

Carter County Schools



Response to Intervention

**Carter County Schools
Response to Intervention**
Kentucky System of Interventions

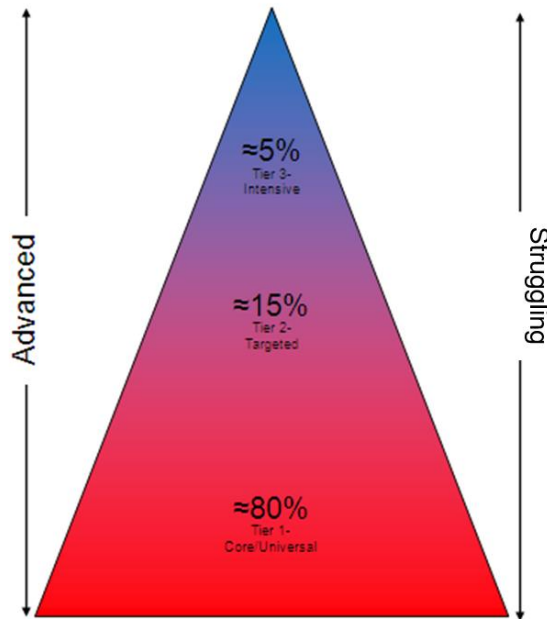


Overview

The Carter County Schools Response to Intervention System is directly aligned to the Kentucky System of Interventions (KSI) framework (see visual above) and emphasizes optimizing instruction through targeted accelerated learning, development of teacher expertise and responsiveness to the needs of all learners. What is effective for every learner is a systematic and ongoing assessment of their academic and behavioral needs and using the data in collaborative conversations with parents/guardians and educators in the interest of preparing students to be college and career ready to live and work in a global society.

This approach to Response to Intervention (RtI) provides the structures needed for closing achievement gaps, ensuring readiness to learn and guiding students smoothly from preschool through post-secondary transitions that lead to learning success.

Focusing on continuous progress for every student, the Carter County Response to Intervention (CCRtI) addresses **closing achievement gaps**. Using universal screening data to identify student learning and behavioral needs informs teaching and learning. There is a focus on the accountability of schools for every student's progress by ensuring that students are taught by **highly effective teachers**; providing appropriate, relevant, evidence-based instruction; monitoring progress regularly; and creating a system fully aligned with state learning standards. The CCRtI process supports higher academic achievement through a focus on interventions for all students in both academic and behavioral areas.



Intensity and Tiers of Intervention

Instruction through the tiers is a flexible and fluid process based on student assessment data and collaborative team decisions. The goal of the process is to provide continuous progress so that students are successful.

Tier I

Tier I is the highly effective, culturally responsive, evidence-based core or universal instruction, provided to *all* students in the general education classroom. General education teachers implement evidence-based curriculum and/or strategies with fidelity for both academic and behavioral instruction. About eighty percent of students will succeed with evidence-based curriculum, appropriate instructional practices and differentiation to teach academic and behavioral content.

Tier I instruction incorporates the following basic elements:

- Instruction based on KCAS and Curriculum Maps
- Research-based instructional strategies and materials
- An on-going assessment of students to determine instructional strengths and needs.
- On-going professional learning for staff
- Small group intervention during center rotations

Tier 2

Tier 2 provides Tier 1 core/universal instruction *in addition* to academic and behavioral interventions for students not making adequate progress or who have exceeded the standards. Students in Tier 2 receive increasingly targeted academic or behavioral instruction matched to their needs based on results of continuous progress monitoring. Instruction in Tier 2 can involve small groups of students or individualized intervention strategies focused on the targeted area/s.

For students with learning/behavioral difficulties or other instructional needs, Tier 2 is intended to address needs and provide support to be successful in Tier 1.

For students with high abilities and others exceeding advanced expectations, Tier 2 is designed to provide further challenges that are differentiated for pace, content and complexity.

Tier 2 instruction incorporates the following basic elements:

- Access to highly effective, evidence-based instructional interventions for targeted students:
 - Multiple academic or behavioral interventions may be used to address student needs.
 - Match instructional interventions to student academic and behavioral needs.
- Students move from one intervention to another within Tier 2 as evidenced by student response to formative assessment.
- Includes a teacher center that is targeted and intentional.
- Provides centers that are purposeful and require an accountability piece.
- Is focused on specific standard deficiencies.
- Includes flexible groups that are formed based on the assessment data.
- Occurs every day and starts on time.
- Is delivered in small group.
- Includes reviewing a skill or strategy that indicates further practice and scaffolding.
- Involves previewing a lesson before it is ever taught.
- Provides opportunities for practice.

Tier 3



Tier 3 provides Tier 1 core instruction in addition to interventions for students not making adequate progress in the curriculum and Tier 2. Tier 3 interventions are more intensive to the student's individual academic or behavioral needs and the student's progress is monitored more frequently.

For students with learning/behavioral difficulties or other instructional needs, Tier 3 is intended to provide more intense, individualized instruction based on student needs and address concerns that have continued even with the support of instruction in Tiers 1 and 2.

For students with high abilities and others exceeding advanced expectations, Tier 3 is designed to provide intensive instruction and/or highly individualized challenges. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met.

Tier 3 instruction incorporates the following basic elements:

- Intervention that is more intensive and includes more explicit instruction.
- Instruction that is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer.
- Increased frequency of formative assessments to analyze academic and behavioral student responses to instructional intervention(s).

Response to Intervention Assessment

Universal Screening

Universal screening is a process through which all students and their educational performance are examined in order to ensure that all have an equal opportunity for support for high-end learning. Universal screenings help determine which students need diagnostic assessments for instruction or behavior that will provide the school implementation team and the student intervention team with information to guide decision-making. Universal screenings are administered at the beginning of the year to evaluate student progress and determine which students need further diagnostic assessment.

Diagnostic Assessments

Diagnostic assessments for instruction are typically given to students who are not meeting or who are exceeding the established standard as determined by the universal screener. The results of the diagnostic assessments for instruction are used as a guide in determining the specific interventions to implement with the student so that continuous learning occurs.

Progress Monitoring of All Students

The results of progress monitoring inform decisions about instruction at the classroom level and the individual student level. Progress monitoring includes:

- Analysis of student performance on [formative assessments](#). These will inform instructional decisions to provide a seamless system of intervention for improving student achievement (e.g., questioning, observation, student feedback, parent information).
- Collected data (anecdotal classroom records, student self-reflection, parent input, teacher-made assessments, etc.) on students' strengths as well as their needs.

Response to Intervention Student Plans

Teacher teams develop and maintain Intervention Plans for students scoring in the bottom 20% of the triangle on screening assessments. Teacher teams meet on a monthly basis for Tier II and Tier III students. Progress Monitoring data and other assessments are reviewed to determine next steps for instruction.

Special Education Referrals

Students being referred for Special Education Services should be provided with a minimum of eight weeks of intervention services prior to beginning the referral process. The following is a list of documentation items that must be included for the referral:

- Progress Monitoring Referral Form
- Parent Notification Letter
- Student Intervention Plans
- Vision and Hearing Screenings

Family and Community Engagement

Families play a key role in any school/district intervention system. Family and community engagement must focus on improving student achievement. Continual and purposeful two-way communication between school and home must flow seamlessly. Families should regularly receive information concerning their children's academic achievement and behavioral standards. Productive and collaborative relationships between parents/guardians and school staff must be established to maximize efforts in meeting individual student needs.

The following practices occur in schools with successful family and community engagement programs:

- School/district has a clear purpose and vision that has been shared with families and other stakeholders.
- The school/district is a welcoming environment for families and other stakeholders.
- Curriculum information is readily available to families and community members (e.g., Web site).
- Behavioral standards are included in orientation materials for families.
- The school has fully implemented curriculum, instruction and behavioral policies and procedures for review.
- Before-, after-, and summer-school programs, along with community and faith-based programs, are an integral part of the tiered intervention system.
- A volunteer program actively engages parents and community members. This would include volunteers who cannot be at the school during the school day.
- Families are informed on academic and behavior-related instructional strategies used in classrooms (e.g., classroom newsletters, parent-teacher conferences, orientations).
- Universal screening and progress monitoring information and results are explained to the student's family as part of conferencing and in planning for any needed interventions.
- School/family partnerships are encouraged and fostered as part of the education process.
- Parenting training is provided as needed. Challenges/barriers to attending such as transportation are addressed.
- Parenting programs are designed to support families in guiding student learning and behavior and developing capacity within the family.
- Families should be provided training and be involved in the development of the Individual Learning Plan (ILP).
- In working with families whose native language is other than English, it may be necessary to utilize the services of an interpreter and/or provide translated print materials to meet federal regulations.
- Family training is provided in the use of Infinite Campus (IC).
- Family/community members serve as student mentors.

Carter County Public Schools
Response to Intervention Notification

Dear Parent/Guardian:

Date: _____

Your child, _____, has been recommended to receive extra reading, math, and/or behavior support during the regular school day. This support is given in addition to the core instruction that a student receives in grade-level reading and math classes. Selection for extra interventions and support is based on teacher recommendation and/or individual assessment data.

Reading, math, and/or behavior support to increase student's rate of learning are provided in the following ways:

- a. Small group supplemental curriculum that focuses on strategies and skills practice in targeted areas (Tier 2)
- b. Small group intensive reading, math, and/or behavior strategies (Tier 3)
- c. One-to-one intensive reading, math, and/or behavior strategies (Tier 3)

The time, frequency, and location of the above support may vary depending on the needs of your child. Your child will be receiving interventions in the following area(s):

Reading _____ Math _____ Behavior _____ Other _____

Your child will be monitored in the above area(s) and may receive more or less support or additional screenings depending on the progress that he/she is making. Progress data will be collected weekly and analyzed monthly to determine student response to interventions.

Your child's Response to Intervention will help determine the need for specialized instruction:

- If your child is not making enough progress after receiving effective intensive intervention or only making progress due to very intensive supports, this may indicate your child may require further screenings or an evaluation may be necessary.
- In RtI, just because your child receives additional supports does not mean that he/she is a student with a disability or needs special education. As a parent you have the right to make a referral at any time to request an evaluation for special education. The data collected through these interventions will be critical in helping us determine the specific needs of your child, and will help support decisions in terms of special education eligibility. These requests should be submitted in writing to the building principal.

If you have any questions about the interventions your child is receiving, please don't hesitate to contact the homeroom teacher _____

Please check all that apply:

____ I understand that my child is receiving interventions and support in the above area(s).

____ I would like more information on what strategies are being used to help my child reach grade-level or developmentally appropriate expectations in the above area(s).

____ I would like information on what I can do at home to help my child work towards making progress in the above area(s).

Parent Signature: _____

Carter County Schools

Weekly Intervention Lesson Plan

Date: Click here to enter a date.	
Teacher:	
Response to Intervention Weekly Lesson Plan	
Tier 2 Interventions	Tier 3 Interventions
<input type="checkbox"/> Small Group with Teacher <input type="checkbox"/> Individual <input type="checkbox"/> Computer Based <input type="checkbox"/> Instructional Assistant <input type="checkbox"/> Modified Assignments <input type="checkbox"/> ESS	<input type="checkbox"/> Small Group <input type="checkbox"/> Individual <input type="checkbox"/> Computer Based <input type="checkbox"/> Instructional Assistant <input type="checkbox"/> Modified Assignments <input type="checkbox"/> RTA <input type="checkbox"/> ESS <input type="checkbox"/> Other: _____
Weekly Learning Targets	Skills Focus
	Formative Assessment/Accountability Piece
	Monday
	Tuesday
	Wednesday
	Thursday
Friday	

Carter County Schools

Response to Intervention Progress Monitoring Referral Form

Entry Date:	Exit Date:	
Student	Teacher	Grade

Benchmark Assessments

Assessment Study Island	Benchmark 1 Date	Benchmark 2 Date	Benchmark 3 Date
Performance Level			
Percent/Number Correct			

Assessment DIBELS	Benchmark 1 Date	Benchmark 2 Date	Benchmark 3 Date
Performance Level			
Percent/Number Correct			

Assessment	Benchmark 1 Date	Benchmark 2 Date	Benchmark 3 Date
Performance Level			
Percent/Number Correct			

Common Assessment Content:	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Performance Level						
Percent/Number Correct						

