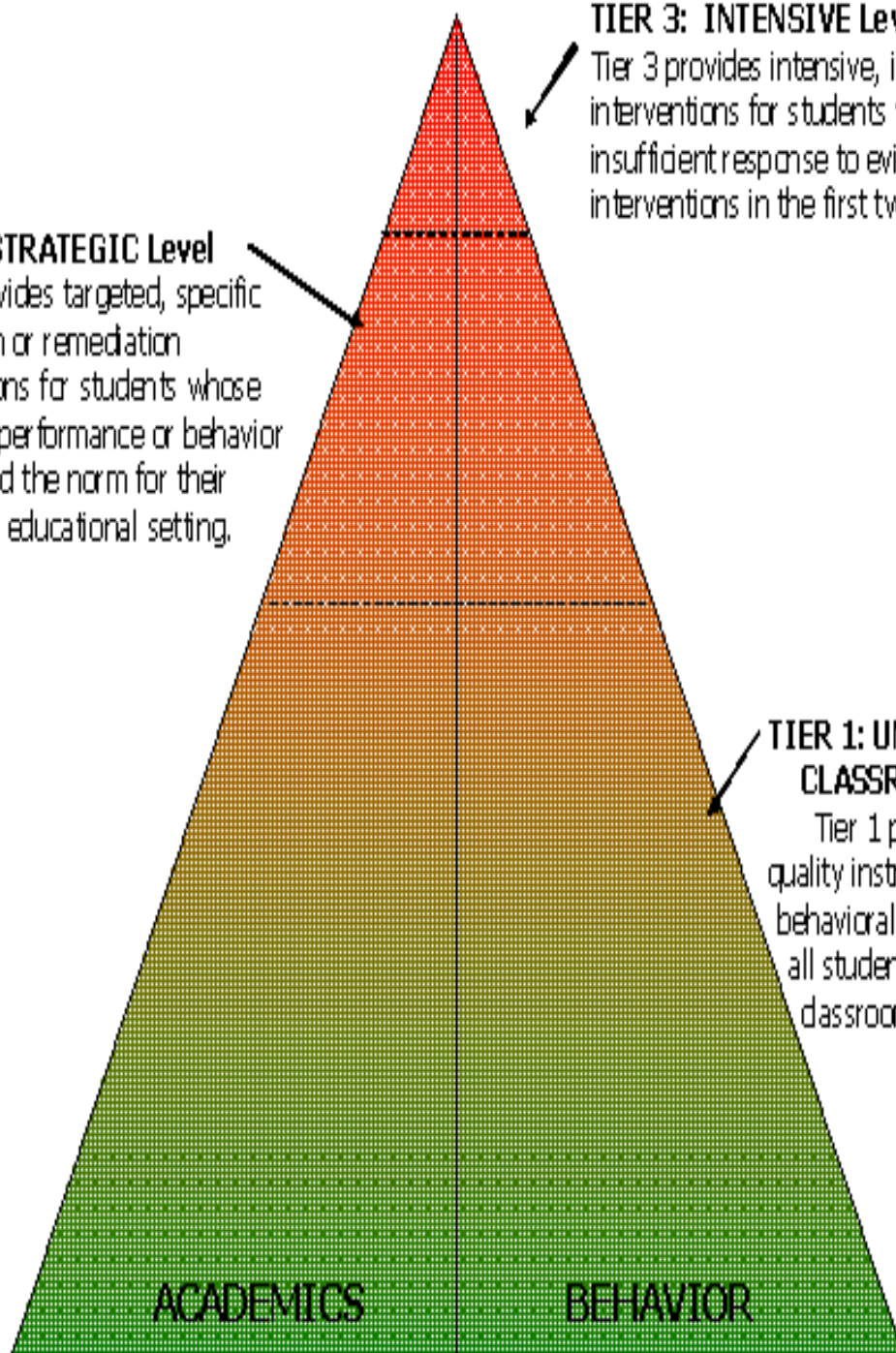
Tier 2 provides targeted, specific prevention or remediation interventions for students whose academic performance or behavior lags behind the norm for their grade and educational setting.

TIER 3: INTENSIVE Level

Tier 3 provides intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers.

**TIER 1: UNIVERSAL/
CLASSROOM Level**

Tier 1 provides high quality instructional and behavioral supports for all students in general classroom education.



III. INSTRUCTION MATCHED TO STUDENT NEED MULTI-TIER SERVICE DELIVERY MODEL

Tier 1: Universal / Classroom Level

Tier 1 provides high quality instructional and behavioral supports for all students in general education.

In a Response to Intervention system, almost all students begin learning in their regular classroom. Teachers provide high quality instruction and behavioral supports.

NWEA Measures of Academic Progress Reading and Math (MAP) Assessments is administered 3 times per year. These tests indicate:

- Each student's performance level
- Academic strengths and potential gaps in academic skills

Students with skill gaps are given additional instruction in small groups with other students struggling with similar problems. Classroom management and individual student behavior is based on expectations, responsibilities, positive reinforcement, and consequences.

- Document all methods used and how progress was measured
- Change the type of instructional or behavioral strategy (**differentiation**)
- Increase the **intensity** or level of the intervention (for example, adding small group instruction twice a day instead of once)
- Increase the **duration** of the intervention (for example, increasing small group instruction from 15 minutes to 30 minutes)
- Increase the **frequency** of the intervention (for example, from twice a week to four times per week)

Progress is monitored weekly and biweekly for students struggling. When several interventions have been tried and a student still is not successful, the teacher recommends the student to the Response to Intervention Team.

GOAL: 80% of all students should be successful at the Universal or Classroom Level.

Tier 2 Targeted Level

Tier 2 provides targeted, specific prevention or remediation interventions for students whose academic performance or behavior is off track for their grade and educational setting.

The Response to Intervention Team uses achievement data, teacher records, behavior information, plus additional information to identify why the student is not achieving. The Response to Intervention Team creates an action plan based on available resources and time.

The action plan states:

- Which **specific, targeted** intervention/s will be used
- Who will provide the intervention/s and where (small group, tutoring)
- The frequency, duration and intensity of the intervention/s (greater than at Tier 1)
- The frequency and method of progress monitoring

The results of the progress monitoring assessments are graphed. Interventions are changed or adjusted until the student is learning at a rate and level equal to his or her peers.

Progress is monitored for a period of six to eight weeks. When several interventions have been tried and a student still is not successful, the Response to Intervention Team will move the student to Tier 3.

GOAL: Only 15 - 20% of all students will need targeted interventions.

Tier 3 Intensive Level

Tier 3 provides intensive, individualized interventions for students who have an insufficient response to evidence-based interventions in the first two tiers.

The same process that was followed in Tier 2 will be followed in Tier 3. The Response to Intervention Team uses achievement data, teacher records, behavior information, plus information from parent and student interviews to identify why the student is not achieving. The Response to Intervention Team creates an action plan for specific interventions and regular progress monitoring or standardized mini-tests.

At this level, students need highly individualized, **intensive** interventions. These may include special education services, highly prescriptive instruction or behavior services, or the use of one on one instruction. The student may receive one or more services in Tier 3. The intensive services require a time commitment of half a year to a year or more.

Weekly progress monitoring tests are given and results graphed. Interventions are changed or adjusted until the student is learning at a rate and level equal to his or her peers.

GOAL: Only 5% of all students will need intensive interventions.

IV. MULTI-TIER INSTRUCTIONAL SERVICE DELIVERY MODEL

Tier 1 Instruction

Description of Core Instruction

Core instruction takes place in the general education classrooms and includes all students. Instruction is aligned to the Common Core Learning Standards in Literacy and Mathematics. Core instruction includes differentiation based on the abilities and needs of all students.

A universal screening Northwest Evaluation Association (NWEA) using research-based Measures of Academic Progress (MAP) Reading and Mathematics assessments are administered to all students three times a year (fall, winter and spring). Behavioral assessments are limited to teacher observation. Upon request, a behavior modification plan can be put in place starting with Check in and Connect, and Check in and Check out.

In addition to the universal screening assessment measures Reading Recovery, Lexia, Reading A – Z, PASI, PSI, IXL assessments, and fluency reads are administered throughout the year.

Tier 2 Students Receive General Instruction plus Targeted / Strategic Interventions

Tier 2 is a secondary intervention intended for 15% of students who are not responding to core instruction at Tier 1. This supplemental instruction is provided **in addition to**, and not in place of, the core instruction provided in Tier 1. Tier 2 interventions focus on areas of student academic deficits determined by the results of the Universal Screening (NWEA), Easy CBM, and teacher recommendation. Targeted interventions may also focus on areas of development which impact academic progress, such as language skills and social-emotional or behavioral functioning.

The Response to Intervention Team additionally reviews Benchmark Assessments which include:

- Northwest Evaluation Association, Measures of Academic Progress (MAP), Literacy and Mathematics Assessments
- Easy CBM

Other screenings may include but are not limited to:

- Speech-Language screenings,
- Visual-Motor Screenings
- Any other developmental or behavioral screenings that are deemed appropriate by Response to Intervention Team Members

Behavioral screenings may include but are not limited to:

- Functional Behavioral Analysis
- Observational data (Antecedent-Behavior-Consequence data, Frequency data, etc.)
- Teacher report forms
- Informal observation

The location of a Tier 2 intervention is usually outside of the classroom. Group size is approximately 2 – 3 students but may be up to 5 (RTI groups). Frequency of intervention provided varies, but it is more frequent and for a time period of at least thirty minutes. The duration of the intervention may last up to 16 weeks. Students who receive a Tier 2 intervention will be monitored for progress using bi-weekly Progress Monitoring. Once it is determined that a Tier 2 intervention is required, one or more of the following research-based interventions may be chosen as a course of action:

- Earobics
- Jolly Phonics / Heggerty
- Lexia
- Wilson Reading Program
- Fluency reads
- Speech-Language Therapy
- School-based counseling or use of a Behavior Intervention Plan or other intensive behavior management plan with ongoing data collection.

Tier 3 Students Receive General Instruction, Targeted Interventions and Program Based Interventions

Tier 3 provides tertiary intervention intended for about 5% of students who are not responding to instruction at Tiers 1 and 2. The third tier of this model creates intensive instructional interventions to increase an individual student's rate of progress. This tier provides greater individualized instruction in an individualized or small group session. These services are considered supplemental instruction to Tier 1 and are not intended to replace Tier 1 instruction. Individual diagnostic assessments are conducted to determine specific patterns of skills that the individual has and does not have for the purpose of designing effective instruction to remediate the students' deficits. Some or all of the following assessments may be used to design such instruction:

- Northwest Evaluation Association, Measures of Academic Progress (MAP), Reading and Mathematics Assessments
- Easy CBM
- Reading Recovery, PASI, PSI, IXL or other screenings

The location of a Tier 3 intervention is usually outside of the classroom. Group size is approximately 2 – 3 students but may be up to 5 (RTI groups). Frequency of intervention provided varies, but it is more frequent than Tier 2 interventions and for a time period of at least thirty minutes. The duration of the intervention may last up to 16 weeks. Students who receive a Tier 3 intervention will be monitored for progress using weekly Progress Monitoring. Once it is determined that a Tier 3 intervention is required, one or more of the following research-based interventions may be chosen as a course of action:

- Earobics
- Reading Recovery
- Lexia
- Wilson Reading Program
- Speech-Language Therapy
- School-based counseling or use of a Behavior Intervention Plan or other intensive behavior management plan with ongoing data collection.

V. PARENT INFORMATION AND NOTIFICATION

Parents are exposed to the concept of Response to Intervention through district parent conferencing and letters. This information should provide a rationale for RTI and the procedures put in place to address the state and national regulations.

Newark CCSD 66 incorporates a **Response to Intervention** (RTI) model at the K-8 level in the area of Reading and Mathematics. The model provides interventions at the *universal*, *targeted*, and *intensive* levels, with standard intervention protocols for each level of intervention.

- a. **Universal level:** These are research-based interventions used with all students at a particular age or grade level in the classrooms.
- b. **Targeted level:** These are research-based and supplemental interventions used with students whose progress places them at some risk for not meeting instructional goals.
- c. **Intensive level:** These are research based interventions used with students whose progress places them at high risk for not meeting instructional goals and may require more individualized instructional approaches.

Within the RTI model, Newark CCSD 66 collects **progress monitoring data** on a schedule that:

- Allows comparison of a child's progress to the performance of peers
- Is appropriate to a child's age and grade placement
- Is appropriate to the content monitored
- Allows for interpretation of the effectiveness of the intervention

TITLE I PARENT INFORMATION

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides funds to eligible K-12 schools based on the income level of households from the federal and state governments. These funds are utilized to ensure that students receive a quality education and meet academic standards.

Both schools are identified as Title I schools in the Newark Grade School District 66.

As the recipients of Title I funding, these schools must set goals for improvement, measure student progress, develop supplemental programs in addition to regular classroom instruction, and involve or inform parents on various aspects of the programs available

The schools are permitted to use Title I funds to provide high-quality educational programs, supplemental resources, well-trained staff, and promote school, family, and community relationships in order to raise the academic achievement of students. However, certain provisions are in place for each school and system that utilize funds from Title I.

Each school must hold an annual meeting to inform parents or guardians of how Title I affects their child's school. Title I's funding, requirements, and the parents' right to be involved are explained. Schools recognized as Title I schools must develop a parental involvement policy. This policy describes what the school will do to involve and inform parents about the Title I program. It states how the school involves parents and how parents are informed on key issues such as the school's performance, student assessment results, and the school curriculum. During the year, the policy is studied and revised as needed.

Newark Grade School District 66 in collaboration with administrators, teachers, and students has developed a district-level parental involvement policy. All parents of Title I students receive a copy of the Parent Involvement Policy.

In addition to the school parental involvement policy, each school must develop and distribute a school-parent compact. **A copy of each school's compact is given to the parents/guardians each school year for approval.** It outlines how parents, school staff, and students share responsibility for improved student achievement.

Title I schools inform parents or guardians of student performance and progress. This is accomplished through frequent updates and/or progress reports, planners, mid-semester progress reports, report cards, or summaries of state test results.

Title I schools encourage the involvement of parents. Parents can actively participate in the educational process of their child through varied means such as school committees, PTA, school meetings, parent/teacher conferences, volunteering, or parent sessions. Parents may monitor their child's progress by checking a planner or weekly progress report, homework, graded work, mid-semester progress reports, report cards, or assessment scores. There are many strategies parents can use to support or enhance their child's learning experience such as using flash cards to remember basic facts, having hands-on materials such as beans to solve problems, or asking the child questions, during a story, to check for understanding. Additionally, many of these strategies are demonstrated in parent sessions that are offered throughout the school year. To encourage parental involvement at home, parents also have access to weekly newsletters.

VI. Interventions – Academic
Tier 1 Interventions Reading

Grade	Intervention	Instructional Setting
K - 1	On grade level instruction Starfall Double Jolly Phonics Double Heggerty Double Dolch Double Phrases Double Guided Reading Reading A-Z (High also) Razz Kids Nearpod Flocabulary	Whole Group, Small Group (4-5) Literacy Center Daily 5 Guided Reading
2-4	Grade Level Instruction In class computer centers Double Dolch Double Phrases Double Guided Reading IXL Grammar Reading A-Z EPIC Nearpod Flocabulary	Whole Group, Small Group (4-5) Literacy Center Daily 5 Guided Reading
5 – 8	Grade Level Instruction Computer centers Guided Reading Close Reading passages Vocabulary cards No Red Ink Boardworks Nearpod Flocabulary	Whole Group, Small Group (3 – 5) Daily 5

Tier 1 Interventions Math

Grade	Intervention	Instructional Setting
K - 2	On grade level instruction In class computer centers Double Math Practice (computation – add/subtract) Double Math Content (problem solving) My Math / Intervention and Enrichment K – Starfall Math Model and Math Shift Kit @isbe.net	Whole Group, Small Group (4-5) Math Centers for Double Instruction

	Nearpod Boardworks IXL (grade 2) Reveal Math	
3-4	On grade level instruction In class computer centers Double Math Practice (computation – multiply / divide, fractions) Double Math Content (problem solving) IXL Math Model and Math Shift Kit @isbe.net Nearpod Boardworks Reveal Math	Whole Group, Small Group (4-5) Math Centers for Double Instruction
5 – 8	On grade level instruction In class computer centers Double Math Practice (computation – multiply / divide, fractions) Double Math Content (problem solving) IXL Math Fact Lab Math Model @isbe.net Nearpod Boardworks Reveal Math	Whole Group, Small Group (4-5) Math Centers for Double Instruction

80% of students function well in Tier 1. Adjust teaching strategies so that 80% achieve 80% on assessment of the skill areas. Teach, re-teach. Double normal strategies if need be.

Tier 2 Interventions Reading

Grade	Intervention	Instructional Setting
K – 2	Jolly Phonics Heggerty Dolch Phrases Guided Reading Earobics Foundations Razz Kids LLI Flocabulary	Small Group RTI
3-4	Dolch Words Fluency Phrases Fluency Reads Foundations Lexia LLI IXL Flocabulary	Small Group RTI
5 – 8	Fluency Reads Close Reading passages Vocabulary/study cards Lexia IXL No Red Ink Flocabulary	Small Group RTI Small Group guided reading

Tier 2 Interventions Math

Grade	Intervention	Instructional Setting
K – 2	More Math Practice (computation – multiply / divide, fractions) More Math Content (problem solving) My Math / Intervention and Enrichment Splash Math Math Model and Math Shift Kit @isbe.net Reveal Math	Small Group – Guided Math Small Group RTI
3-4	More Math Practice (computation – multiply / divide, fractions)	Small Group – Guided Math Small Group RTI

	More Math Content (problem solving) Khan Academy IXL Math Model and Math Shift Kit @isbe.net My Math / Intervention and Enrichment Reveal Math	
5 – 8	More Math Practice (computation – multiply / divide, fractions) More Math Content (problem solving) IXL Math Model @isbe.net Reveal Math	Small Group – Guided Math Small Group RTI

15% are in this tier (+5% from Tier 3). Double instructional strategies, or if doubled in class – one more time. Add interventions suggested. This is pull out or in small group in classroom. Students in this Tier also receive Tier 1 interventions.

Tier 3 Interventions Reading

Grade	Intervention	Instructional Strategy
K – 2	1-2 Reading Recovery 2 Wilson	Individual or Group of 2
3-4	Wilson Lexia	Individual or Group of 2
5 – 8	Lexia Wilson Razz Kids	Individual or Group of 2

Tier 3 Interventions Math

Grade	Intervention	Instructional Strategy
K - 2	IXL Touch Math Rocket Math	Individual or Group of 2
3-4	Touch Math Rocket Math Khan Academy IXL	Individual or Group of 2
5 – 8	IXL	Individual or Group of 2

5% of students from each class. High intensity – one on one or group of 2. They also receive Tier 1 and 2 interventions.

VII. Response to Intervention Behavioral Interventions

Characteristics of a child with an emotional disability:

- Hyperactivity (short attention span, impulsiveness);
- Aggression or self-injurious behavior (acting out, fighting);
- Withdrawal (not interacting socially with others, excessive fear or anxiety);
- Immaturity (inappropriate crying, temper tantrums, poor coping skills); and
- Learning difficulties (academically performing below grade level).

Research Based Interventions:

- Develop ***clear and consistent*** behavior expectations--Use consistent terminology
- Provide a visual schedule and inform student when there will be changes to the schedule
- Watch out for triggers--some seem to be related to his academics
- Modify academic work--Adjust expectations
- Use positive reinforcement to motivate positive behaviors
- CHAMPS classroom management program (NGS)
- Viking Victories

Possible Goals Include:

- Specifically identify the behavior which needs to be changed.
- Create a baseline of the observed behavior.
- Using the least restrictive philosophy, start with Check in and Connect, Check in and Check out, followed by a behavioral modification plan. Closely examine the information in the baseline and evaluate what has been observed and documented
- Develop short and long term goals for the student. In the plan create a reward system to be used. Such as: give student a check mark for every 15 minutes behavior is appropriate. When the student receives 8 checks they may have 10 minutes of computer time.
- Reevaluate the plan for effectiveness. Has the behavior reduced occurrence in a variety of settings?
- Make modifications in the behavior plan to reinforce the desired outcome.
- Functional Behavioral Analysis or Behavior Improvement Plan.

Characteristics of a child with a behavioral disability:

Characteristics which identify an individual as having a behavior disorder are demonstrated in a variety of settings, with little consideration or understanding of social or cultural rules.

Academic characteristics

- Disrupts classroom activities
- Impulsive
- Inattentive, distractible
- Preoccupied
- Does not follow or appear to care about classroom rules
- Poor concentration
- Resistance to change and transitions in routines
- Often speaks out with irrelevant information or without regard to turn taking rules
- Demonstrates aggressive behavior
- Intimidates and bullies other students
- Regularly absent from school
- consistently blames others for their dishonesty
- Low self esteem
- Difficulty working in groups
- Demonstrate self - injurious behavior
- Cannot apply social rules related to others personal space and belongings
- Often manipulative of situations

Research Based Interventions:

- Develop **clear and consistent** behavior expectations--Use consistent terminology
- Provide a visual schedule and inform student when there will be changes to the schedule
- Watch out for triggers--some seem to be related to his academics
- Modify his academic work--Adjust expectations
- Use positive reinforcement to motivate positive behaviors
- Check in and Connect, Check in and Check out, Behavior Modification Plan
- Functional Behavioral Analysis or Behavior Improvement Plan.
- CHAMPS classroom management program (NGS)
- Viking Victories

Possible Goals Include:

- Stay in the classroom--No leaving without permission from an adult
- Positive coping skills--taking a break, deep breaths, counting to 10, getting a drink of water,
- Respecting Others--Teach him appropriate social skills--we use our hands for helping-not hurting
- we say kind words to one another-not bad words,
- Respecting Property--Teach him to use coping skills instead of kicking furniture
- We use our coping skills-we do not hurt ourselves, others, or property

Think Sheet

Date _____

1. Who was involved? _____

2. What happened? _____

3. What was YOUR behavior? _____

I hurt _____'s _____ body _____ feelings _____ property

4. What did you want? (Put a check next to the appropriate statement.)

_____ I wanted attention from others.

_____ I wanted to be in control.

_____ I wanted to avoid doing my work.

_____ I wanted to cause problems because I am sad or mad inside.

_____ I wanted to cause other problems because they don't like me.

_____ I wanted _____.

5. Did you get what you wanted? _____ Yes _____ No

6. How were you feeling? (circle your emotions when the problem happened)

SAD SILLY MAD EMBARRASSED AFRAID/WORRIED BOSSY ANNOYED

7. What could you do differently? _____

8. Do you need to apologize to anyone? _____

9. Will you be able to return to class appropriately? _____ Yes _____ No

If no, what can you do to calm down? _____

Student Signature _____

Teacher Signature _____

Parent Signature _____

		Newark Grade School Vikings Report				
Date:	Student:				Teacher:	
	I stayed where I was supposed to be	I didn't make noises	I was nice to others	I had respect for property	Stay on Task	
Reading Recovery						
AM Reading Work						
AM Reading Stations						
Math with Mr. Lee						
Gym						
Lunch/Recess						
Social Studies						
Fine Arts / Reading Recovery						
Handwriting						
Literacy Center						
Centers						
How did today go?			Tomorrow Goals			