

**South Conway County School District
Response to Intervention Plan
Grades 7-12**

Multi-Tier System of Supports:

- Data-Based Decision Making
- Formative/ Summative Assessment
- Screening/ Diagnostic/ Progress Monitoring

Overview of RTI Process and Dyslexia Law

Designee: Building Level Principal

Structure: Instructional Resource Committee (IRC)

- MJHS: Hawkins (Instructional Facilitator), Kibe (counselor), Hogan (administration), Sullivan (special education teacher), content teacher(s)
- MHS: Green (Instructional Facilitator), Squires and Bailey (counselors), Chambers (Asst. Principal), special education teacher

Frequency: monthly

Resources to help build plan:

- *RTI Toolkit: A Practical Guide for Schools* by Wright
- RTI Arkansas
- Dyslexia Resource Guide (September 2016)
- RTI Arkansas High School Handbook
- Dr. McCook's work

Assessments and Data Collection

RTI Initial Screeners

Screening is a process to identify or predict students who may be a risk for poor learning outcomes conducted with all students including new students who transfer. Additional screeners will be administered to students who are reading below grade level.

- MobyMax (Placement Test - Math and Literacy)

Informal Assessments

- Common Formative Assessments (data-driven assessments)
- State Testing Data (7-12) - ACT Aspire Interims
- Classroom performance. Multiple midterm and nine weeks failing grades
- Writing samples

Formal (Summative) Assessments

- Performance Tasks (7-12) - End of Unit Tasks
- State Testing Data (7-12) - ACT Aspire Summative

Dyslexia

Level I Dyslexia Screening

- DIBELS (ORF)
- DSA
- RAN
- Writing Sample from Students (7-12)

Level II Dyslexia Screening

- C-TOPP2
- Woodcock Reading Mastery

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| <p>Tier I</p> <ul style="list-style-type: none"> • Core Instruction Includes Differentiation | <p>What it is: ALL students receive Tier I interventions, also known as “Best Practices.” Tier I interventions will be successful with 80-90% of the student population.</p> <p>Who is responsible: Classroom teachers provide Tier I interventions and supports.</p> <p>When is it done: During class time</p> <p>Resources: UBD, State Assessments, Informal and Formal Assessments, MobyMax, Student Writing Samples, Anecdotal Records</p> <p>Timeline: on-going</p> <p>Documentation: Teacher records of interventions</p> |
| <p>Tier II</p> <ul style="list-style-type: none"> • Core Instruction AND • Supplemental Intervention | <p>What it is: Based on academic, school-wide screening, students who are not meeting grade level benchmarks and for whom Tier I interventions are not supportive enough will receive Tier II interventions. They receive the same instruction as students in Tier 1 as well as targeted interventions. Tier II represents 10-15% of the population.</p> <p>Who is responsible: Tier II interventions are provided by the classroom teacher as well as support staff when necessary.</p> <p>When is it done: During enrichment time</p> <p>Possible Interventions: <i>Possible interventions which would take place in the classroom as well as MobyMax.</i></p> <p>Resources: UBD, State Assessments, Informal and Formal Assessments, MobyMax, Student Writing Samples, Anecdotal Records</p> <p>Timeline: On-going; for a minimum of 6-9 weeks with fidelity.</p> <p>Documentation: Teacher records of interventions</p> |
| <p>Tier III</p> <ul style="list-style-type: none"> • Core Instruction AND • Intensive Intervention | <p>What it is: Students who are not making adequate progress at Tier II will receive Tier III interventions. Tier III interventions include intensive instruction, specific to the student’s highest area(s) of need. Tier III should only represent 1-5% of the population.</p> <p>Who is responsible: Tier III interventions are provided by a certified staff member as well as specialists in the specific area of skill deficit.</p> <p>When is it done: Enrichment Period</p> <p>Resources: UBD, State Assessments, Informal and Formal Assessments, MobyMax, Student Writing Samples, Anecdotal Records</p> |

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| | <p>Timeline: On-going; for a minimum of 6-9 weeks with fidelity. Longer and more frequent than Tier II Intervention based on data.</p> <p>Documentation: Teacher records of interventions</p> |
| <p>Progress Monitoring (Tier II and III)</p> | <p>Purpose: <i>Monitor student's response to supplemental or intensive intervention to identify students who are not making adequate progress and/ or responding to intervention.</i></p> <p>Focus: Students identified through screening as at risk for poor learning outcomes.</p> <p>Tools: Data from MobyMax will be used to determine growth of learning outcomes.</p> <p>Time Frame: Students are assessed at regular intervals</p> |
| <p>Intervention vs. Remediation</p> | <p>REMEDIATION: Students placed in Computer Lab are in there for REMEDIATION based on state-level testing.</p> <p>INTERVENTION: Students given targeted instruction based on assessment data.</p> <ul style="list-style-type: none"> ● Students can receive intervention and not receive remediation. ● Students can be in remediation and not need targeted intervention. ● Student may need both intervention and remediation. |