



# Plymouth Joint School District

Responsive Education:  
Addressing the Needs of All Students

# Response to Instruction & Intervention (RtI)

## Introduction

### **Core Principles of RtI**

RtI is grounded in the belief that ALL students can learn and achieve high standards when provided with effective teaching, evidence-based instruction, and access to a high quality standards-based curriculum. A comprehensive system of leveled interventions is essential for addressing the full range of students' academic and behavioral needs. Collaboration among administrators, educators, families, and communities is the foundation of responsive education. On-going academic and behavioral performance data should inform instructional decisions.

### **Wisconsin Definition of RtI**

Response to Intervention (RtI) is a process for achieving higher levels of academic and behavioral success for ALL students through:

- high quality differentiated instructional practice
- balanced assessment for continuous review of student progress
- collaboration

This multi-leveled system of support is guided by culturally responsive practices.



### **Responsive Education Process**

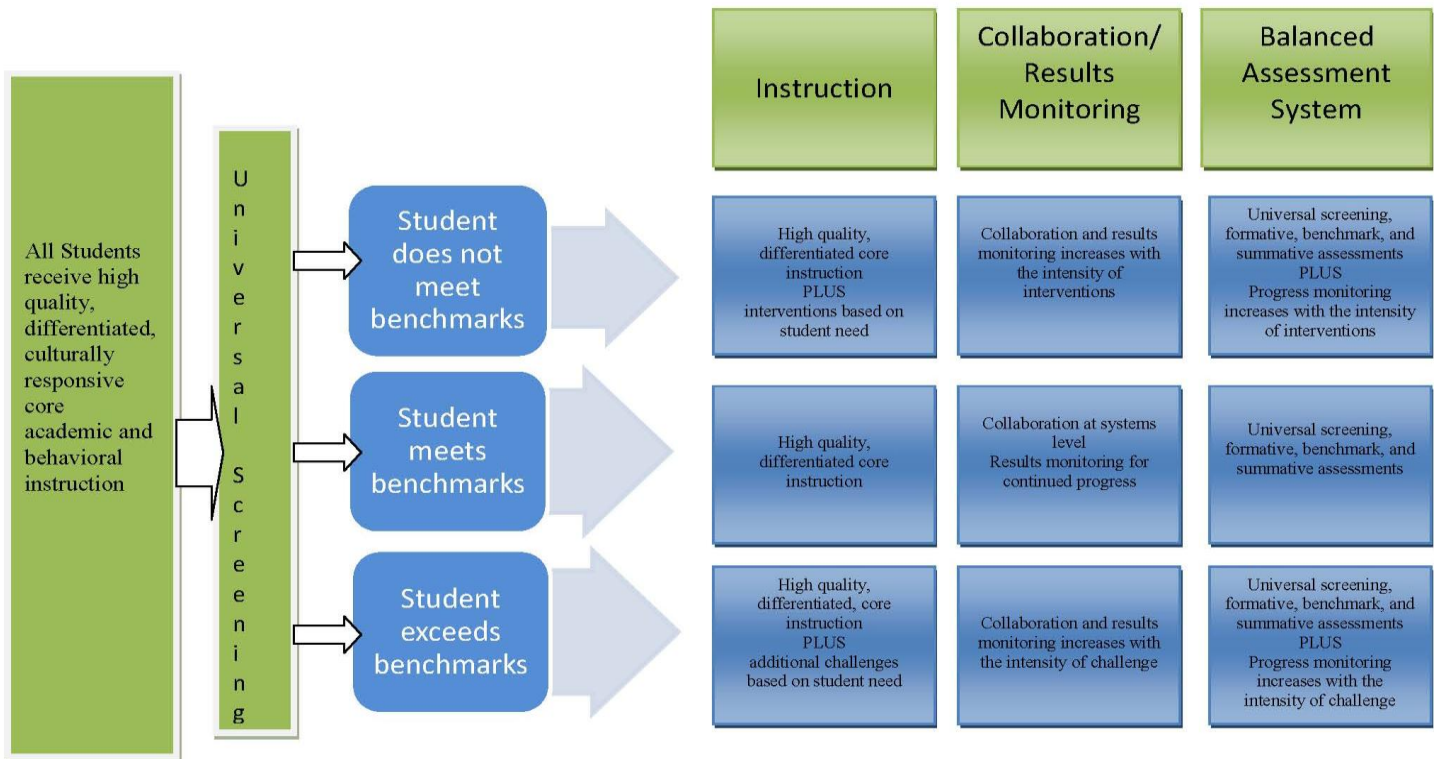
The Plymouth responsive education process is a shared responsibility; all staff members (general education teachers, special education teachers, paraprofessionals and student servicing staff) assume an active role in students' assessment and instruction.

The Plymouth responsive education process is based on the Wisconsin RtI model. This process includes three levels of intense instruction.

- **Universal**—how we use data and differentiate to meet the needs of all students
- **Selected**—how we intervene with small groups of students who either continue to struggle to meet benchmarks or exceed benchmarks.
- **Targeted**—how we meet the needs of students who continue to struggle to meet benchmarks or exceed benchmarks at the Selected level

This model allows for continuous review and reflection of best practices to meet the academic and social/emotional/behavioral needs of our students.

## Wisconsin Response to Intervention Roadmap: A Model for Academic and Behavioral Success for All Students Using Culturally Responsive Practices



### Principles for the successful implementation of RtI in Wisconsin:

- RtI is for **ALL** children and **ALL** educators.
- RtI must support and provide value to effective practices.
- Success for RtI lies within the classroom through collaboration.
- RtI applies to both academics and behavior.
- RtI supports and provides value to the use of multiple assessments to inform instructional practices.
- RtI is something you do and not necessarily something you buy.
- RtI emerges from and supports research and evidence based practice.

## **Universal Instruction with Differentiation**

### **Definition:**

High quality instruction (curriculum, differentiated instruction, and assessment) is engaging, standards-based, data-driven, evidence-based, and is grounded in culturally responsive practices.

Universal Instruction includes the curriculum, programs, and services that are provided to all students. The expectation is that at least 80-85% of students will make adequate progress (academic and behavioral) as evidenced by universal screening data.

Instructional teams (grade level, department, collaboration, etc.):

- analyze the data from screeners to ensure that at least 80% of students are meeting grade level expectations; reevaluate curriculum or instruction if less than 80% of students are not meeting grade level expectations;
- discuss and support each other in best educational practices and identify professional development needs;
- develop flexible groupings for additional support or extension;
- share strategies for classroom management;
- share differentiated lessons; and
- collect behavioral data.

Instructional Team Expectations are that:

- all students will be screened at least twice yearly
- teams will analyze the data to determine students' instructional (academic and behavioral) needs; and
- teams meet at least once monthly to analyze student data and to make instructional decisions.

When a child is struggling to meet expectations or exceeding expectations, the instructional team:

- will accommodate and differentiate for the student;
- may consult with previous teachers, additional school personnel;
- may conference with the student;
- may communicate with parents/guardians;
- may review student's cumulative file/assessment data;
- may begin collecting more frequent measures of student progress; and
- may consider Selected Intervention Instruction options.

## **Selected Intervention Instruction**

### **Definition:**

Selected Intervention instruction (in addition to Universal instruction) includes the delivery of skill specific, evidence-based academic or behavioral intervention options in small group in addition to core instruction. Approximately 15% of students may need Selected instruction to either 1). meet grade-level standards, benchmarks, and curricular expectations, or 2). address academic needs that transcend grade level standards, benchmarks and curricular expectations. Students receiving Selected Interventions are monitored regularly (typically every 1-2 weeks) using a progress-monitoring assessment. Intensity and duration of interventions are based on data and student responsiveness. Selected Interventions may be provided by classroom teachers and/or other school personnel.

Selected instructional teams (grade level, department, collaboration, etc.) will:

- use assessment data to assign students to intervention groups to match student needs (skill deficit or need for additional challenge);
- develop individual or small group SMART goal(s);
- analyze progress monitoring data and/or charts;
- discuss and support each other in evidence-based educational intervention options and identify professional development needs;
- collaboratively implement specific skill-based intervention options to meet the needs of groups of students;
- communicate with the student, parent/guardian;
- monitor for fidelity of intervention options; and
- conduct consultation and problem-solving with other school personnel (i.e. reading intervention specialists, school counselors, school psychologists, administrators, special education teachers, speech/language pathologists).

Selected intervention plan requires:

- baseline data determined
- an individual or small group SMART goal;
- a defined intervention option; and
- progress monitoring measures and schedule.

When a student is meeting SMART goal based on data, the instructional team may consider:

- continuing intervention with new SMART goal;
- reducing intensity of intervention; or
- returning student to Universal instruction with differentiation.

When a student is not meeting SMART goal based on data but significant progress is being made in Selected Instruction the instructional team will consider whether:

- the current intervention option should be continued with a revised SMART goal;
- the current intervention option needs increased intensity or duration; or
- a new intervention option needs to be identified or created.

When a student is making little or no progress toward meeting SMART goal after the collection of data, the instructional team will:

- determine whether a different Selected Intervention option should be implemented; or
- A decision may be made to move a student to Targeted Intervention if Selected Interventions have been delivered with fidelity and have not led to expected growth.

## Targeted Intervention Instruction

### Definition:

Targeted Intervention Instruction includes the delivery of intensive scientific research-based academic or behavioral interventions in addition to core instruction. Targeted Intervention plans are based on specific student needs and can be delivered individually or in small groups. Approximately 5% of students may need Targeted Intervention Instruction to either 1) meet grade-level standards, benchmarks, and curricular expectations, or 2) address academic needs that transcend grade level standards, benchmarks and curricular expectations. Students receiving Targeted Interventions are monitored at least weekly using a progress-monitoring probe. Intensity and duration of intervention options are based on data and student responsiveness from Selected Intervention Instruction. Targeted Interventions must be provided by qualified personnel.\*

### \*Qualified personnel:

- If intervention is behavioral, a licensed school personnel or counselor may deliver
- If intervention is academic, a certified instructor must deliver direct instruction
- Special education teachers cannot deliver interventions with regular education students.

Targeted Instructional teams should include classroom teacher, parent/guardian, and building administrator and may include school psychologist, school counselor, and other school personnel (based on student needs). Targeted Instructional teams will meet to develop an individual Targeted Intervention plan which includes:

- SMART goal based on Selected Intervention data;
- input from parent (and student when appropriate);
- intense intervention option aligned to student needs;
- formal progress monitoring including a schedule for collecting and analyzing progress using slope and trend line; and
- fidelity checks.

When a student is meeting SMART goal based on 4-6 data points, the team may consider:

- continuing intervention option with new SMART goal;
- reducing intensity of intervention option; and/or
- returning student to Universal or Selected Instruction.

When a student is not meeting SMART goal, but significant progress is being made, the team may consider revising SMART goal and intervention plan.

When a student is making little or no progress toward SMART goal based on 4-6 data points, the team:

- will consider whether the intervention is not working and therefore a different intensive intervention should be implemented (Targeted); and
- will communicate with parents/guardians.

The team may determine whether a special education referral should be considered when:

- a student is not meeting SMART goal after two or more intensive, research-based intervention options, and
- the student was engaged in 80% of the intervention option intended, and
- the intervention option was delivered as designed, and
- it has been proven that the student is not struggling due to a lack of high-quality, responsive instruction matched to her/his needs.

\*See Further Information on Disability Eligibility at DPI- <http://dpi.wi.gov/sped/ld.html>

## **Roles in Plymouth's Responsive Education Model**

### **Regular Education Teacher**

1. Uses formative assessment to guide instruction
2. Differentiates instruction to meet student academic, social, emotional, and behavioral needs
3. Implements culturally responsive practices to assure the growth of all students
4. Determines which students are not making adequate progress and collaborates with team members to determine a course of action
5. Conducts interventions for many selected and all targeted students
6. Determines SMART goal/s and collects data/progress monitors intervention.
7. Reflects with team on progress/lack of progress to determine next step.

### **Special Education Teacher**

1. Supports classroom instruction through regular collaboration.
2. Supports differentiation & co-teaching of classroom instruction to meet student needs and IEP goals
3. Provides intensive instruction related to IEP goals.
4. Assist in analyzing student data to skill level
5. Assist in writing SMART goal/s for selected and targeted students.
6. Assist in finding interventions and probes to monitor progress.
7. Reflects with team on progress/lack of progress to determine next step.

### **Specialists: Instructional Coaches/Reading Teachers**

1. Assist in analyzing student data; Uses data to determine student needs
2. Collaborates, supports, and models classroom instruction, differentiation and co-teaching to meet student needs
3. Assist in writing SMART goal/s for selected & targeted students.
4. Assist in finding and modeling interventions
5. Reflects with team on progress/lack of progress to determine next step
6. May provide interventions for some selected and some targeted students
7. Assists in gathering materials and resources for teachers
8. Provides on-going professional development opportunities for others

### **School Counselor**

1. Provides all students with a standards-based guidance curriculum to address universal academic, career and personal/social development.
2. Reflects with team to consider appropriate evidence of culturally responsive practice.
3. Assist in analyzing social, emotional and behavioral data.
4. Assist in finding and conducting interventions that support social, emotional and behavioral needs.
5. Assists in developing methods to progress monitor interventions.
6. Refers and connects students in need to school and community services as appropriate.

### **School Psychologist**

1. Help guide the problem solving process during meetings, including hypothesis development and SMART goal setting
2. Assist with analyzing data and looking for mismatches between curriculum, instruction, environment, and learner variables
3. Assist with finding interventions aligned with the target problem and probes to use for progress monitoring
4. Assist with using progress monitoring data for setting and monitoring reasonable outcome goals, including when to change an intervention
5. Assist with setting up progress monitoring charts for data analysis

### **Principal**

1. Frequently monitor weekly collaboration and classroom practice
2. Monitor interventions – consider integrity & fidelity
3. Collect and Organize school data
4. Guide conversations within the data meetings
5. Guides and supports Professional Development
6. Implements district supervision model; guides and evaluates teachers' Professional Learning Plans



# Glossary

**Accommodation:** practices and procedures that provide equitable access to grade-level content. Accommodations are intended to reduce or eliminate the effects of a student's disability or level of language acquisition; they do not reduce learning expectations.

**Aimline:** This line shows the trajectory needed for the student to reach the benchmark by the end of the year

**Assessment:** information about how well students are progressing toward state standards.

Benchmark assessment occurs within, between, and among instructional units. Information is used to identify strengths and gaps in curriculum and instruction. Grade-level curriculum may be refined, and teachers may modify instruction for student groups based on their progress. Examples of benchmark assessments include midterm and end-of-unit assessments and district-wide assessments. The focus of benchmark assessment is to determine how student groups are progressing or how well a program is working.

Formative assessment occurs continuously in the classroom, both within and between lessons. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback on their performances. Examples of formative assessment strategies include teacher observation, discussion, questioning, and non-graded class work. The focus of formative assessment is to determine what learning comes next for a student.

**Core Instruction:** refers to the curriculum, instruction, and assessments that all students receive.

**Co-Teaching:** an instructional delivery approach in which general education teachers and specialists (special ed, GT, instructional coach, reading specialist, etc.) share responsibility for planning, delivery, and evaluation of instructional techniques for a group of students; general and special educators work in a coactive and coordinated fashion, which involves the joint teaching of academically and behaviorally heterogeneous groups of students in integrated settings.

Although co-teaching integrates components of collaboration and team teaching, it is not solely collaboration or team-teaching. In co-teaching, the teacher to student ratio is decreased (Friend, 2001). Typically, the general educators and the specialist are present while co-teaching in the general classroom, thus maintaining joint responsibility for specified classroom instruction (Bauwens, Hourcade, & Friend, 1989). There are a variety of co-teaching approaches. Each approach is designed to enhance different types of activities or for learning environments.

**Culturally responsive instruction:**

- Inclusive content covered in the curriculum, reflecting the diversity of society.
  - Students from diverse backgrounds see themselves and their experiences in the
  - curriculum.
- Build on students' prior knowledge, including their culture and language.
- Based on the idea that culture is central to student learning because there is strong evidence that cultural practices shape thinking processes.

**Curriculum Based Measures (CBMs)** is a method of monitoring student educational progress through direct assessment of academic skills. CBMs can be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness skills. When using CBM, the instructor gives the student brief, timed samples, or "probes," made up of academic material taken from the child's school curriculum.

**Data Point:** point on a graph that represents student achievement or behavior relative to a specific assessment at a specific time; the result of the progress monitoring probe. Examples of data points are cut scores, norms for comparison and slope of improvement.

**Decision Rule:** the systematic procedure by which patterns of data are analyzed. This data analysis assists in making a decision about the effectiveness of instruction or an intervention.

**Differentiated instruction:** reflects a dynamic adjustment to student needs such as readiness, interest, or learning style.

**Fidelity:** implementation integrity; the degree to which something is implemented as designed, intended and planned.

**Adequate fidelity:** the intervention has been applied in a manner highly consistent with its design, and provided at least 80 percent of the recommended number of weeks, sessions, and minutes per session.

**High Quality Instruction:** responds to individual differences in learning. Inherent to high quality instruction is rigorous content delivered through differentiated instruction.

**Insufficient progress:** The rate of progress is insufficient when it is the same or less than that of same-age peers, greater than that of peers but will not reach the average range in a reasonable period of time, and greater than that of peers, but intensity of resources needed to obtain this rate of progress cannot be maintained in general education.

**Instructional team:** An instructional team's configuration could vary with each student's situation. For example, the instructional team could be determined by grade level, department, or collaboration team.

**Intervention:** academic or behavioral interventions are research-based strategies that are systematically used with a student or group of students whose screening data indicate that they are likely to not meet benchmarks. The intensity of interventions is matched to the intensity of student need and can be adjusted through many dimensions including length, frequency, and duration of implementation.

**Evidence-based**(Type 1) interventions mean interventions with substantial evidence of their effectiveness through multiple outcome evaluations

**Research-based**(Type 2) means scientific research-based that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs

**Modifications:** change what is being assessed. Examples of modifications include reducing the number of answer choices or shortening the length of the test.

**Progress monitoring:** measures student improvement or responsiveness to instruction, and evaluates the effectiveness of instruction. The frequency of progress monitoring increases with the intensity of an intervention or additional challenge.

**Progress monitoring probe:** tool for measuring student competency and progress in basic academic skills areas:

- Probes must be brief and easily administered
- Must be research-based
- Must be highly correlated to the skills assessed
- Must have benchmarks of be predictive of future performance
- Must have high reliability
- Must be sensitive to small increments of change in performance

**Rate of progress:** measure of a student's level of achievement

**Insufficient progress:** The rate of progress is insufficient when it is the same or less than that of same-age peers, greater than that of peers but will not reach the average range in a reasonable period of time, and greater than that of peers, but intensity of resources needed to obtain this rate of progress cannot be maintained in general education.

**Student Intervention Team (SIT)** is an established collaborative group designed to develop timely and effective strategies and resources for individual students in need of intensive support. (Also known as Student Support Team, Child Study Team, or Building Consultation Team)

**Slope and Trend line:** a graphic representation of connected data points of a student's rate of academic progress in comparison to expected growth over time. These help to determine rate of progress.

**SMART Goal:**

SMART goals are Specific, Measurable, Attainable, Realistic and Timely. For example, "By \_\_\_\_\_(realistic date for change) \_\_\_\_\_( student name) will increase/decrease (check one) \_\_\_\_\_(Target Skill/Behavior) from \_\_\_\_\_(baseline data) to \_\_\_\_\_(realistic data-driven goal) \_\_\_\_\_ as measured by \_\_\_\_\_(assessment or progress monitoring tool)."

**Universal instruction:** refers to the curriculum, instruction, and assessment that all students receive.

**Universal screener:** a type of assessment that is characterized by a quick, repeatable testing of age-appropriate skills to all students. Universal screeners provide two pieces of information:

- can show how functional the core curriculum and instruction is
- identifies students who are not making acceptable progress in the core curriculum