

\_\_\_\_\_ School District

[Street Address]

[City], [State] [Postal Code]

Phone: [Your Phone] Fax: \_\_\_\_\_

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# Response to Instruction and Intervention Plan

\_\_\_\_\_ School District Operations Manual

Date

## Statement of Intent and Non-negotiables

\_\_\_\_\_ School District believes that all students can and deserve to learn to read and write. It is the intention of \_\_\_\_\_ School District to uphold the English/Language Arts standards of the state of \_\_\_\_\_ and to provide intervention to students who demonstrate assessed need. In order to accomplish this task, the following non-negotiable items will be followed by every school :

### Definition of Tiers of Instruction : What academic criteria defines each tier of instruction.

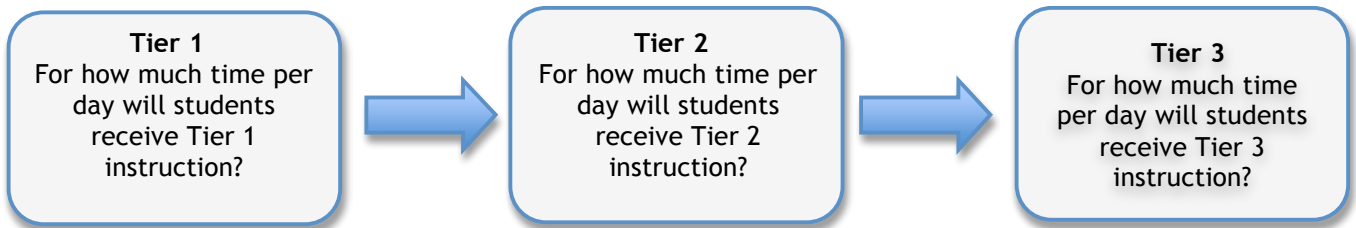
Tier 1 : All Grades : Students who are performing at or above grade level.

Tier 2 : Elementary : \_\_\_\_\_ Middle/High School \_\_\_\_\_

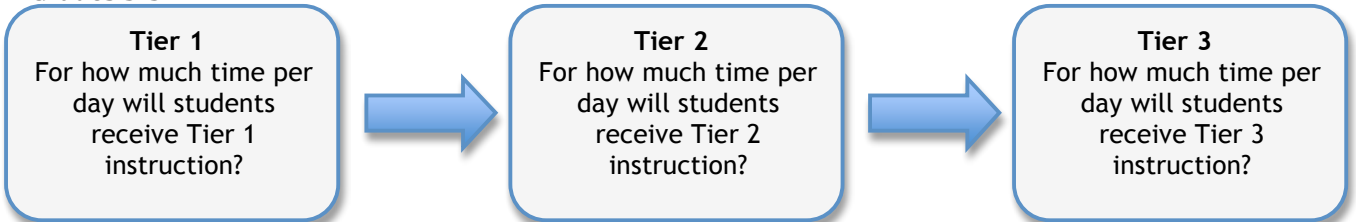
Tier 3 : Elementary : \_\_\_\_\_ Middle/High School \_\_\_\_\_

### Daily Instructional Time Requirements:

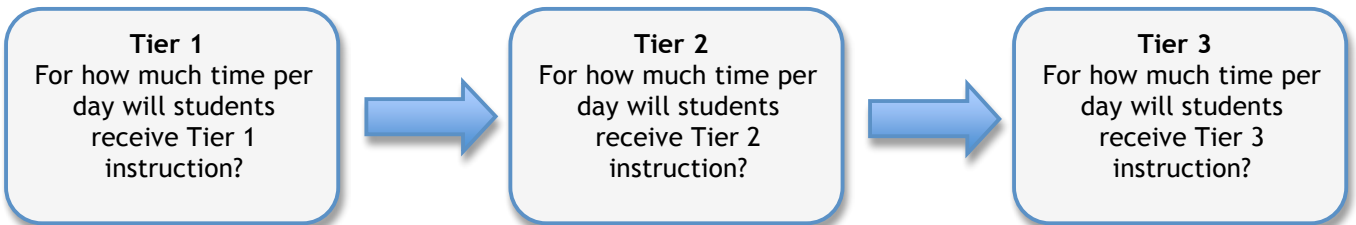
#### Grades K-2



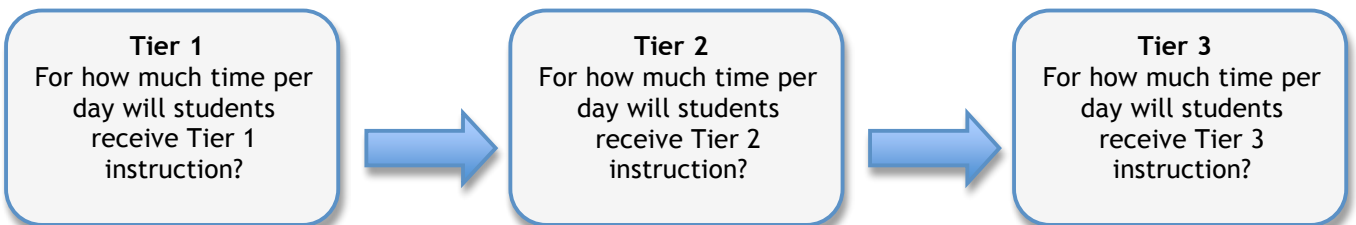
#### Grades 3-5



#### Grades 6-8



#### Grades 9-12



**Instructional Group Size**

Instruction and Intervention will be taught in the following student to teacher ratios (maximum and/or minimum:

Tier 1: K-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-12 \_\_\_\_\_

Tier 2: K-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-8 \_\_\_\_\_ 9-12 \_\_\_\_\_

**Assessment:**

Will the district provide guidance on assessments? Will the district provide the assessments?



**Cut Points and Screening:** ( \_\_\_\_\_ times per year)

- Cut Points for Grades \_\_\_\_\_:
  - State Assessment and/Benchmark Assessments \_\_\_\_\_
- Universal screening and Diagnostic: (normative and skill based measures that shows growth in literacy skills)
  - District wide assessments, suggested lists or school choice?
  - Grades K-2: comprehension, fluency, phonemic awareness, phonics and vocabulary
    - Will Kindergarten students receive screening upon school entry?
    - Names of Assessments
      - Screening \_\_\_\_\_
      - Diagnostic \_\_\_\_\_
  - Grades 3-5 : comprehension and fluency (possible use of additional diagnostics)
    - Names of Assessments
      - Screening \_\_\_\_\_
      - Diagnostic \_\_\_\_\_
  - Grades 6-12: comprehension, fluency (possible diagnostics)
    - Names of Assessments
      - Screening \_\_\_\_\_
      - Diagnostic \_\_\_\_\_

**Progress Monitoring:** frequency: K-2 \_\_\_\_\_ 3-5 \_\_\_\_\_ 6-12 \_\_\_\_\_

- Ongoing assessments targeted to acquisition of targeted literacy skills. Progress monitoring can include content-based measures or normative measures.
- Types or names of assessments
  - Grades K-2 \_\_\_\_\_
  - Grades 3-5 \_\_\_\_\_
  - Grades 6-8 \_\_\_\_\_

**Fidelity of Instruction : Teaching as Designed**

In order to determine the effectiveness of tiered instruction, all reading and intervention curricula and strategies will be taught and implemented as designed. Teachers will receive training and support in whichever curriculum, strategies and intervention that they are expected to instruct. .

Each school will submit data analysis reports and data response plans to the district office three times per year as per the following schedule :

Report #1: \_\_\_\_\_  
 Report #2: \_\_\_\_\_  
 Report #3: \_\_\_\_\_

**Data Analysis Reports and Response Plans will include the following items:**

- Reading growth in literacy skills
- Explanation of the growth or lack thereof.
- Report on the current level of fidelity of instruction and teacher observation reports.
- Description of on site, ongoing support for teachers
- Numbers of students currently receiving intervention
- Numbers of teachers trained and those who still need training.
- School response plan based on current data report.
- Reflection on the current status of RtI implementation including next steps

**Components of Data Reports:**

- \_\_\_\_\_  
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**Instructional Materials and Strategies:**

Instruction and interventions will be targeted to state standards and/or targeted literacy skills. The following materials and strategies are approved by the district for the applicable tiers listed below.

Grade Level	Tier 1	Tier 2	Tier 3
K-2			
3-5			
6-8			
9-12			

**Note :** If a school desires to use materials that do not appear on the preceding list, will they be able to must submit a rationale, background research, effectiveness data and cost analysis for the proposed program in order to use it?

**District Permissions/ Frequently Asked Questions:**

- Will schools be able to replace grade level Language Arts with intervention for students who require Tier 3 intervention?
- Will High School students receive graduation credit if they are enrolled in a Tier 3 intervention class that replaces grade level Language Arts? If students are able to receive credit, how will the class be labeled?
- Who is eligible to teach intervention classes: (1) intervention is taught in addition to grade level Language Arts (2) Intervention is taught in place of grade level Language Arts?
- Can SPED teachers instruct intervention classes that include SPED students, General Ed Students and English Learners? If so, under what conditions?
- Will students receiving Tier 3 interventions be required to take grade level periodic assessments? If so, how often.
- Can schools with high numbers of students in need of tier 3 intervention homogeneously group their Reading/Language Arts classes with a differentiation in exposure to the core?
- Can Middle and High School elective teachers be trained to teach intervention? If so, which tiers?

## Accountability: School Implementation Plans

Each school will submit a detailed implementation plan that includes \_\_\_\_\_ School District policies and non-negotiables and articulates how those policies and procedures will be implemented at the school site. The plan will include specific information on the following items:

- RtI team members and meeting calendar.
- Roles and responsibilities for RtI team members, administration and teachers
- Class design
  - Who will teach or assist the teachers for each tier of instruction?
  - What will instruction look like in the classroom?
  - Group or class size per tier
  - Differentiation, if any, for Special Education Students and English Learners
- Instructional schedule
- Choice of curricula, specific strategies, and intervention for each tier of instruction
- Professional development content and calendar (initial training, follow up, ongoing support)
- Duration of instruction for each tier. (how much time per day)
- Accountability system
  - Staff agreements
  - Classroom visitation schedule
  - Assessments:
    - Cut points, screening and progress monitoring instruments
    - Grade level periodic assessments and who will take them.
  - Assessment schedule
  - Assessment procedures
  - Problem solving protocol
  - Data review schedule
- Data Analysis procedure and schedule
- Placement procedure
- Confirmation of placement (if a student is misplaced)
- Referral procedure (referral to more or less intervention and referral to Special Education)
- Exit procedure
- New student procedure (students entering after the school year begins)
- Intervention grading policy
- RtI calendar that includes regularly scheduled meeting times for teachers to analyze and respond to data.
- Parent information and involvement plan
- Appendix
  - Useful templates
  - Sample weekly schedule
  - Appropriate strategies
  - Data reporting, analysis and report forms.
  - Progress reports
  - Grading policy
  - Sample parent letters

Administrators and staff will be held accountable for implementing a comprehensive RtI system through self-evaluation and district evaluation in the areas of: student progress data, implementation data (teaching as designed), and adherence to the district and school RtI plans.

Timeline for full RtI implementation : Will the district set a timeline by which schools must have full implementation?

Grades K-2

Grades 3-5

Grades 6-8

Grades 9-12