

**VIRDEN COMMUNITY UNIT DISTRICT NO. 4
RESPONSE TO INTERVENTION PLAN
JANUARY 2009**

INTRODUCTION

Viriden School District has established a protocol for the Response to Intervention model. Teachers, administrators, and board members believe that no child should be left behind within the educational system. Therefore, the district needs to provide differentiated curriculum and instruction within or beyond a classroom setting that will meet the needs of all the students in that room. The implementation of the RtI model will allow staff members to make data driven decisions about students' academic experiences and will address individual student's needs. These data driven decisions will derive from annual universal screening tests of the district's students. The screening tests will provide the data to utilize in guiding supplemental instructions for students deemed at-risk in their educational development. Staff members will employ appropriate interventions that will enable a student to succeed. These interventions will also permit teachers to address the gaps occurring in a student's learning before they widen. Closing these academic and behavior gaps should allow the student to improve as a learner.

COLLABORATION

Viriden administrators recognize that all teachers within the district, regardless of their subject matter, must maintain strong collaboration. Therefore, implementing a structured collaboration model will provide for teachers to maintain shared responsibility for student achievement. Consistent and continuing collaboration outlined in the model will result in enhanced student achievement as measured by student data. In addition, the RtI plan is integrated and aligned with the School Improvement Plan and with professional

development planning.

PROBLEM SOLVING TEAM

Structure for the model actually began during the 2007 – 2008 school year, when the elementary staff established a student assistance team called Helping Address the Needs of Developing Students (HANDS). This school-based leadership team, which will function as the school's RtI team, consists of one teacher from each grade level (K-5), a special education teacher, a speech-language pathologist, a Title I Reading Specialist, and the elementary principal. The entire elementary teaching staff uses a standard referral form (Appendix A). Any teacher with a concern about an at-risk student will submit a referral to the HANDS team. This committee will meet bi-weekly to discuss referrals made for either academic or behavioral reasons.

The middle school and high school RtI teams follow this model. These teams include three classroom teachers, one special education teacher, and one administrator. Referrals for middle school and high school students will come primarily from classroom teachers (Appendix C).

Methods for intervention implementation and monitoring student progress are in place and practiced. The respective offices maintain minutes for elementary HANDS/RtI meetings (Appendix B) and for the MS/HS RtI team meetings (Appendix D). The members of the three committees examine interventions for their effectiveness and modify them as necessary. The committee members work meticulously to ensure that the interventions put into place align closely with the needs of the students.

The district implemented a data-driven process in September 2008 to put interventions

into place for students struggling academically and behaviorally. In this process, data from universal screenings, as well as regular progress-monitoring data, will help to determine the interventions needed for a particular student.

STAFF PROFESSIONAL DEVELOPMENT

After attending a two-day Regional Office of Education RtI training seminar, and after previewing and evaluating several assessment programs, the team recommended the Developmental Reading Assessment 2 (DRA2). All the staff members engaged in the RtI implementation are trained in this RtI framework and knowledgeable about the assessment and instruction practices of DRA2. The plan will use DRA2 as its assessment tool.

Grade level representatives have also visited another local school to observe staff members involved in DRA2 testing. Practice test sessions using students gave staff members training in effectively implementing DRA2 testing, and the plan will continue this procedure.

As staff members change, the district will continue to send teachers to such ROE workshops, or will provide on-site training as needed.

DATA DRIVEN DECISION MAKING

Several assessments throughout the school year provide, and will provide, data on student performance. Students take the ISAT test each spring, and the DRA2 three times during the school year. Both tests will serve as the universal screening systems that will provide meaningful and significant student data. Teachers will analyze other data, as

well, taken from classroom and diagnostic assessments. With this data, educators, parents, and students can collaboratively plan interventions based on a student's particular challenges and/or strengths. This data will help to determine the instructional decisions for students who need academic or behavioral interventions. Teachers and RtI committees will regularly monitor the progress of the student and analyze the intervention's effectiveness, adjusting the interventions if need be.

PROCESS IMPLEMENTATION

The RtI process in Virden schools will use a three-tiered level of support (Appendix E). The tiered system will allow for differentiated instructional and behavioral strategies, and will provide research and data based interventions (Appendix F).

At the first tier level, Virden teachers will deliver high quality instruction based on Illinois State Standards. About 80% of the district's students should test in this tier and will receive core whole-group classroom instruction, requiring little or no intervention. Teachers will, however, assess all students continually, to identify those students who may need additional support in either a specific academic area or a behavioral area. This collected data provides a general screening to determine if a student's needs are being met within the core curriculum.

At the second tier level, students will need extra intervention. Teachers will need to provide more intensive instruction, in addition to the core curriculum, to the approximately 15% who will need it. These students will not otherwise make adequate

progress within the whole-group presentations. After receiving a referral and determining the need for intervention, the RtI committee will design an intervention plan for that student based upon that student's needs. The data collected at this level will determine if the intervention is effective.

The third tier level, the last 5% of students, involves more individualized and intense interventions, in addition to the whole-group core curriculum and tier two interventions. Tier three interventions target identified serious deficits. These interventions will include scientifically researched techniques as well as those based on teacher experience and expertise. At this level, a variety of school personnel, such as Title I teachers and reading aides, will help to implement the interventions. Staff members operating at this level of intervention will gather data more regularly and more frequently. They will then decide on any necessary education placement changes for this student.

Beginning in September 2008, teachers used the DRA2 test to establish each student's baseline for progress throughout the year. This initial assessment, to be used each year, provides teachers with the data to determine students in need of some type of intervention to perform at grade level consistently. Moreover, this assessment can determine which students may require tier two interventions beyond core classroom instruction. Teachers will monitor more closely the progress of students who are not meeting the core curriculum requirement for reading that would place them in tier one. Finally, those students meeting Title I criteria will automatically make the HANDS/RtI committee monitoring lists.

Classroom teachers will monitor the elementary Title I students every four to six weeks using the Dynamic Indicators of Basic Early Literacy Skills

(DIBELS) program. They will add more interventions as the needs arise. Those students who continue to show little or no progress, even after receiving research-based tier two interventions, will go on to tier three interventions.

The HANDS/RtI committees will use a problem-solving method to determine whether discrepancies exist in a student's academic progress or behavior patterns. The committee will use state-wide test results, DRA2 testing data, and classroom testing outcomes to define these problems. The data examination will determine why there is a discrepancy and what is occurring. The committee will draw up intervention plans to address the student's problem areas and design the procedures to implement the plans. After choosing the intervention plan with the greatest possibility of success for the student, the classroom teachers and the committee will assess and analyze the student's progress. These regular evaluations will allow the committee to determine if the intervention strategies are effective.

PRE-K RtI PLAN

The Pre-Kindergarten program for Virden schools has also implemented an RtI plan to address the needs of students needing extra assistance: the Pre-K Recognition and Response Plan. As the first step of this plan, the classroom teacher screens the child. Then the classroom teacher will inform a child's parents about apparent difficulties. The next step involves entering the child into a Pre-K program in an inclusive classroom that utilizes the research-based program of Creative Curriculum. Then the classroom teacher monitors the child for up to four weeks, providing specific documentation of concerns,

and noting any accommodations provided. A teacher with continuing concerns about the child's academic and/or behavioral progress will submit a referral form to the HANDS Pre-K team and present the child's case to the committee. The committee will suggest further intervention strategies at this time, and designate a plan for the child's intervention that includes a scheduled review date. The teacher will employ these new accommodations, tracking and documenting progress. In the last step, the committee again reviews the interventions as scheduled, determines whether the modifications and accommodations are working or need further refinement, and decides whether or not to refer the student for special education.

Elementary RtI Hands Referral

Student _____ Grade _____

Teacher _____ Date _____

Social Skills/Behavior

- Student has difficulty following directions
- Student has difficulty getting along with peers
- Student shows verbal aggression when interacting with adults and/or peers
- Student shows physical aggression when interacting with adults and/or peers
- Student demonstrates defiant behavior when interacting with adults
- Student is shy or timid when dealing with peers and/or adults

Academics

- Student is struggling with reading fluency
- Students is struggling with phonemic awareness
- Student is struggling with comprehension
- Student is struggling with spelling
- Student is struggling with handwriting
- Student is struggling with writing assignments
- Student is struggling with mathematics computation
- Students is struggling with mathematics

Any additional concerns:

What modifications have been tried in the classroom? Were any of them successful?

Have you contacted parents about your concerns? Yes No

Return to Administrator in building for HANDS committee.

Hands Referral Meeting Minutes

Date _____

Student	Teacher
Concerns about Academics/Behavior	Interventions Currently in Place
Interventions Tried but not successful	Interventions Recommended by the Team
<p>Team Members- Initial if Present</p> <p>Debra Bommarito _____</p> <p>Jill Mullen _____</p> <p>Linda Voltz _____</p> <p>Michele Wernsing _____</p> <p>Lacy Strader _____</p> <p>Denise Nichols _____</p>	<p>Carla Anderson _____</p> <p>Cathy Paisley _____</p> <p>Caren Payne _____</p> <p>Shelly Lewis _____</p> <p>Parents Contacted: Yes No</p>

Review Date _____

MS/HS RtI Referral Form

Student:

Grade:

Subject:

Teacher:

Date:

Social Skills/Behavior

- Student has difficulty following directions
- Student has difficulty getting along with peers
- Student shows verbal aggression when interacting with adults and/or peers
- Student demonstrates defiant behavior when interacting with adults
- Student is shy or timid when dealing with peers and/or adults
- Student uses class time incorrectly
- Student is at risk due to attendance issues

Academics

- Student is struggling with reading fluency
- Student is struggling with phonemic awareness
- Student is struggling with comprehension
- Student is struggling with spelling
- Student is struggling with handwriting
- Student is struggling with writing assignments
- Student is struggling with mathematics computation
- Student is struggling with mathematics
- Student is struggling with completing assignment on time

Any additional concerns/data:

What interventions have been tried in the classroom? Were any of them successful?
Provide data.

Have you contacted parents about your concerns? Yes No

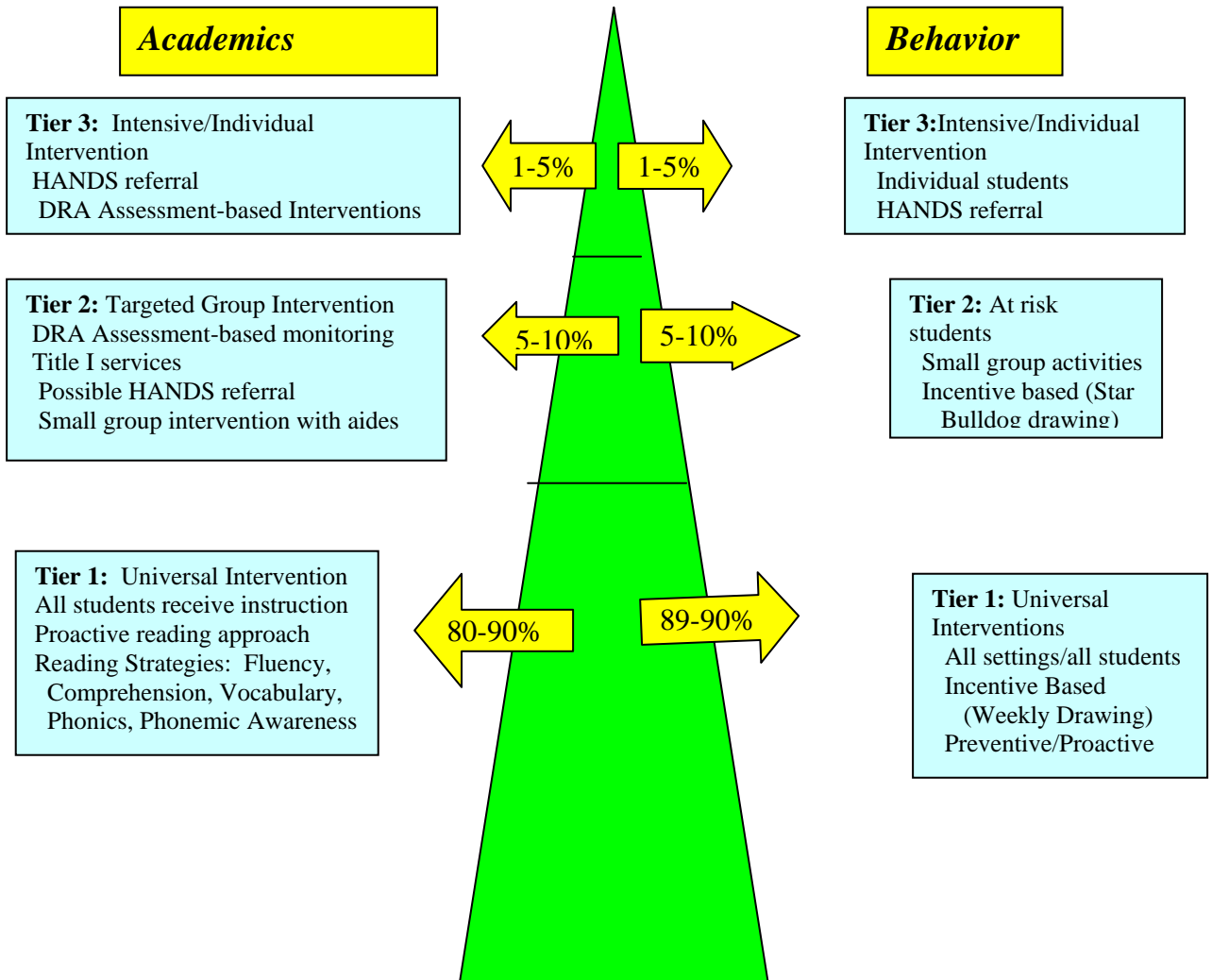
Return to building administrator for RtI committee

RtI Referral Meeting Minutes

Date:

Student:	Teacher:
Concerns About Academics/Behavior:	Interventions Currently in Place:
Interventions Tried but not Successful:	Interventions Recommended by the Team:
Other:	
<p>Middle School Team Members:</p> <p>(Initial if Present)</p> <p>Marsha Humphrey ____</p> <p>Kathy Killam ____</p> <p>Fred Mulacek ____</p> <p>Amy Steele ____</p> <p>Becky Hampton ____</p> <p>Bruce Paisley ____</p> <p>Parents Contacted: Yes No</p>	<p>High School Team Members:</p> <p>(Initial if Present)</p> <p>Kelly Kallenbach ____</p> <p>Mandy Kern ____</p> <p>Jan Marsaglia ____</p> <p>Angie McCall ____</p> <p>Becky Hampton ____</p> <p>Randy Niles ____</p> <p>Parents Contacted: Yes No</p>

APPENDIX E



Adapted from *Response to Intervention: Policy Considerations and Implementation* (Batsche, et al 2005)

Academic and Behavior Interventions

Academic

Universal

Skyward Grade Parent Access
 Team Planning
 Excellent Instructional Staff
 Parent/Teacher Conference
 Honor Roll
 Aligned Curriculum
 Accelerated Reader
 Professional Development
 Assignment Notebook
 Quarterly Progress Reports
 Mid-Term Progress Reports
 Extra Curricular Activities

Secondary

Universal interventions plus..
 Progress reports
 Team Planning
 Parent Communication
 Individual Modifications
 Structural Study Hall
 Weekly Grades
 HANDS Interventions
 Small Group Work
 Supplemental Materials
 Reteaching Groups

Tertiary

Universal/Secondary plus..
 Daily check-in
 HANDS Referral
 Weekly Progress Reports
 Individual Contracts
 Parent/Student Conference
 SASSED
 Tutoring
 Relearning at lower level
 Modifications

Behavior

Universal

Conference with Teacher
 Quarterly Discipline Data Reports
 Team Planning
 Posted Expectations
 Positive Reinforcement
 Incentives/Rewards
 Extra Curricular Activities
 Pre-correction
 Redirection

Secondary

Universal interventions plus..
 Counseling Group/Individual.
 Individual Behavior Plan
 Communication w/ Parents
 Team Planning
 Weekly Checks
 HANDS Referral
 Referral to Outside Services
 Separated Seating

Tertiary

Universal/secondary plus..
 Daily Check-in
 HANDS Referral
 Referral to Outside sources
 Safe School
 Data Monitoring
 Individual Behavior Plans
 Parent/Student Conferences