

Cherokee County School District

Response to Intervention: Elementary School Implementation Plan

The purpose of this section is to help building staff to define different components of Response to Intervention, which are in place at the school level.

Component 1: Consensus Building

Step	Timeline/ Who?	Action Planning and Activities
Action 1: Develop an action plan to facilitate the sharing of information and the building of school-wide consensus to support Rtl.		
Step 1: Develop an action plan to identify stakeholders in the school, share information and gain consensus to support Rtl.	Principals RTI/SIT Team(s)	The school Rtl committee will meet to develop an action plan that identifies stakeholders in the school, including a plan for sharing information and gaining consensus to support Rtl.
Action 2: Provide information to internal and external stakeholders about Rtl.		
Step 1: Provide information about Rtl practices. These include educational activities containing information on the following: <ul style="list-style-type: none"> • Definition, • Components, • Research, • Benefits, • Barriers, • Expected changes when implementing Rtl; • Commitments and resources, and • Examples of exemplars of Rtl implementation. 		2010 – Teachers were trained in the definitions of RTI, components, and research. 2011 – Teachers received additional RTI training to include: <ul style="list-style-type: none"> * refresher of RTI definition, components, and research * Universal Screening defined * Intervention defined * Presented Intervention Materials 2011 – Teachers were trained by grade levels for administering the Universal Screening 2012 – Teachers were trained about research based interventions. Teachers were provided with intervention materials, progress monitoring tools, and weekly assessments.

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Step	Timeline/ Who?	Action Planning and Activities
<p>Step 2: Establish the rationale for school adoption of RtI practices</p> <ul style="list-style-type: none"> • Demonstrate how RtI systematically connects to the Individuals with Disabilities Education Act (IDEA) and other federal and state statutes and regulations. • Analyze and demonstrate how RtI systematically connects and is interdependent with existing school goals, mission, priorities and initiatives. • Make connections to the potential impact on school values and beliefs. 		<p>The district mission, “The Cherokee County School District will ensure that all students have the skills necessary to succeed as responsible citizens” is supportive of RtI practices.</p>
<p>Step 3: Identify internal and external partners who have a vested interest in RtI.</p>		<p>Internal:</p> <ul style="list-style-type: none"> • School Board • Principal • Teachers • Counselors • Special Education Teachers • Speech Pathologist • School Psychologist • Interventionist <p>External:</p> <ul style="list-style-type: none"> • Parents • PTO • Limestone College and other surrounding colleges • Mental Health
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<p>Action 3: Examine and define school structures to support your RtI initiative.</p>		
<p>Step 1: Identify current building level leadership structures.</p>		

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Step	Timeline/ Who?	Action Planning and Activities
Step 2: Identify roles and responsibilities of each administrator and support staff.		<p>Administrator – provides RTI training and materials</p> <p>School Psychologist – provides support and guidance in the implementation of RTI</p> <p>RTI Chairperson – oversees meetings and assesses needs</p> <p>Guidance Counselor – assists with behavior and emotional student needs</p> <p>Speech Pathologist – assists with speech screening and interventions</p>
Step 3: Identify the current system(s) of accountability.		<p>Administrator – Kathy Phillips – oversees the adoption of RTI and provides support and encouragement to the implementation</p> <p>Teachers – implemented RTI in their classrooms by administering a Universal Screener, identifying academic weaknesses, providing research based interventions, and completing progress monitoring.</p> <p>Response to Intervention Chair – trained teachers on RTI and how to use research based interventions</p> <p>The Chair is also responsible for holding meetings and communicating to parents.</p> <p>Student Intervention Team – develops intervention plans for students identified as struggling.</p> <p>School Psychologist – assists in developing plan and making sure that research based interventions are in place.</p>
Step 4: Define the leadership structures, roles and responsibilities of school staff and systems of accountability needed to implement Rtl; modify the current system as needed.		
Step 5: Identify funding sources that may be used to support Rtl.		<p>Title 1 Funding</p> <p>IDEA Funding</p>
Step 6: Define the decisions to be made at the building level versus the district level (e.g., resource reallocation, purchasing materials.)		<p>Building level decisions will include purchasing materials, assigning appropriate staff, and designing a specific Rtl plan that responds to specific needs of the individual school. The Principal will supervise the Rtl team and define how they will work to support school site implementation of Rtl plans.</p>

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Step	Timeline/ Who?	Action Planning and Activities
Action 4: Build consensus and support from internal and external stakeholders.		
Step 1: Discuss the resources and commitments necessary to build consensus.		All teachers and support staff have received much training on implementing RTI. An RTI system is in place.
Step 2: Identify the level of agreement or consensus needed to proceed with Rtl.		All teachers and support staff have been trained to implement RTI and should be knowledgeable enough to carry out their knowledge.
Step 3: Obtain consensus from district/central office administration, internal and external stakeholders.		Approval by the district of school plan
Step 4: Document agreements in writing.		School Improvement Plans

Action 5: Discuss and make decisions about the necessary components of Rtl across universal, strategic and intensive instruction.		
<p>Step 1: Discuss and make decisions about universal instruction:</p> <ul style="list-style-type: none"> • What features are expected to be in place in universal instruction? • What does universal instruction look like at the elementary school levels? • Is there an instructional framework that articulates essential elements of effective instruction for all students? 		<ul style="list-style-type: none"> • Teachers have materials that support learning. • Classroom environment is motivating. • High quality instruction that engages students • Instruction that meets the diverse needs of students • Small group instruction to address unique needs of learners • Data of student progress • Reading: Core Reading Program is from Journeys • Math: Core Math Program • Supplementary materials are available for students who struggle.
<p>Step 2: Discuss and make decisions about strategic instruction:</p> <ul style="list-style-type: none"> • What features are expected to be in place in strategic instruction? 		<p>All of the above features should be in place and strategies should be identified for those struggling students.</p> <ul style="list-style-type: none"> • Students should receive intensive interventions. • Reading Interventionists are in place for those students needing more

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<ul style="list-style-type: none"> • What does strategic instruction look like in a school? 		<p>intensive interventions.</p> <ul style="list-style-type: none"> • Interventions match the needs of the students • There is frequent progress monitoring to evaluate the intervention effectiveness. • Parents are informed of progress. • Teachers have support from the Student Intervention Team.
<p>Step 3: Discuss and make decisions about intensive instruction:</p> <ul style="list-style-type: none"> • What features are expected to be in place in intensive instruction? • What does intensive instruction look like in a school? 		<ul style="list-style-type: none"> • Instruction is individualized. • Progress monitoring is more frequent.
<p>Step 4: Discuss and make decisions about the assessment system:</p> <ul style="list-style-type: none"> • What screening measures will be given in the school? • What diagnostic assessments will be used in the school? • What progress monitoring assessments will be used in the school? 		<p><u>Grades 1-2</u></p> <p>Tier 1: All students in grades kindergarten, first grade, and second grade are assessed using Dominie assessment to identify students who are struggling or at risk and need intervention. The teacher requests a meeting with Mrs. Nance. Mrs. Nance meets with the teacher and parent to write a plan. Mrs. Nance gives the parent(s) an RTI brochure that explains the process and what RTI is. Mrs. Nance completes the RTI form that is attached. During that time, the teacher discusses the universal screening results and classroom performance. Mrs. Nance assists in identifying one area of need from the Big 5 of reading research. Once all agree on an area of need, the parent(s), teacher, and Mrs. Nance write a plan for interventions. Mrs. Nance provides a binder containing weekly progress monitoring assessments and scientifically based interventions. After the meeting, the classroom teacher begins interventions between 10-20 minutes at least 3 times a week.</p> <p>Tier 2: After 4-6 weeks of interventions, the teacher and parent meet with the Student Intervention Team to discuss progress monitoring results and determine if the intervention plan needs to be modified and/or the interventions need to continue. If the student did not respond to interventions, the student begins to work with the Reading Interventionist for 40 minutes three times a week in addition to the regular classroom instruction. The instruction is explicit, systematic, intensive, and supportive with the learner receiving more instructional time than Tier 1 classroom instruction. Tier 2 includes frequent progress monitoring to track student progress and inform instruction. After 4-6 weeks of intensive intervention,</p>

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		<p>the Student Intervention Team meets to review progress and the intervention plan.</p> <p>Tier 3: If the student does not respond to intensive, scientifically based research interventions and needs more individualized instruction, the student is assessed by a school psychologist for a disability. If the student qualifies for services, the student receives services from the Resource Teacher for 50-100 minutes a day with more individualized instruction.</p> <p><u>Grades 3-5</u></p> <p>Tier 1: All students in grades 3rd-5th are assessed using <u>Jerry Johns' Reading Inventory</u> to identify students who are struggling or at risk and need intervention. The teacher requests for a meeting with Mrs. Nance. Mrs. Nance meets with the teacher and parent to write a plan. Mrs. Nance gives the parent(s) an RTI brochure that explains the process and what RTI is. Mrs. Nance completes the RTI form that is attached. During that time, the teacher discusses the universal screening results and classroom performance. Mrs. Nance assists in identifying one area of need from the Big 5 of reading research. Once all agree on an area of need, the parent(s), teacher, and Mrs. Nance write a plan for interventions. Mrs. Nance provides a binder containing weekly progress monitoring assessments and research based interventions. After the meeting, the classroom teacher begins interventions between 10-20 minutes at least 3 times a week.</p> <p>Tier 2: After 4-6 weeks of interventions, the teacher and parent meet with the Student Intervention Team to discuss progress monitoring results and determine if the intervention plan needs to be modified and/or the interventions need to continue. The amount of time for interventions increases. The instruction is explicit, systematic, intensive, and supportive with the learner receiving more instructional time than Tier 1 classroom instruction. After 4-6 weeks of intensive intervention, the Student Intervention Team meets to review progress and the intervention plan.</p> <p>Tier 3: If the student does not respond to intensive, scientifically based research interventions and needs more individualized instruction, the student is assessed by a school psychologist for a disability. If the student qualifies for services, the student receives services from the Resource Teacher for 50-100 minutes a day with more</p>
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		individualized instruction.
Action 6: Review and discuss the current performance of students in relation to universal, strategic and intensive instruction.		
Step 1: Identify the criteria for each of the three tiers of instruction (universal, strategic and intensive) based on research and mandates in the targeted content areas and grade levels.		Tier 1 instruction is 80-90% of all students in the Core Math and Reading instruction. Tier 2 instruction serves 5-10% of all students not proficient in the Core instruction. Tier 3 instruction serves 1-5% of all students not making progress in the Core instruction.
Step 2: Examine data to determine the percentage of students that fall into each tier based on the identified criteria. Identify the desired percentage of students that should fall into each tier (e.g, Do we want 85% of all students meeting proficiency in core? Do we want to see only 5% of all students needing intensive instruction?)		
Step 3: Conduct a gap analysis for each tier. Compare the current percent of students' proficiency to the desired percent of proficient students and identify the gap between the two.		
Step 4: Analyze the data to determine why there is a difference in the desired outcomes and actual student performance at each tier (universal, strategic and intensive).		
Action 7: Identify an evaluation plan and data collection system.		
Step 1: Develop a school-wide evaluation process to assess:		Teachers were provided with a rubric last school year to assess our school wide implementation of RTI.

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<ul style="list-style-type: none"> • the extent to which the school team is implementing the features of Rtl; • the impact of Rtl on student outcomes; and • the effectiveness of various programs/practices used for strategic and intensive instruction. 		
<p>Step 2: Determine the data management system that will be used to assist in maintaining and summarizing tiered data.</p>		<p>Teachers are provided with graphs and charts for the collection of data at each level. Teachers bring the graphs to the Intervention Team to discuss progress.</p>
<p>Step 3: Assess the need of the school site in the use of technology for gathering and using data for Rtl.</p>		<p>At this time, there is no technology in place. Teachers rely on graphs and charts that are teacher created.</p>
<p>Step 4: Based upon the results of the technology needs assessment, establish and provide the necessary technological tools to facilitate the gathering and use of Rtl data.</p>		<p>At this time, there is no technology in place. Teachers rely on graphs and charts that are teacher created.</p>
<p>Step 5: Provide training on the use of the technology tools as needed.</p>		<p>At this time, there is no technology in place. Teachers rely on graphs and charts that are teacher created.</p>
<p>Action 8: Develop an action plan to guide the implementation of Rtl.</p>		
<p>Step 1: Integrate Rtl with Common Core, your school improvement plan, and other school/district initiatives.</p>		<p>RTI will need to be added to our school improvement plan.</p>
<p>Step 2: Develop and deploy an integrated professional development plan across personnel (e.g., administrators, staff, parents, and across content areas).</p>	<p>Principal, administrators, Rtl/SIT chairs/Psychologists</p>	<p>Professional Development Included: 2010 – Teachers were trained in the definitions of RTI, components, and research. 2011 – Teachers received additional RTI training to include: * refresher of RTI definition, components, and research * Universal Screening defined * Intervention defined * Presented Intervention Materials</p>

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		<p>2011 – Teachers were trained by grade levels for administering the Universal Screening</p> <p>2012 – Teachers were trained about research based interventions. Teachers were provided with intervention materials, progress monitoring tools, and weekly assessments.</p>
Step 3: Develop a plan for support to build capacity and sustain support that builds on the professional development plan.		
Step 4: Develop a vehicle for feedback and problem-solving support (e.g., where to go for information and whom to call with concerns).		<ul style="list-style-type: none"> • Discuss concerns with other school Intervention Teams. • Survey parents and teachers • District Level Staff
Step 5: Identify a plan to develop strong, well-trained school-based problem-solving teams that can provide ‘on-the-ground’ support for teachers, students and parents.		<ul style="list-style-type: none"> • Principal – provides a common vision • Regular Education Teaches – provide information about core instruction and collect data • RTI chairperson – seeks answers to problems and concerns • Intervention Team – assesses needs and determine how to address needs • School Psychologist – is an integral member of the school data analysis
Step 6: Determine how Rtl data will be used in evaluations for students suspected of having a disability and communicate this information to building staff.		* School Psychologist and District Personnel determine this.
Step 7: Develop a systemic and thoughtful communication plan and schedule to follow as Rtl is implemented; identify the nature, amount and frequency of information needed by various stakeholders.		<p>Teachers: Teachers receive training each year.</p> <p>Parents: Parents are informed with pamphlets and letters.</p>
Step 8: Define which decisions will be		The district will provide the framework of the Rtl plan and resource allocation of

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<p>made at the building level and those to be made at the district level during the implementation of Rtl.</p>		<p>district, state, and federal funds. Building level decisions will include purchasing materials, assigning appropriate staff, and designing a specific Rtl plan that responds to specific needs of the individual school. The Director of Special Services will supervise the Psychologists and define how they will work to support school sites in implementation of Rtl plans.</p>
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Action 9: Implement the evaluation and data analysis plan for Rtl implementation.		
<p>Step 1: Data management systems and technology are implemented that allow the progress monitoring of school, classroom and individual student progress.</p>		<p>* Teachers have been trained on the use of graphs and the collection of data. A data collection system is in place.</p>
<p>Step 2: Develop a method to evaluate the implementation of universal, strategic and intensive interventions and their impact on student achievement.</p>		<p>* The Intervention Team Chairperson has developed progress monitoring assessments for teachers to complete to determine the effectiveness of interventions.</p>
<p>Step 3: Collect evaluation data; aggregate these data</p>		<p>* The teacher compiles the data and maintains a folder.</p>
<p>Step 2: Implement the communication plan as designed.</p>		<p>Teachers provide the data at the Intervention Team meetings. This information is used by the Team to determine the needs of the student. Parents are also presented with the data at the meeting.</p>