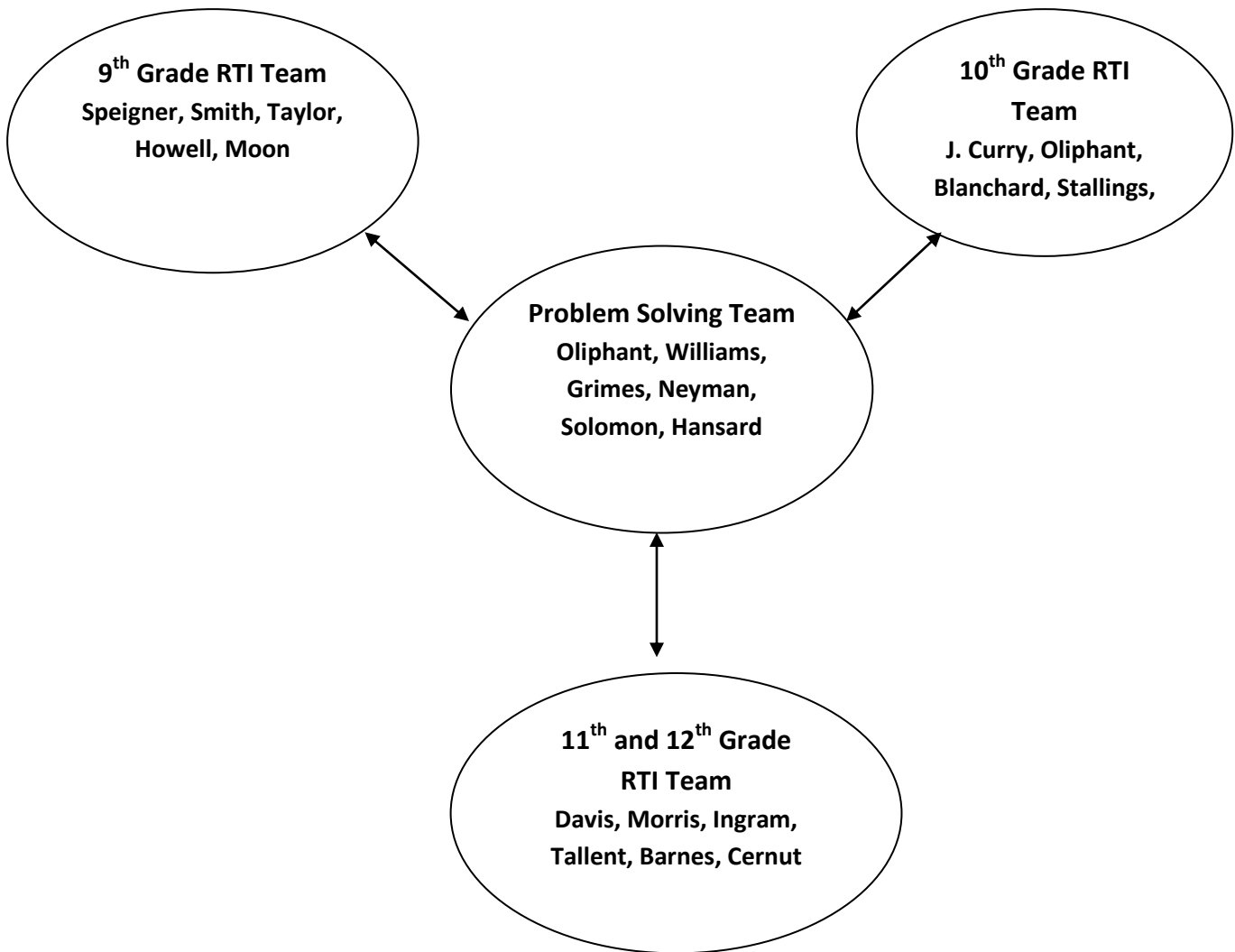


Response to Instruction  
Cherokee County High School



## **Introduction and Rationale**

Response to Instruction (RTI) is a multi-tiered framework designed to maximize the achievement of all students. The focus is on the systematic gathering of data to guide the educational decisions for each student. It is important to note that RTI is an educational process which benefits students. RTI is an instructional framework or concept that uses evidence based practices to ensure all students receive appropriate and effective instruction.

## **Stakeholders**

It is essential that all stakeholders have full knowledge and understanding of the RTI/Problem Solving process in order to support it and ensure all students benefit from the implementation. Internal stakeholders consist of grade RTI teams, teachers and parents. One large RTI Team called the Problem Solving Team (PST) could include the administrator, counselor, teacher, media specialist, Title I teacher and resource teacher. External stakeholders may consist of community organizations such as Department of Human Resources, Cherokee County Drug and Alcohol Abuse Council, Cherokee County Family Resource Center, and Children's Advocacy Center.

## **Cherokee County High School Goals**

- Improved integrity of academic, behavioral and attendance intervention through fidelity monitoring
- Maximum effect from core instruction for all students
- Maximum effect from behavioral supports
- Targeted instruction and early intervention for at-risk students
- Reduction in the over-representation of diverse student groups in low academic performance, special education and alternative education programs
- Increased graduation rate for Cherokee County High School
- Decreased discipline referrals, suspensions and expulsions
- Improved attendance rates

## **Response to Intervention Description**

RTI is a multi-tiered approach to providing services to students at increasing levels of intensity based on progress monitoring and data analysis. The RTI Model is implemented by the classroom teacher and resource teachers with the assistance of the Problem Solving Team to ensure fidelity. Rate of progress over time is used to make important educational decisions.

### *Tier 1 – Core instruction*

The primary tier involves all students and can affect any student in the classroom who is behind slightly. The students receive instruction using the core with progress monitoring to assess their response to instruction. It is estimated that 80% of all students will positively respond to Tier 1 intervention (Bender & Shores, 2007). Students who do not show positive response with Tier 1 instruction move to Tier 2.

### *Tier 2 – Strategic Instruction*

In Tier 2, more intensive forms of strategic instruction are given to those students not responsive to the Tier 1 instruction. More frequent progress monitoring will show that the student(s) are not achieving the required standards despite receiving differentiated and high quality instruction. These interventions are designed to be implemented immediately and are intended to be short term. However, there are no specific time limitations. Students who respond to Tier 2 supplementary instruction move back to Tier 1. Students not responding to Tier 2 after at least 8 weeks of intervention will either move to Tier 3 as a PST decision or may stay in Tier 2 with different strategies.

### *Tier 3 – Strategic Instruction*

It is estimated that 5% of all students need Tier 3 intervention to show a positive response to instruction. This level is characterized by intensive instruction that is increased in frequency, intensity and duration based on targeted assessment results showing lack of improvement. These interventions are supplemental to Tier 1 and Tier 2. These students show significant low performance in the standards. If these interventions are successful, the student will move back to Tier 2. If continued interventions are not achieved after at least 12 weeks of intervention, the PST will meet for consideration of Special Education evaluation.

## **Problem Solving Method**

The interventions needed for *Tier 1*, *Tier 2* and *Tier 3* are identified through a data based decision making process. The steps for problem solving are as follows:

1. DEFINE the problem by determining the discrepancy between what is expected and what is occurring. Ask, "What is the problem?"
2. ANALYZE the problem using data to determine why the discrepancy is occurring. Ask, "Why is it taking place?"
3. IMPLEMENT with integrity a plan that will address a student performance goal and delineate how the student's progress will be monitored using scientific researched methods.

4. EVALUATE the effectiveness of the instruction plan based on the student's response to the instruction plan according to the progress monitoring data. Ask, "Is it working?" If not, how will the instruction plan be adjusted to better support the student's progress?

### **School-Wide Implementation**

Cherokee County High School will establish a Problem Solving Team composed of school administrator, counselor, teacher, media specialist, Title I Teacher and resource teacher. The principal is responsible for the school-wide implementation of RTI.

The PST will:

- Develop a school implementation plan
- Become trainers and coaches for the school staff in RTI
- Review screening data
- Review progress monitoring data
- Assist in planning interventions
- Assess the implementation of RTI including the staff's development in the process
- Use data in decision making
- Focus on teacher support
- Focus on parent understanding and involvement

### **Behavior and School-Wide Positive Behavior Support (PBS)**

In an RTI approach to behavior, systematically collected behavior data provides a basis for making decisions on behavior supports. Students who display challenging behavior should be evaluated just as students who raise academic concerns. Staff uses evidence based practices to support the student in reducing challenging behaviors and developing positive attitudes toward academic and social life. Some evidence based interventions include reinforcement, modeling, and problem solving skills. Clear expectations for behavior are part of Positive Behavior Support.

### **Parent Involvement**

Parent involvement is a key component to the success of our RTI/PBS initiative. Parents can help create an effective program by sharing unique information on a child that might not be evident to a classroom teacher. Parents should be included in the process from the beginning starting with the core instruction. No parent consent is necessary for universal screenings since RTI/PBS is a process for delivering general services, assessments, and interventions for instructions to all students based on instructional needs. In the event the interventions progress to a point where an evaluation is considered or recommendation for special education

services, parental consent is required. Parents should be notified of the steps you are taking to improve the student's academic and behavioral success.

### **Guidelines for RTI Teams**

1. Universal screening tools (*STAR Math and STAR Reading*) and dates will be set by the district.
2. Universal screening assessments must be administered using standardized test protocol.
3. Other assessments (*Compass Learning, Kids College, Reading Street, Multi-flyer*) may be used as a supplement but not as a replacement.
4. Each teacher must have baseline data on students who have failed to meet grade level progress. A scaled score will be used to determine progress.
5. Students falling below the 25<sup>th</sup> percentile on STAR testing will be placed Tier 2 and will be provided with interventions and administered the STAR assessment on a weekly basis.
6. A goal or rate of improvement (ROI) will be set for each student in Tier 2 and Tier 3. Goals should be specific, measurable, and realistic.
7. Instruction must be designed to match the needs of the student.
8. Files for Tier 2 and Tier 3 students will be kept by the Tier Teacher. These folders will follow the student.
9. The Tier 2 Teacher along with help from his/her RTI Team will prescribe a scientific researched based intervention for the student. This prescription should include some or all of the following: Opportunities for (1) practice and review, (2) correction and feedback, (3) completing tasks in smaller steps, Drill repetitions and/or practice, Time on task engaged in instruction and practice
10. After additional weekly STAR assessments and progress is not made by the student, the teacher should implement a different intervention.
11. If progress is not made after 4 progress monitoring's, the Tier 2 Teacher should collaborate with the PST.
  - a. Documentation of the student's non progress should be made 1 week prior to the PST meeting.
  - b. The Tier 2 Teacher should be able to articulate the reasons for the referral to PST.
12. The PST should use the school's resources to establish instructional and behavioral interventions.

## RtI Process and Procedures

### Tier 1:

- Delivered by classroom teacher
- ALL students receive Tier 1
- Research-based quality instruction (Differentiated Instruction)
- ALL students are assessed daily and weekly

### Tier 2:

- Determined by Universal Screener (STAR, state assessments, grades)
- Minimum of 30 minutes per week targeted (skill based on data) supplemental instruction
- Delivered by classroom teacher
- Frequent progress monitoring
- Tier 2 provider keeps a file on each Tier 2 student. (See checklist for details)
- Tier 2 strategic interventions occur for a minimum of for 4 weeks

### Tier 3

- When Tier 1 & 2 are not enough
- RtI team refers student and PST team determines placement
- Based on data (progress monitoring)
- RtI team takes the student file to PST (Problem Solving Team) – teacher and PST will decide if student would benefit from different interventions (remains in Tier 2) or intensive intervention (Tier 3). The PST will decide plan of action and meet again 4 weeks later to assess progress.
- RtI team will fill out the Tier 3 referral and turn it into the PST
- PST along with the teacher or RtI team member will review data and determine the appropriate placement for the student based on data
- If the student is placed in Tier 3 the students file will be given to the Tier 3 provider who will provide intensive interventions for a minimum of 8 weeks
- Classroom teachers will continue to provide and document Tier 2 strategic interventions during this time
- PST will review Tier 3 student progress every 4 weeks and make decisions regarding student needs
- If no progress has been made at the end of 8 weeks the PST may consider a referral for special education evaluation

## **PST Member Roles and Responsibilities**

### *Chairperson*

- Identify students to be reviewed during each meeting.
- Share student list with team members prior to the meeting.
- Invite teachers of students who will be reviewed to attend the meeting if they are not part of the team.

### *Secretary*

- Record decisions made regarding each student reviewed.
- Generate parent progress reports.

### *Timekeeper*

- Allocate time available to discuss each student.
- Help to ensure that the team budgets time efficiently and that the meeting concludes at the agreed upon time.

### *Data Manager* (It may be best that this individual does not have a full-time classroom responsibility.)

- Present and explain progress monitoring data graphs for each student discussed by the team.
- Gather Student Intervention Documentation forms from Tier 2 teachers for PST review.

# Glossary

## Accommodations

Designed to “level the playing field” and are not designed to improve student skills. For example, a student may make a better grade on a reading assignment because the text was shortened, was read to them, or extra time was allowed for the student to complete the assignment. Accommodations are not considered to represent scientific, research based interventions.

## Benchmarks

Incremental measures or checkpoints on progress toward student achievement goals throughout the year.

## Differentiated Instruction

Process of designing lessons that focus on components such as instructional strategies, instructional groupings, an assortment of materials, etc. Such lessons include varied learning objectives, grouping practices, teaching methods, assignments, materials based on student needs, etc.

## Fidelity of Implementation

Implementation of a curriculum (intervention, core program) will be according to research findings as well as guidelines outlined by the program developer.

## Goal Line

A goal line is a means of evaluating data. The goal line marks the path the student should take to move from the current baseline level of performance, to the preset academic or behavioral goal. This line is sometimes called the “aim line.”

## High-Quality Instruction/Intervention

Instruction/intervention that is matched to student needs. Teachers deliver differentiated instructional strategies proven successful through scientific research in producing high success rates for most students.

## Intensive Interventions

Academic and/or behavioral interventions that increase in intensity by adjusting components such as time, group size, delivery, etc. (pacing, student engagement)

## Interventions

Designed to “improve student skills”. For example, a student who struggles with reading may become more proficient in reading as the result of reading interventions such as systematic practice in chunking text to facilitate reading with proper inflection and rhythm, practice in summarizing text and identifying main ideas and details, utilizing Venn diagrams to compare and contrast aspects of vocabulary terms essential to text comprehension.

## Learning Rate Over Time

Student’s growth in achievement or behavior over time compared to prior level of performance and/or compared to peers who receive same instruction/intervention.

## Positive Behavior Support (PBS)

A national research-based model for reducing discipline referrals, reducing the number of students suspended and/or expelled, reducing the number of students in special education and improving student achievement.

## Progress Monitoring

A practice used to evaluate the effectiveness of instruction/behavior in helping students meet specific learning goals or targeted skills.

## Tiered Service Delivery Model

Common model of 3 or more tiers of instruction based on student skill needs.

## Trend Line

The projected pathway or growth rate based on at least five STAR test scores.

## Universal Screening

A process of reviewing performance of all students in order to identify those who may be at risk of failure to meet academic or behavioral expectations.

## RTI Procedural Guide Checklist for Tier 2

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Tier Teacher: \_\_\_\_\_

- \_\_\_\_\_ 1. Universal Screening (STAR, ARMT, AHSGE, grades, teacher observation) Page 10
- \_\_\_\_\_ 2. Tier 2 Placement (parent letter) Page 11
- \_\_\_\_\_ 3. Vision and Hearing Screening (parent letter, V/H results) Page 12
- \_\_\_\_\_ 4. Documentation of Tier 2 Services (Student Intervention Documentation form) Page 13 – Math,  
Page 14 - Reading
- \_\_\_\_\_ 5. RTI Tier 2 Data Meeting Minutes
- \_\_\_\_\_ 6. Tier 2 Progress Reports (printed from STAR)
- \_\_\_\_\_ 7. Tier 3 Referral for PST Team Page 15



Cherokee County School System  
**Cherokee County High School**  
**910 Warrior Drive Street**  
**Centre, AL 35960**  
*Schoolwide Title I*

*Doug Davis*  
*Principal*

*Seth Neyman*  
*Asst. Principal*

Date: \_\_\_\_\_

To the Parent/Guardian of : \_\_\_\_\_

Cherokee County High School believes in providing the highest quality of education for every student. To meet this goal, we have adopted a three-tiered approach to instruction know as Response to Instruction or RTI. This approach allows us to identify and provide early intervention for struggling students.

Recently, Cherokee County High School administered a universal screening tool to assess grade level reading and math comprehension. Your student's score of \_\_\_\_\_ in math and/ or \_\_\_\_\_ in reading is (are) below the desired skill level of \_\_\_\_\_ math and/or \_\_\_\_\_ reading. We would like to begin involving your child in the RTI process by introducing Tier 2 interventions in the classroom.

Tier 2 Intervention allows for more intensive, small group instruction for your child in the area in which he/she is struggling. This service will be provided during the school day.

Attached is a brochure further explaining RTI. Please contact me, your child's Tier 2 Teacher, if you have any questions. Thank you for being our partner in your child's educational success.

Sincerely,

Tier 2 Teacher

\_\_\_\_\_  
 Principal

\_\_\_\_\_  
 Parent

\_\_\_\_\_  
 Date

*Please sign, date and return this copy.*

## Cherokee County School System

## Cherokee County High School

910 Warrior Drive Street

Centre, AL 35960

*Schoolwide Title I*

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Dear Parent:

We want to determine that your child is not experiencing any vision or hearing difficulties that may impact their education. Therefore, the school is requesting your permission to allow the school nurse to complete a free vision and hearing screening on your child. If your child requires further vision or hearing testing after the screening, you will be notified. Thank you for your assistance in this important matter regarding your child.

Sincerely,

Classroom Teacher

Parent:

Please check one of the following choices, sign and date the form, and return it to your child's classroom teacher listed above within five days.

\_\_\_\_ I give permission for the school nurse to provide a vision and hearing screening on my child.

\_\_\_\_ I do not give permission for the school nurse to provide a vision and hearing screening on my child.

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 Parent Signature

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 Date

Date returned to classroom teacher by parent \_\_\_\_\_

Date forwarded to school nurse by classroom teacher \_\_\_\_\_

Date received by school nurse \_\_\_\_\_

## Student Intervention Documentation Form

School: \_\_\_\_\_

School Year: 2011 – 2012

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Tier Teacher: \_\_\_\_\_

WK	Date	M	T	W	Th	F	PM Data (+, o, -)	Skill	Progress Report sent to Parents
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
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32									

Strategy Legend: Math

MM=math manipulatives

FSD=facts speed drill

IWY=I do, we do, you do

CC=color coding

C/C=compare/contrast

CDM=concept of definition map

IP=illustrating problems

RP=restate problem

GO=graphic organizers

C=chunking

### Student Intervention Documentation Form

School: \_\_\_\_\_

School Year: 2011 – 2012

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Tier Teacher: \_\_\_\_\_

WK	Date	M	T	W	Th	F	PM Data (+, o, -)	Skill	Progress Report sent to Parents
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
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32									

Strategy Legend: Reading

IWY=I do, we do, you do

VM=vocabulary map

PR=pre-reading

PK=prior knowledge

RT=retell

GO=graphic organizers

MN=margin notes

TCN=two column notes

RS=read & say

C=chunking

Cherokee County School System  
Cherokee County High School  
Tier 3 Referral

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_\_

Tier Teacher: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

A) Please list all current and previous services provided to the student. (ex. Tutoring, mentoring, Title One, speech, etc...) \_\_\_\_\_

B) Has the student's vision and hearing been screened?  yes  no  
*If no, please obtain parental consent for vision/hearing screening and complete screening.*

Hearing screening date: \_\_\_\_\_  pass  fail

Vision screening date: \_\_\_\_\_  pass  fail

C) What is the Tier 2 target concern?  academic  behavior

Give a brief description of concern:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D) Please identify the Tier 2 intervention selected (ex. Direct instruction, individual tutoring, behavior contract, etc...) \_\_\_\_\_

Has an intervention Tracking Sheet been provided to document Tier 2 interventions?

yes (attach copy)  no (provide and complete an Intervention Documentation Form)

Frequency of intervention \_\_\_\_\_ times/week (academic)  ongoing (behavior)

E) Please identify the progress monitoring tool selected (ex. Weekly reading assessment, STAR, oral math quizzes, weekly math tests, etc...) \_\_\_\_\_

Frequency of data collection:  daily (behavior)  weekly (academic)

F) Please summarize student progress: (attach Progress Monitoring Data)

\_\_\_\_\_

\_\_\_\_\_

G) Please document any parent conferences in which the target concern was discussed.

Date of conference: \_\_\_\_\_ notes: \_\_\_\_\_

Date of conference: \_\_\_\_\_ notes: \_\_\_\_\_

H) Additional information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Signature of Tier Teacher

\_\_\_\_\_  
Date

### RTI Procedural Guide Checklist for Tier 3

Student Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Tier Teacher: \_\_\_\_\_

\_\_\_\_ 1. Tier III Referral from RTI Teams Page 15

\_\_\_\_ 2. Supporting Data

\_\_\_\_ Universal Screener Page 10

\_\_\_\_ Signed copy of the Parent Notification Letter of Tier 2 status Page 11

\_\_\_\_ Vision and Hearing screening Page 12

\_\_\_\_ Documented evidence of scientific researched based interventions  
(Student Intervention Documentation form) Page 13 and/or 14

\_\_\_\_ Progress Monitoring Results

\_\_\_\_ Grade level RTI team data meeting minutes regarding this student

\_\_\_\_ 3. Tier III Plan Meeting Summary sheet Pages 17 & 18

\_\_\_\_ 4. PST Intervention Referral Report Page 19

\_\_\_\_ 5. PST Tier 3 Data Meeting Minutes

RTI-PST Summary

Date: \_\_\_\_\_

PST Conference Summary

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Tier 2 Teacher:** \_\_\_\_\_

Student attendance to date: \_\_\_\_\_ absences: \_\_\_\_\_ unexcused \_\_\_\_\_ excused

\_\_\_\_\_ tardies: \_\_\_\_\_ unexcused \_\_\_\_\_ excused

**Summary of Area of Concern:**

Reading: \_\_\_\_\_

\_\_\_\_\_

Math: \_\_\_\_\_

\_\_\_\_\_

Written Expression: \_\_\_\_\_

\_\_\_\_\_

**Behavior:** \_\_\_\_\_ satisfactory

\_\_\_\_\_ unsatisfactory

\_\_\_\_\_ needs improvement

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PST Recommendations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signatures of PST Members present:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Parent Notification by PST: \_\_\_\_\_(date)

Check one: \_\_\_phone call\_\_\_ note home\_\_\_ email\_\_\_ conference\_\_\_ other:\_\_\_\_\_

Parent concerns:\_\_\_\_\_

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Cherokee County School System  
 Cherokee County High School - *Schoolwide Title I*  
 PST Intervention Referral Report  
 Tier 3

Date: \_\_\_\_\_

Dear Parent/Guardian:

We are providing \_\_\_\_\_ extra assistance daily in \_\_\_\_\_. We measure the progress being made weekly. Based on our progress measurements, we believe your child is:

\_\_\_\_\_making insufficient progress and we are changing the Tier 2 intervention in an effort to assist your child in achieving academic success.

\_\_\_\_\_not responding to Tier 1 or Tier 2 instruction/interventions and we recommend placement in an intensive intervention program for Tier 3 instruction. If you have any questions, please feel free to contact your child's Tier 3 Teacher.

As a school staff, we are pleased to have this opportunity to provide your child with this needed help. Thank you,

Response to Instruction **Problem Solving Team**

\_\_\_\_\_  
 Parent Signature

\_\_\_\_\_  
 Date

*Please **sign, date and return** this copy.*