

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

Meeting the Needs of ALL Students

Approved by the Manawa Board of Education on  
August 17, 2015  
Revised July, 2016



# 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

1. Universal academic screeners will be administered in English and Math classes in 5 year-old kindergarten through ninth grade. When a student scores at or above grade level in the ninth grade, s/he will no longer be screened during their high school years. If adequate progress does not continue, assessments may resume.

<b>Academic Screening Period</b>	<b>Date Range</b>
Fall	September 6 - 23, 2016
Late Fall	November 7 - 23, 2016
Winter	January 23 - February 9, 2017
Spring	May 1 - 19, 2017

The Positive Behavior Intervention Supports (PBIS) screening criteria will be used to determine students for whom additional behavioral supports will be needed.

2. For academic purposes, the classroom/course teacher identifies students who score in the 39th percentile and below that is designated as low average per national norms for the STAR assessments (see Resource Guide). Teachers gather additional historical and classroom data (ex. grades, work samples, formative and summative test scores).

For behavioral purposes, the PBIS team data analyst will identify students needing additional behavioral supports based on identified criteria.

3. The principal will call a full Building Consultation Team (BCT) meeting following universal screening to determine the list of students for whom individual BCT meetings need to be held.

4. The principal will establish the BCT structure:

Building Principal - determines the BCT membership

School Counselor - facilitator and note-taker (Skyward forms)

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

PBIS internal coach - bring behavior data

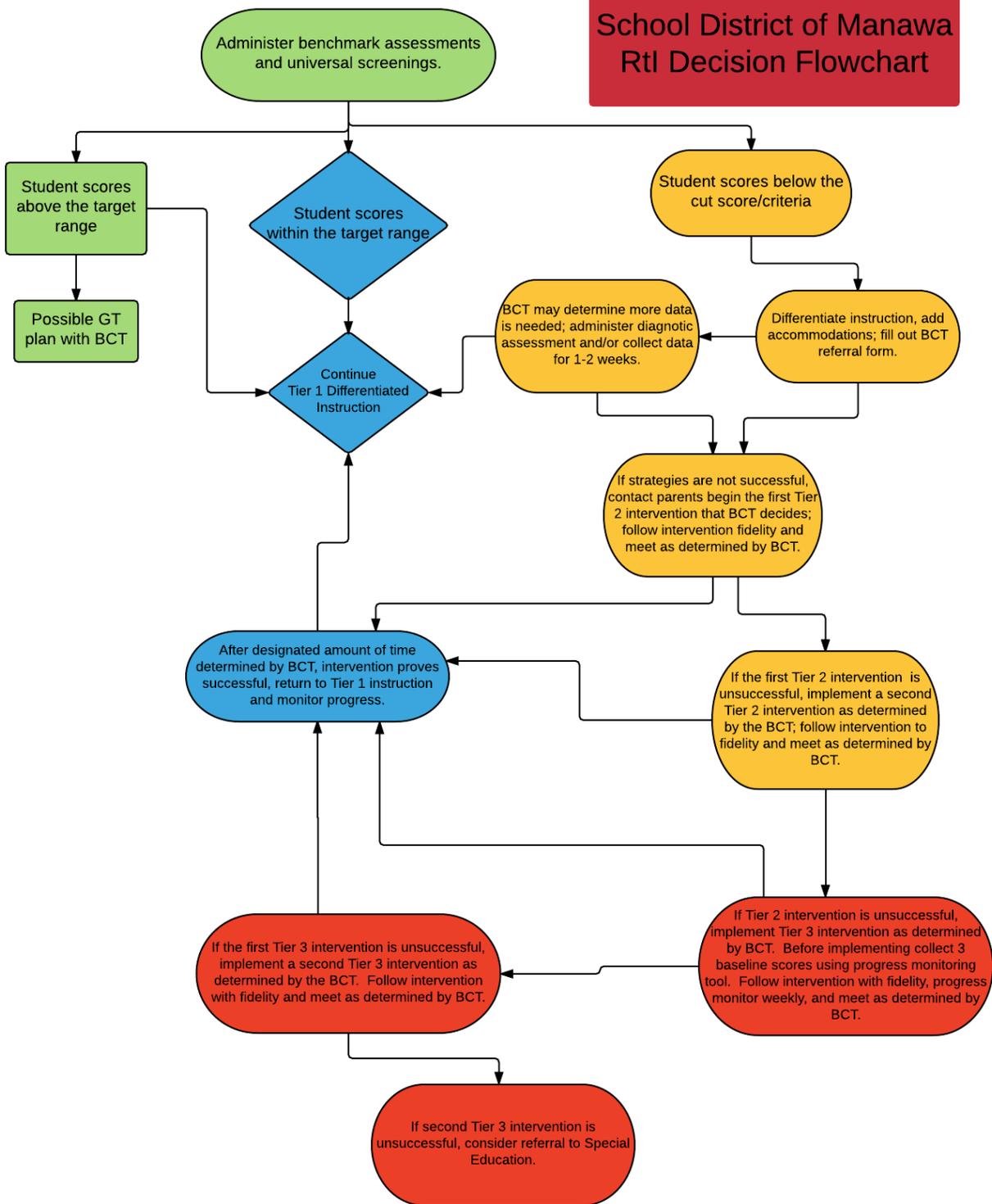
Content Expert - as appropriate, invited by principal

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

5. 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 information system.

6. 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.
7. Steps five and six of this decision process are repeated until the student no longer needs additional supports.

# School District of Manawa RtI Decision Flowchart

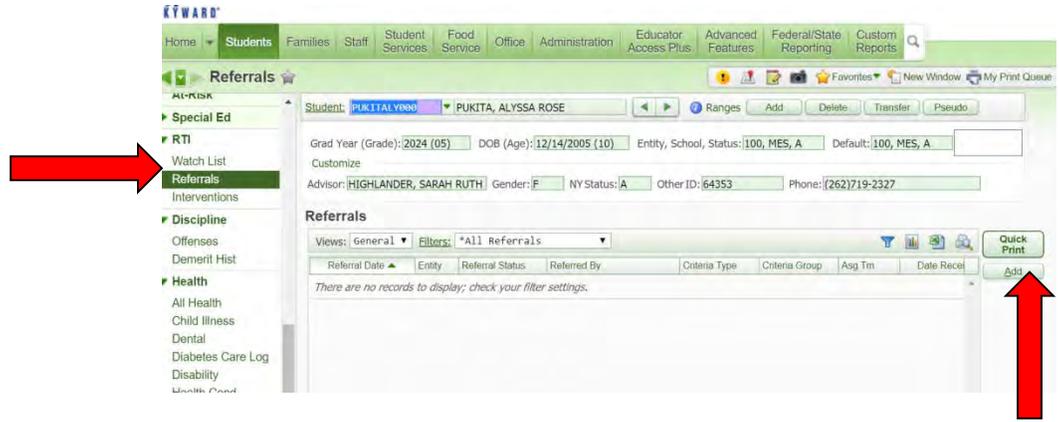


# BCT Meeting Format

1. Introductions	1 minute
2. Begin Meeting <ul style="list-style-type: none"> <li>Overview of agenda/format</li> </ul>	1 minute
3. Summary of Concern - all notes in Skyward <ul style="list-style-type: none"> <li>Problem identification - State concern in observable, measurable terms preferably using the progress monitoring chart/graph</li> <li>Determine what data is needed and assign data collecting/recording responsibilities</li> <li>If appropriate data exists, calculate discrepancy between the student's current performance and the desired outcome (trend line).</li> <li>Problem analysis; data-based hypothesis</li> </ul>	10 minutes
4. Create Goal <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>	4 minutes
5. Develop Intervention/Instructional Strategy <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>	12 minutes
6. Set Progress Monitoring System <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>	3 minutes
7. Assign Responsibilities <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>	2 minutes
8. Determine Follow-up BCT Meeting Date <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>	1 minute

# BCT Referral

1. Complete the BCT Referral form found in Skyward. Under Student Profile, expand the RtI tab on the left side and click Referrals.
2. Click the Add button



3. Criteria Type: Choose either “Grading” or “Discipline Offenses”.
4. Criteria Group: Choose appropriate category for intervention.
5. Fill in the text boxes answering each question as completely as possible.
- 6.

click  
button  
page.

When finished,  
the submit  
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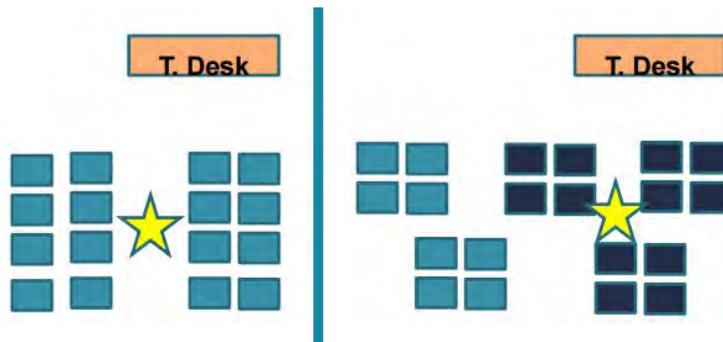
# Assessment Schedule

Tentative Test Window	Assessment	Grade
<b>FALL 2016</b>		
September 6 – 23	STAR Screening in Reading and Math (Fall)	1 <sup>st</sup> -9 <sup>th</sup> grade (10-12 as needed)
September 6 – 23	STAR Early Literacy (Fall)	1 <sup>st</sup> – 2 <sup>nd</sup> grade
September 26 – October 21	Fountas & Pinnell	1-6 <sup>th</sup> grade
September 26 – October 7	STAR Early Literacy	4K-K
November 7 – 23	STAR Screening in Reading and Math (Late Fall)	1 <sup>st</sup> -8 <sup>th</sup> grade (9-12 as needed)
<b>WINTER 2016-17</b>		
January 3 – 31	Fountas & Pinnell	K-6 <sup>th</sup>
December 5 – February 17	ACCESS/ELL 2.0	
January 23 – February 9	STAR Screening in Reading and Math (Winter)	1 <sup>st</sup> -8 <sup>th</sup> grade (9-12 as needed)
January 23 – February 9	STAR Early Literacy	4K-2 <sup>nd</sup> grade
<b>SPRING 2017</b>		
February 28 (make-up March 21) February 28 – March 14	ACT plus Writing Accommodations	11 <sup>th</sup> grade
March 1 (make-up March 22) March 1 – 15	ACT WorkKeys Accommodations	11 <sup>th</sup> grade
March 20 – May 5	Wisconsin Forward Exam	<b>3<sup>rd</sup> – 8<sup>th</sup> grade</b> ELA and Math <b>4<sup>th</sup> &amp; 8<sup>th</sup></b> plus Sci. and Soc. St.  <b>10<sup>th</sup>: Soc. St. (only)</b>
March 20 – May 5	Dynamic Learning Maps (DLM) (Alternate assessment for SwD)	3 <sup>rd</sup> – 11 <sup>th</sup> grade
April 24 – May 26	ACT Aspire	9 <sup>th</sup> & 10 <sup>th</sup> grade
May 1 – 30	Fountas & Pinnell	K-6 <sup>th</sup> grade
May 1 – 19	STAR Screening in Reading and Math (Spring)	1 <sup>st</sup> -8 <sup>th</sup> grade (9-12 as needed)
May 1-19	STAR Early Literacy	4K-1 <sup>st</sup> grade (as needed)

# Expectations of Tier 1 Instruction

## School District of Manawa

1. Framing the Lesson
  - a. Daily learning objective is posted and presented as “We will…” or “We can…”
  - b. Teacher discusses the objective at the beginning of the lesson
  - c. The closing question, product, or task is posted and presented as “I will…” or “I can…”
2. Work in the Power Zone
  - a. Teaching occurs in the middle of the learners
  - b. Teacher desk is for administrative tasks: attendance, entering grades, checking email
  - c. The front or side of the room is not as collaborative



3. Frequent,  
Talk About the Learning Small-Group, Purposeful
  - a. Every 10-15 minutes, groups of 2-4 students briefly discuss a preplanned “seed” question
  - b. Teacher stays in the power zone for the discussion
4. Recognize and Reinforce
  - a. Make a big deal of the small things
  - b. Start reinforcing the work it takes to be successful
5. Write Critically
  - a. Writing for the purpose of organizing, clarifying, defending, refuting, analyzing, dissecting, connecting, and/or expanding on ideas or concepts

## Manawa Elementary School

### Reading and Writing Workshop Model

1. 10-15 minute mini-lesson
2. Students read/write independently
3. Conference with students during reading/writing time
4. Mid-way check with students
5. Students continue reading/writing, Teachers continue conferencing
6. At the end of workshop, children gather together and celebrate a few student writing samples or reading accomplishments

### Math Expressions

1. Quick practice/Daily Routine (5 minutes - set a timer)
  - a. Student led
  - b. Use everyday until students master the skills
2. Focus Activity (45 minutes)
  - a. Use the workbook pages
  - b. Use the lesson structures including:
    - i. Building concepts
    - ii. Student leaders
    - iii. Helping community
    - iv. Math Talk (students talk, teacher walks, observes, encourages, questions students)
3. Homework & Remembering (10 minutes)

- ★ Keep the pace
- ★ One lesson per day (almost always)
- ★ Flexible grouping of students

## Little Wolf Jr./Sr. High School

### Graduation Credit Requirements

<b>English</b>	<b>4 credits</b>
<b>Social Studies</b>	<b>3 credits</b>
<b>Financial Literacy</b>	<b>½ Credit</b>
<b>Physical Education</b>	<b>1 ½ credits</b>
<b>Health</b>	<b>½ credit</b>
<b>Math</b>	<b>3 credits</b>
<b>Electives</b>	<b>12 ½ credits</b>

# 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.