



**School District of Manawa  
Response to Intervention  
(RtI) Plan**

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education  
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# Mission and Vision

## **Mission Statement:**

*The School District of Manawa is the place where students choose to excel academically and realize their strengths.*

## **Vision Statement:**

*The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.*

## What is RtI?

Response to Intervention (RtI) is based on the premise that all students can learn and achieve academic success when provided high quality, differentiated instruction built around a standards-based curriculum. A comprehensive system of tiered research/evidence-based interventions is critical for reaching all students' academic and behavioral needs. It is imperative that collaboration among administrators, educators and families be the foundation to responsive education. Thus, RtI is a process for achieving greater levels of academic and behavioral success for all students through high quality instruction, balanced assessment and collaboration.

The School District of Manawa's RtI process is based on the Wisconsin RtI Model. This process includes universal screening, building consultation team (BCT) meetings, three tiers of instruction, and progress monitoring.

# Decision Process

## **Referrals:**

Universal academic screeners will be administered in English and Math classes in 4-year-old kindergarten through tenth grade. For academic purposes, the classroom/course teacher identifies students who score below benchmarks on those screeners after each screening assessment window. Teachers gather additional historical and classroom data (ex. grades, work samples, formative and summative test scores) for identified students. Academic data will be analyzed by the referring teacher BCT following the screening windows.

Behavioral data will be analyzed monthly by the BCT to identify students needing additional behavioral supports based on identified criteria. Classroom teachers can refer students to BCT for behavior concerns at any time.

## **BCT structure:**

Building Principal

School Counselor - facilitator and note-taker

Classroom/Course Teacher(s) - bring classroom and testing data

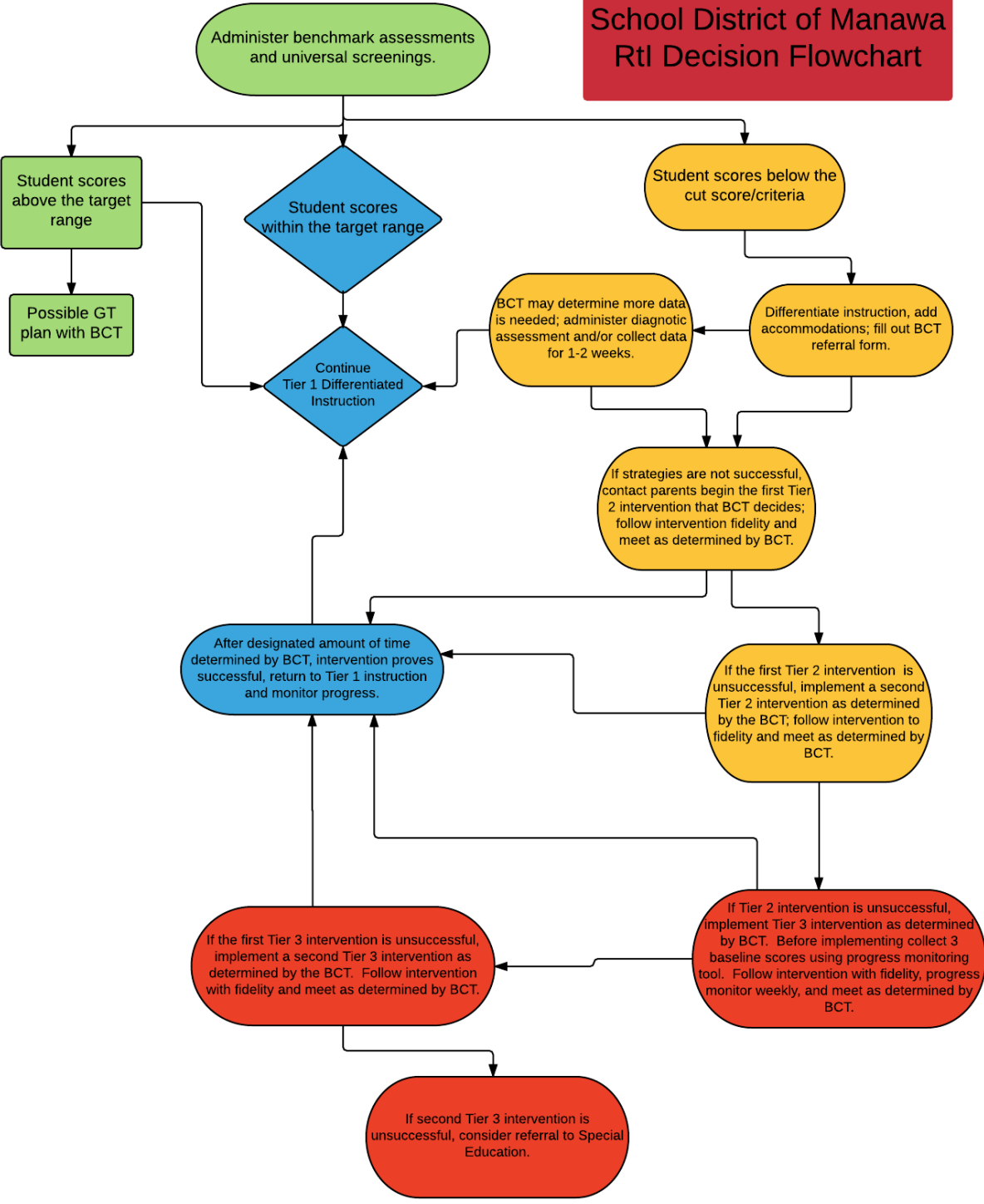
Content Expert

Parent - as appropriate, invited by the classroom/course teacher(s)

The BCT will meet using the BCT meeting format to determine the Intervention Plan. Principals will designate a person to contact parents to inform them their child will be receiving an intervention. All records related to the intervention plan will be maintained in the student's intervention file.

Based on the intervention plan, the team will evaluate the effectiveness of current interventions through progress monitoring at regular intervals. Follow-up with parents will be communicated as necessary. This decision process is repeated until the student no longer needs additional supports.

# School District of Manawa Rtl Decision Flowchart



# BCT Meeting Format

<p>1. Summary of Concern</p> <ul style="list-style-type: none"><li>● Problem identification - State concern in observable, measurable terms (progress monitor chart as available)</li><li>● Determine what data is needed and assign data collecting/recording responsibilities</li><li>● When appropriate data exists, calculate discrepancy between the student's current performance and the desired outcome</li><li>● Problem analysis; data-based hypothesis</li></ul>
<p>2. Create Goal</p> <ul style="list-style-type: none"><li>● State in observable, measurable terms</li><li>● Identify the replacement behavior/performance for the identified discrepancy</li></ul>
<p>3. Determine Intervention/Instructional Strategy</p> <ul style="list-style-type: none"><li>● What skill(s) will be taught based on the hypothesis?</li><li>● If it is a performance concern, what strategies will be used?</li><li>● How will the skill be taught or the strategies be implemented?</li><li>● Who will teach the skill and/or implement the strategies?</li><li>● When will the skill be taught and the strategies be implemented?</li><li>● How long will instruction occur (20 min. per day/3 times per week)?</li><li>● Where will instruction occur (whole group, small group, 1:1)?</li></ul>
<p>4. Set Progress Monitoring System</p> <ul style="list-style-type: none"><li>● What progress monitoring tool will be used?</li><li>● Can it be graphed? If not, try something that can be graphed.</li><li>● Who will monitor progress?</li><li>● How often will progress monitoring be done?</li></ul>
<p>5. Assign Responsibilities</p> <ul style="list-style-type: none"><li>● Who will support the intervention or instructional strategy? How?</li><li>● Fidelity check and treatment integrity - Who will observe the intervention or strategy in action to ensure fidelity and integrity?</li></ul>
<p>6. Determine Follow-up BCT Meeting Date</p> <ul style="list-style-type: none"><li>● Is follow-up in one week, 2 weeks, 4 weeks, etc. needed? (Do Not exceed six weeks if follow-up is needed.)</li><li>● Schedule data review in 4-6 weeks</li></ul>

# Glossary of Terms

**Building Consultation Team (BCT)** - Multi-disciplinary team meetings where student issues are addressed through a defined process in four stages: 1.) identify concern, 2.) concern analysis, 3.) plan implementation, and 4.) plan evaluation.

**Differentiated Instruction** - Process of designing lesson plans that meet the needs of the range of learners; such planning includes learning objectives, grouping practices, teaching methods, varied assignments, and varied materials chosen based on student skill levels, interest levels, and learning preferences.

**Evidence-based Practice** - Educational practices whose effectiveness has been demonstrated through rigorous research methods that use objective and systematic procedures, such as experimental or quasi-experimental research.

**Fidelity of Implementation** - Implementation of an intervention, strategy, program, or curriculum according to research findings and/or developer' specifications.

**Formative Assessment/Evaluation** - Assessment for learning; classroom/curriculum measures of student progress; monitors progress made towards achieving learning outcomes; informs instructional decision-making.

**Functional Assessment** -

*Behaviors:* Process to identify the problem; determine the function or purpose of the behavior, and to develop interventions to teach acceptable alternatives to the behavior.

*Academics:* Process to identify the skill gap, strategies that have and have not been effective, and to develop interventions to teach the necessary skill(s).

**Positive Behavior Supports** - Evidence-based practices embedded in the school curriculum, culture, expectations, etc. that have a prevention focus; teaching, practicing, and demonstrating prosocial behaviors.

**Progress Monitoring** - Scientifically-based practice used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class. Also, the process is used to monitor implementation of specific interventions.

**Scientific, Research-based Instruction** - Curriculum and educational interventions that have been proven to be effective for most students based on scientific study.

**Summative Assessment** - Assessment of learning; comprehensive in nature and provides accountability; is used to check the level of learning at the end of a unit of study.

**Universal Screening** - Administration of a common assessment to all students in the classroom or grade level.