

**Tiverton School Department**  
Tiverton, RI 02878

***Guide to Designing &  
Monitoring Interventions***

**How Our Response to Intervention  
(RtI) System Works**

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## Introduction

The Tiverton School Department uses a schoolwide approach to address the needs of students, including learners who may perform at/or above level, students who are not yet meeting expectations, and students with learning challenges and/or disabilities. Response to Intervention (RtI) integrates assessment and intervention within a multi-tiered instructional and behavioral support system to maximize student achievement at each grade-level and reduce challenging or distracting behaviors.

This guide focuses on the process of identifying students who may need interventions, and on designing and monitoring interventions that are specific and evidence-based, to support our students who are not yet meeting with success through core instruction alone.

## Overview

### Universal Core Instruction

All Tiverton students have access to high quality core instruction that is aligned to standards. All Tiverton students are afforded with the opportunity to be exposed to and participate meaningfully at their grade level and this core curriculum, with their peers. This is their right and our obligation as educators. Classroom teachers provide core instruction designed to be accessible for all students, and are also expected to personalize and differentiate instruction as needed. This differentiation is an essential feature of strong core instruction. The standards are not adjusted; classroom teachers instead adjust the ways in which students access, demonstrate their understanding of standards, and apply what they have learned.

### Universal Screening

#### *Academic Screenings*

In grades K-10, Tiverton uses universal academic screenings at least three times annually to quickly gather a 'snapshot' of where each student performs. Students with 504 Accommodation Plans, Individual Education Programs, and/or intervention plans across all grades K-12 are also screened. These screenings provide nationally normed results, which allow teachers to efficiently identify students for whom they should gather additional performance information, work samples, and data.

STAR Early Literacy and DIBELS screenings have benchmarks for each grade level/content area, and are important to assure that students are developing foundational skills.

- Green** - Student performance at the 55<sup>th</sup> percentile or above
- Blue** - Student performance between the 40<sup>th</sup> and 54<sup>th</sup> percentiles
- Yellow** - Student performance between 28<sup>th</sup>-39<sup>th</sup> percentiles
- Red** - Student performance at or below the 19<sup>th</sup> percentile

STAR Reading and STAR Math assessments are aligned to the common core standards. On these assessments, the district benchmark is set at the 40<sup>th</sup> percentile rank for the nation. Based on this benchmark, STAR clusters screening results in the following four color ranges:

- Green** - Student performance at the 40<sup>th</sup> percentile or above
- Blue** - Student performance between the 25<sup>th</sup> and 39<sup>th</sup> percentiles
- Yellow** - Student performance between 16<sup>th</sup>-24<sup>th</sup> percentiles
- Red** - Student performance at or below the 15<sup>th</sup> percentile

**NOTE: Percentile ranks between the 25<sup>th</sup> and 75<sup>th</sup> percentile are within the average range.**

#### *Behavioral Screenings*

At this time, Tiverton does not have a universal screening tool for social, emotional, or academic behaviors. Teachers use observational data to identify concerns, and then seek support from support

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professionals such as School Psychologists, School Social Workers, Speech/Language Therapists, and Occupational Therapists. This is an area on which more work is necessary.

### Gathering Additional Data

Each time universal screenings are completed, teams of teachers review the data, and determine for which students additional information and assessment data should be gathered. When reviewing universal screening data, teams should consider national percentile rankings as well as growth over time, and examine specific gaps in skill. Students who are consistently performing in the average range are generally not in need of intervention. Those students whose performance is variable, or who perform consistently below the 30<sup>th</sup> percentile may be in need of intervention.

Multiple sources of evidence are essential to make well-informed and accurate decisions about how to support our students. This data may include screening and benchmarking assessment data, classroom observations, formative assessments, student's work samples, student's self-assessments, information from prior schools and/or report cards, information from parents, formal state and federal assessments, and assessments such as end-of-unit assessments. With evidence to support a need, any student may receive intervention.

The Rtl Team will consider multiple sources of data, including class performance, to make informed decisions regarding whether or not intervention is needed in each case.

### Determining Need for Interventions

*"Rather than sorting students into winners and losers, Response to Intervention can put all students on a winning streak."* (Stiggins, 2007.)

Multiple sources of information about a student's performance are reviewed by the Rtl team. Classroom teachers bring students of concerns to the Rtl team and present their observations and data. Teachers share what interventions have been implemented and what the result of those interventions were. Patterns of need in the data are identified. At times, the team decides that additional data is needed and works to gather it. The team makes an individual student-centered, data-based decision regarding if an intervention is needed. If so, an *Individual Learning Plan* is written in ASPEN to address a student's specific need with clear and measurable goal(s), specific interventions, and a plan for measuring progress.

### When An Intervention is Needed

#### Goal Setting

The expectation for students receiving an intervention is to close a skill gap as a result of receiving personalized, tailored instruction in a specific agreed-upon area of need.

In order to close a learning gap, students need to make greater than expected/ average growth. The goal must target more than a year's worth of average growth in a year.

When setting goals for students, it is recommended that goals be as specific as possible. Goals should be set for the end of the school year, with moderate to aggressive expected growth.

#### Monitoring & Reviewing Progress

Interventions are to be evidence-based and their intensity should be adjusted depending on a student's responsiveness. Once an intervention starts, progress monitoring is needed. The RtI Team must clearly identify a time to reconvene to review progress, and a plan for progress monitoring data collection within the *Individual Learning Plan*. A review meeting is scheduled for no more than 6-8 weeks after an intervention starts or is revised for a student.

To be sure about a student's response to intervention, at least four data points from progress monitoring are needed. With four or more data points from the same tool, we look at trends or rate of improvement (ROI.)

By comparing a student's actual rate of growth to the previously established target ROI or goal rate, we can know if the selected intervention is effective at closing the learning gap. Slight fluctuations are not necessarily a cause for concern; however if the student is not making the growth needed to meet the goal then the effectiveness of the intervention should be reevaluated.

After four-eight data points, a review of progress (or responsiveness to the intervention) is necessary to determine if the selected intervention is effective, or if the intensity of area of focus needs to be changed. The review cycle is no longer than 6-8 weeks.

When an intervention is changed, then the *Individual Learning Plan* needs to be updated to reflect that. If using STAR for the progress monitoring tool, then the intervention should be updated there too so that a line to delineate a change in the intervention is displayed. The goal and expected rate of growth needn't change; the adult's intervention changes.

#### Note Well:

Students who need intense short-term interventions to make adequate progress may continue to receive those interventions over several review cycles if the data shows that the intervention is working to close the identified gap.

Students for whom the specific skill gap does not close, or who only minimally respond to multiple interventions should be referred for an evaluation to determine if they have a specific learning disability and if they are eligible for special education and related services (34 CFR §300.309(c)(1.)) If you suspect that a student may have an educational disability, you should make a referral to Newport County Regional Special Education Program.

### Who provides interventions?

Interventions can be provided by classroom teachers, specialists, and any other highly effective personnel including paraprofessionals and volunteers. Paraprofessionals and volunteers who provide interventions must be trained first and supervised by a certified teacher or an administrator. Interventions are provided in addition to core instruction.

- When intervention and enrichment blocks are scheduled for a grade or a school, the responsibility is shared and all staff members may be able to provide personalized and often intensive intervention to individuals or small groups.
- RtI Teams may design personalized intervention plans which require a team approach in which all staff members who interact with a student must intervene. This is especially true for interventions that address social, emotional, or behavioral support needs. In this case, the team should designate a lead person to draft the plan, data collection tools, and scripted responses or consequences for the targeted behavior.
- Targeted interventions are the primary responsibility of classroom teachers and any other highly effective personnel including paraprofessionals and or volunteers whom they train and supervise.
- Intensive Interventions are primarily provided by specialists.

### Targeted Interventions

*Targeted/Tier II:* Interventions are for students not yet meeting the benchmark. Students are provided with targeted, specific, evidence-based interventions to remediate performance or behavior which lags behind the expectation for their grade or course. Students still get core instruction; targeted intervention is provided as a supplement to core instruction.

Teachers often deliver these interventions within the classroom and attempt to answer the question “*Are instructional adjustments within the core sufficient to help the student achieve academic success?*” (Wright, 2007, p. 3) The characteristics of Tier II interventions include access to solid core instruction with differentiation, **plus:**

- Small group instruction with researched-based practices that target a specific skill or skills
- Instructions occur weekly, or up to three times per week
- Focused and frequent progress monitoring on that skill (every two-three weeks)
- Intervention is generally provided by the teacher of record, within the class, or by specialist

Students who do not respond with an adequate Rate of Improvement (ROI) to targeted intervention even after multiple revisions to the intervention should be considered by the RtI Team for more intensive intervention.

More information about progress monitoring and revising intervention plans is provided on pages four and eleven.

### **Intensive Interventions**

*Intensive/Tier III:* Teams recommend intensive interventions for students who have either been participating in targeted interventions with an insufficient response, or have scored significantly below the benchmark on the universal screening assessment and have additional sources of data that align with the screening data.

Intensive interventions are tailored to the needs of individual learners. Students still get solid core instruction with differentiation; intensive intervention is provided as a supplement to core instruction. Intensive intervention has the following characteristics:

- Increased intensity, duration and frequency of interventions
- Intensive individualized instruction or very small group instruction
- More frequent progress monitoring (usually weekly)
- Intervention provided by a specialist
- As a general guideline, these interventions are aimed at our students who perform at or below the 15<sup>th</sup> percentile on multiple measures.

When students do not respond with an adequate Rate of Improvement (ROI) to intensive intervention, the adult's intervention should be changed. If, after multiple revisions to the intervention by the RtI Team, students do not respond, then a referral to the special education evaluation team should be considered.

More information about documenting, progress monitoring, and revising intervention plans is provided on pages four and eleven.

## Roles and Responsibilities

### Teachers

Educators each have a responsibility to support students through personalizing and adjusting the ways in which our students access content, demonstrate understanding, and apply what they have learned.

Classroom teachers provide core instruction designed to be accessible for all students, and personalize and differentiate instruction as needed. Personalization is an essential feature of strong core instruction. Through personalizing instruction, teachers come to know their students' learning strengths and support needs. Teachers are expected to intercede to adjust instruction and provide support, and to communicate what supports are in place to their students' parents. When a teacher sees a pattern of academic or behavioral concern, they should seek out the support of colleagues, including members of the RtI Team.

### RtI Facilitators

Each school in the Tiverton School Department has a teacher leader in the role of RtI Facilitator. With the Principal's approval, this role may be shared between two teacher leaders. RtI Facilitators work with their school Principal to establish a year-long schedule of meetings at which school-wide screening data will be reviewed. These meetings occur just after each universal screening window.

RtI Facilitators work at the Principal's direction to provide facilitation, and guidance at these meetings. RtI Facilitators work with the Principal to lead the data review, and clarify for which of our students additional data needs to be collected. RtI Facilitators then coordinate follow-up meetings at which that data is reviewed. As students are identified for intervention, the RtI Coordinator leads the team in the selection of the appropriate evidence-based intervention and monitoring schedule(s), and arranges for follow-up meetings every 6-8 weeks to review the response to intervention for each student. Protocols for these meetings are set based upon best-practices and current regulations. These protocols are adjusted with input from RtI Facilitators.

### Specialists

Reading Specialists, School Social Workers, School Psychologists, Math Interventionists, EL Specialist, Special Educators, Guidance Counselors, Occupational Therapists, Speech Language Pathologists, and other specialists generally provide intensive interventions for students. The students with whom they work require intensive and ongoing interventions. Due to their experience and training, these specialists also serve as consultants to classroom teachers and the RtI Team. They may attend RtI meetings at the request of the RtI Facilitator and/or Principal.

### The RtI Team

Each school's RtI Team is comprised of a core group which includes teachers of both mathematics and reading/English, a professional with expertise in social emotional and behavioral supports, an administrator from the school, and other teacher leaders at the discretion of the Principal. Depending on the student(s) being discussed, this core group may call upon others, such as the School Nurse Teacher, School Guidance Counselors, School Social Worker, School Psychologist, Reading Specialist, Math Specialist, EL Specialist, Special Educators and/or providers of related services such as occupational therapy or speech therapy. The RtI Team convenes to review the additional data that a teacher has gathered, consider which students are in need of intervention, select interventions and set goals, and review data about the intervention itself and the progress of students. The RtI Team process is an expected and essential part of good teaching, and a foundation of Tiverton's schoolwide approach to address students' needs.

### Tenets of Intervention and the Problem Solving Model

#### Problem-Solving

The Problem Solving Model involves an in depth analysis of skill deficits and instructional and environmental variables that compromise a student's reading performance (Shapiro, 2009). Information obtained from the examination of instructional variables are used to identify sub-skill deficits and inform targeted/intensive interventions. Common to RtI-models is a 4-step process that involves the following steps:

1. Narrow down to the specifics (Is there a pattern in the data? What is the primary issue?)
2. Examine variables that may be influencing the problem (Why is it happening?)
3. Deliver targeted/intensive or individualized interventions (What shall we do about it?)
4. Evaluate the effectiveness of the intervention (Did the intervention work?)

Tiverton School Department has RtI Teams in place to assist teachers in providing supports for students who are having difficulties in the core curriculum. These teams recommend evidence-based interventions to the teacher for specific students. These teams provide a structure for the instructional decision-making team that is a component of the RtI process.

Consistent with the following RtI principles, the teams utilize:

- Evidence-based interventions;
- Ongoing and specific progress monitoring to guide instruction; and a
- Standard format for data review when analyzing the impact of an intervention, rather than depending on the use of anecdotal information.

Through this process teachers are able to:

- Correctly identify students who need intervention as early as possible;
- Deliver intervention that effectively resolves the learning problem for the majority of students exposed to the intervention;
- Monitor the implementation of the intervention and its effects, and troubleshoot to ensure intervention integrity and positive effects on learning;
- Make decisions about the need for more intensive or less intensive intervention (e.g., progressing to more or less intensive intervention, and/or discontinuing intervention);
- Link resulting RtI data to referral and eligibility decisions if a student is referred for possible evaluation by a special education team; and
- Link resulting RtI data to district-wide recommendations (e.g., resource allocation, curriculum materials, professional development.)

**Procedures for Documenting & Identifying Need for Intervention Grades K - 12:**

1. Routinely and regularly look at screening and classroom data to identify students who score below the 30<sup>th</sup> percentile. (The average range is between the 25<sup>th</sup>-75<sup>th</sup> percentiles on nationally normed assessments.)  
As a general guideline, teams should discuss in detail information about any student whose performance is measured to be at or below the 30<sup>th</sup> percentile. Each team will make informed decisions about their students, using all that they know about each one.
2. Identify students that score “not yet approaching” or “meeting expectations” on PARCC and other summative assessments.
3. If there is a discrepancy between the screening/classroom data and summative test results, (especially during the first three years of PARCC) additional data may be needed.
4. Additional data may come from DRAs, informal inventories, running records, observations, a review of work samples, etc. (When questions regarding the data or need for intervention arise, speak with Principal, the reading specialist, the math interventionist, and other teachers.)
5. If teachers have questions concerning students need for intervention and an ILP (including a PLP) they will need to identify additional quantitative & qualitative data and bring that data to the RtI Team for review and consideration.
6. Based on a review of the data, select a specific area for intervention, select an intervention, and set a reasonable, measurable Rate of Improvement (ROI)/ goal with a review date.
7. Document Individual Learning Plan in ASPEN and be sure to note:
  - a. Date Intervention to Begin
  - b. Planned Review Date (after 4 or more data points, yet within 6-8 weeks max)
  - c. Area of Focused Intervention
  - d. Targeted Skill(s)
  - e. Goal(s)
  - f. Description of the Intervention (Duration; Frequency; Size of Group; Provider)
  - g. Additional Notes as needed (including student and teacher participation)
8. Begin Intervention adhering to plan with fidelity
9. Begin progress monitoring. Collect at least 4 data points.  
**Targeted Interventions:** Complete progress monitoring at least once every two (2) weeks (time, place, duration, intensity, attendance).  
**Intensive Interventions:** Complete progress monitoring every week
10. Review data at least every 6-8 weeks to determine effectiveness of intervention.  
Make sure to look at rate of improvement (ROI) toward the goal.
11. If student shows insufficient progress .....Modify intervention.
12. If student is making progress sufficient based on ROI .... Continue current path.
13. If student surpasses ROI, continue with intervention until goal is met, and then review.

### Monitoring and Documenting Interventions

- Concerned teacher(s) use the RtI Teacher Input Form (see Appendix A) document intervention data thus far, and bring students to the RtI Team.
- RTI Team uses the Teacher Notes and Records Form (see Appendix B) to monitor and document all students in RtI process.
- The teacher or specialist delivering the intervention documents what has been agreed to using the Individual Learning Plan (Ed PLAN template) within ASPEN. The RtI Facilitator supports this.
- RTI Facilitator logs all students receiving interventions in the 2016-2017 RTI log form (see Appendix C).

### Additional Guidelines for Personal Literacy Plans

- ❖ PLPs must be written and documented within ASPEN, with the checkbox for PLP selected.
- ❖ Following Fall screenings and a thorough review of benchmark assessments, PLPs are written for students in grades 1-12 based on current data.
  - Students in grades 5-12 who perform 1 year or more below benchmark must have a PLP.
  - Students in 1-4 who perform 6 months or more below benchmark must have a PLP.
  - PLPs are written for Kindergarten students after the spring universal screening, if multiple sources of data indicate that the child is 6 months or more below the spring benchmark.
- ❖ Students who receive literacy interventions must have a PLP.
- ❖ Students who have an IEP with a reading goal must also have a PLP. The two documents may address the same focus area(s.)
- ❖ Students identified as active English Learners (EL) must have a PLP.
- ❖ PLPs will be written with **measurable goals**.
- ❖ Once a PLP has been written it must be maintained until such time as the student has **attained grade level** reading skills demonstrated by either:
  - a. Student meeting or exceeding expectations on PARCC assessment of literacy.
  - b. Team recommendation with at least 2 measures of reading within one year of grade level. These may include:
    - DIBELS and/or DRA scores at or above grade level
    - STAR Reading progress monitoring data showing performance at/above the 25<sup>th</sup> percentile. (*Student must maintain this over 4 data points of progress monitoring*)

## Intervention Delivery Guidelines

### Who provides Interventions?

Interventions can be provided by the classroom teacher, specialists, and any other highly effective personnel and or volunteers.

- Targeted interventions are the responsibility of the classroom teacher and other highly effective personnel and/or volunteers who work under their direction.
- Intensive Interventions are usually provided by a specialist. They may also be provided by classroom teachers during grade or school-wide intervention blocks.

### Classroom teachers

- Students in need of **targeted** interventions are the priority.
- Progress monitor students with whom you intervene.

### Specialists

- Students in need of **intensive** interventions are the priority.
- Progress monitor students with whom you intervene.

### Highly Trained personnel including paraprofessionals and/or volunteers

- Students in need of **targeted** interventions are the priority.
- Progress monitor students for whom you intervene under the direction of the teacher.

### Who is responsible for writing ILPs, PLPs and other intervention plans?

- Elementary K-4:
  - Classroom teachers, with input from Reading Specialist, Special Educators and the EL Specialist as appropriate
- Secondary 5-12:
  - Literacy and Math Specialists as well as Guidance Counselors, with input from Reading Specialist, Special Educators and the EL Specialist as appropriate

Although RIDE clearly identifies who is responsible for the writing of the PLP, collaboration is necessary as interventions and progress monitoring are shared responsibilities.