

**CSUF EAD 274**

**Signature Assignment 1: Pyramid Response to Intervention (20 points)**

Examine academic and behavior interventions available at a selected school site and develop a 3-tiered academic and behavior support (PRTI) plan with desired outcomes based on findings. The plan should include next steps to accelerate learning, increase student academic performance and assist in closing the achievement gaps among income, gender and ethnic subgroups.

**Signature Assignment 1: Response to Intervention**

**California State University Fresno**

**EAD 274**

**9/22/13**

## EAD 274 – SAI: Response to Intervention

**I. Purpose of Response to Intervention (RTI)**

Schools across the United States are trying to cope with the increasing accountability of No Child Left Behind, lower funding and a multitude of diverse learner needs. One way schools can address these issues is with Response to Intervention (RTI). The purpose of RTI is to provide a systematic way to monitor students at all levels and provide any needed intervention to help them be successful. RTI is a tiered system that provides levels of intensity for intervention and uses researched best practices to aid all students.

**II. RTI Desired Results**

In Central Unified, our District's Guiding Principles state that "Every student can learn." and that "Every student is prepared for success in college, career and community." In addition, at Harvest Elementary, our school's goal is to have every student be a reader by the end of first grade. In order to accomplish this it is important that we are educating all the students that come through our doors and continue to see them grow each year. After analyzing California Standards Test (CST) scores from 2012-2013 it was evident that our Language Arts scores were the weaker subject area for our school with 58.2% of our students being proficient or advanced compared to 76% proficient or advanced in Math. An RTI plan is needed to help increase student learning while providing support to both teachers and students.

**III. Current Reality**

Harvest Elementary is a Title 1, third year Program Improvement school in Northwest Fresno with an enrollment of 630 students. The staff has new administration with a second year principal and a new Guidance Instructional Advisor. The school is predominantly Hispanic, with Caucasians as our second largest demographic and Asians as our third largest subgroup. As seen in the chart below, the grade levels have a blend of the different ethnic groups that attend Harvest. Each staff member can tell you the District's Guiding Principles and the school's goals, but their belief in them may not be

as true. The staff can get caught up in factors that are not under the school's control as a reason for students not learning instead of looking at what can be done to help them learn knowing that background information about the student.

California Dept. of Education – Data Quest – Ethnicity by Grade Level

### Harvest Elementary Report

Ethnicity	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Hispanic or Latino of Any Race	46	59	45	51	52	43	27
American Indian or Alaska Native, Not Hispanic	0	0	0	0	1	1	0
Asian, Not Hispanic	13	16	12	12	13	22	8
Filipino, Not Hispanic	3	4	2	1	5	1	0
African American, Not Hispanic	6	10	4	7	8	8	11
White, not Hispanic	14	14	17	17	11	23	14
Two or More Races, Not Hispanic	4	3	3	5	1	5	2
Not Reported	0	1	2	1	0	1	1

On a positive note, this is the third year that grade level teams have been implementing Professional Learning Communities (PLC's). PLC's are mandatory weekly meetings for an hour and half to allow teachers to choose essential standards, plan lessons, create materials for the lessons and a common assessment. The teams also discuss criteria for mastery of the essential standard, enrichment activities for those who have mastered the standard and strategies that can be utilized for those who have not mastered the standard. After observing and participating in the PLC's it appears that everyone is actively engaged and sharing the responsibilities amongst the grade level.

This is also the second year that all testing data is shared with the whole staff in the data room. Each child has a colored card by what level they started the year with based on ending data from the previous grade: green proficient or advanced, yellow basic, orange below basic, and red far below basic. The walls in the room are separated by grade level and proficiency bands. As universal screenings occur throughout the year they are used to progress monitor students' success using Benchmarks (all grades), CST's (grades 3-6), DIBEL's (grades 3-6), Accelerated Reader (grades 1-6) and Fountas and Pinnell (grades K-2) and cards are moved up or down the proficiency bands to show growth or lack of. During our school PLC every other week the staff looks for trends across grade levels and within grade levels. Suggestions or strategies are shared on ways to move students up the proficiency bands. The staff does an excellent job of depersonalizing the process and remaining respectful. All these components make a strong Tier 1 for Response to Intervention.

Currently, Tier 2 is dependent on the grade level or the teacher and for some is non-existent. Some grade levels have built into their schedule an intervention deployment time, thirty minutes a day, where students are leveled based on skill or need and work in small groups using core curriculum reteach with a classroom teacher. Some individual teachers work with below grade level teachers to have their at risk students attend the Language Arts block or centers for thirty to forty five minutes for prerequisite skill development using below grade level core curriculum taught by the grade level classroom teacher. Other teachers at this point recommended the student for a Student Success Team (SST) meeting. Because of the amount of students who needed reading comprehension help two reading intervention teachers were hired for pull out services for thirty minutes a day four days a week. Unfortunately, groups were fixed and no data was collected to show mastery or progress in reading intervention. Tier 3 was non-existent and was considered special education with our specialized academic instruction teachers. Moreover, there was no entry or exit criterion for Tier 2 or Tier 3 which led to heterogeneous groupings with some more students who were more in need of intervention than others.

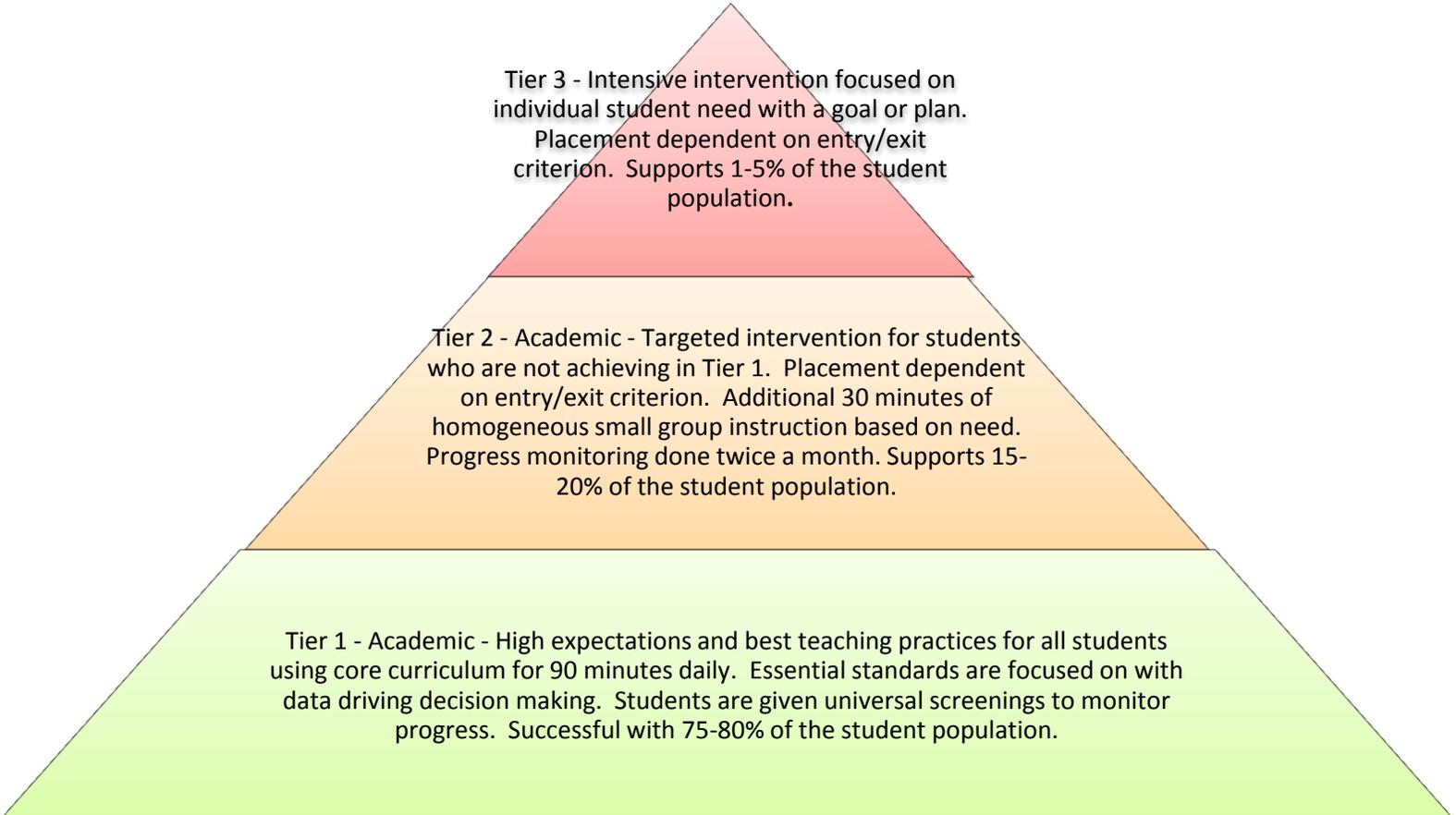
#### **IV. Explanation of Tiers in RTI**

In order for RTI to be effective all three levels are needed to support the needs of the students and to have a comprehensible system for academics and behavior. Tier 1 includes high quality instruction for all students using core curriculum, Houghton Mifflin for Language Arts and Math and is generally effective for 75-80% of the student population. Instruction is delivered by the general education teacher in their classroom for ninety minutes a day using best teaching practices. Students are given opportunities to practice the skills they have learned and can be given support in the classroom with small, flexible groupings based on their need. High expectations are expressed for all students to learn the essential standards being taught and universal screenings are given to assess students' mastery of the essential standards.

Tier 2 provides targeted intervention for failed learners and intentional non-learners who have not responded to Tier 1 services. Tier 2 is in addition to Tier 1 with an additional thirty minutes and should support 15-20% of the student population. The Student Success Team should analyze current data on students and entry criteria into Tier 2 to ensure appropriate services are being offered. Students in this tier are instructed in homogeneous small groups 1:5 based on their need by the

classroom teacher, aide or specialist. Students are given additional time with differentiation to learn and practice the essential standards or prerequisite skills using core curriculum or supplemental curriculum and researched based practices. Progress monitoring should be done twice a month to ensure that students are receiving the needed support and mastering the essential standards. At the end of the intervention cycle, students should be re-evaluated based on the exit criteria to decide further placement.

Tier 3 is an intensive level that is individualized to a student's need and services 1-5% of the student population. This intervention tier is for a student who has not been successful in Tier 2 and based on entry criteria needs more intensive, targeted intervention. In Tier 3, students still participate in Tier2 and Tier1 but will also receive specialized instruction using research based practices and which often includes core replacement programs to help close the gaps they have. These students are taught one on one or in a homogeneous small group no larger than three students based on their achievement goal. Resource specialists and specialized academic instructors are often involved in this tier with students being pulled out for thirty to sixty minutes a day depending on need. Progress monitoring is done more frequently to assess mastery of the identified skill and check progress towards their individual goal. At the end of the intervention cycle, students should be re-evaluated based on the exit criteria to decide further placement.



Tier 3 - Intensive intervention focused on individual student need with a goal or plan. Placement dependent on entry/exit criterion. Supports 1-5% of the student population.

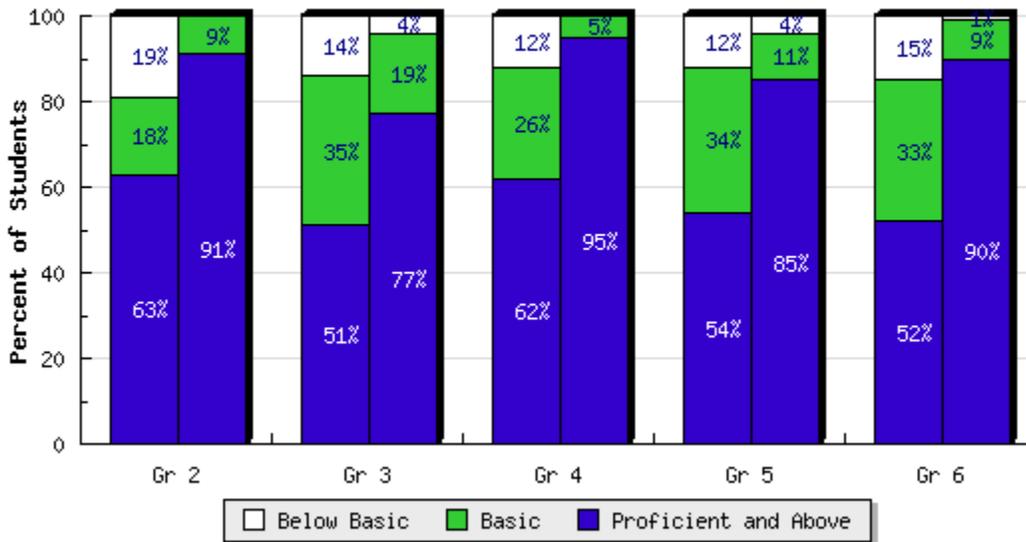
Tier 2 - Academic - Targeted intervention for students who are not achieving in Tier 1. Placement dependent on entry/exit criterion. Additional 30 minutes of homogeneous small group instruction based on need. Progress monitoring done twice a month. Supports 15-20% of the student population.

Tier 1 - Academic - High expectations and best teaching practices for all students using core curriculum for 90 minutes daily. Essential standards are focused on with data driving decision making. Students are given universal screenings to monitor progress. Successful with 75-80% of the student population.

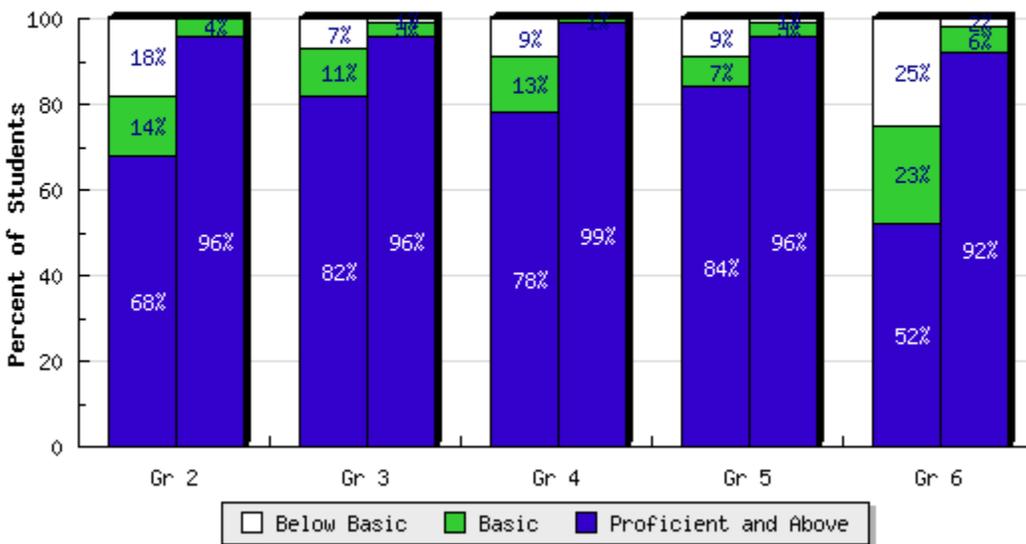
## V. Analysis of Current Intervention

The Academic Performance Index (API) score for the Harvest has made a 16 point growth from 819 to 835 from the 2012 to 2013 school year. After analyzing the data, it was determined that English Language Arts is our lowest performing subject on CST's with 54% of males who are not proficient or advanced and 38% of females who are not proficient or advanced compared to Math where both males and females are 71% proficient or advanced. The API score for the Hispanic subgroup has remained the same from 2012 to 2013, scoring 815 both years in Language Arts. Analysis by subgroup shows that we did not meet our 89% Adequate Yearly Progress (AYP) in English Language Arts for our Hispanics with only 53.9% scoring proficient or advanced, but luckily were safe harbored. Harvest is on the right track but more must be done to continue to grow and meet the needs of our students. In order to accomplish this, a solid Tier 2 and Tier 3 intervention needs to be put in place for Language Arts.

## Harvest Elementary, Central Unified Language Arts 2013 Multi-Grade Results



## Harvest Elementary, Central Unified Mathematics 2013 Multi-Grade Results



Charts and  
Data taken  
from  
Educational  
Results

<http://www.edresults.org/data/multi.php?cds=10739650113993&subject=LANGUAGEARTS&year=2013>

For both charts  
Harvest  
Elementary is  
on the left hand  
side for each  
grade level and  
similar school  
rankings are on  
the right.

# Data and Charts taken from Illuminate – Central Unified’s Electronic Database – CST Multi-year filtered by Hispanic subgroup

## CST Multi-Year Percent Proficient Report by Subgroup

Site Name: Harvest Elementary

Content Area: English-Language Arts

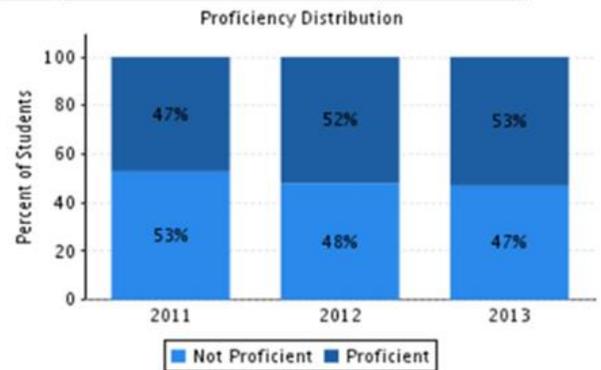
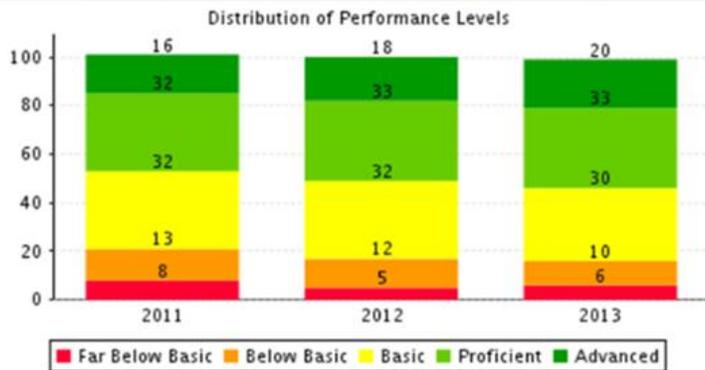
Test Taken: All Tests

Grade Level: All Grades

Test Years: 2011-2013

### Hispanic/Latino - Proficiency Percentages and Counts

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Not Proficient	Proficient & Advanced	Total # of Students
2011	8% 17	13% 29	32% 69	32% 69	16% 34	53% 115	47% 103	218
2012	5% 10	12% 26	32% 71	33% 74	18% 40	48% 107	52% 114	221
2013	6% 13	10% 22	30% 64	33% 70	20% 42	47% 99	53% 112	211



## CST Multi-Year Percent Proficient Report by Subgroup

Site Name: Harvest Elementary

Content Area: Mathematics

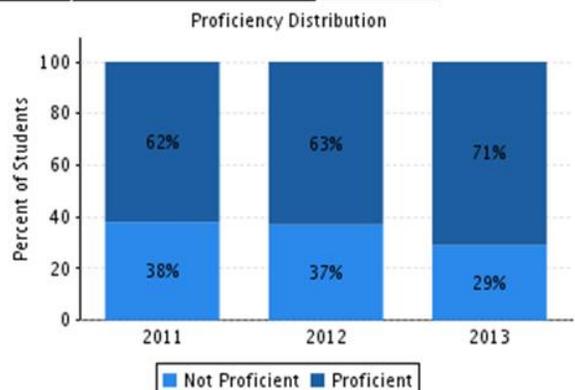
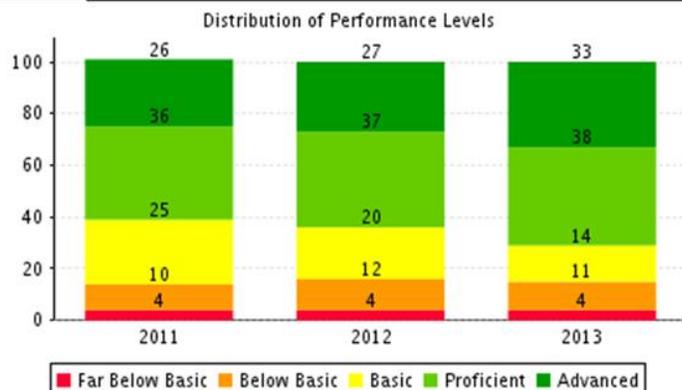
Test Taken: All Tests

Grade Level: All Grades

Test Years: 2011-2013

### Hispanic/Latino - Proficiency Percentages and Counts

	Far Below Basic	Below Basic	Basic	Proficient	Advanced	Not Proficient	Proficient & Advanced	Total # of Students
2011	4% 9	10% 21	25% 54	36% 79	26% 56	38% 84	62% 135	219
2012	4% 9	12% 27	20% 45	37% 81	27% 59	37% 81	63% 140	221
2013	4% 8	11% 24	14% 30	38% 81	33% 69	29% 62	71% 150	212



## VI. Important Definitions

Academic Performance Index (API) – A scaled score for a school that reports success and growth as a result of high stakes, state assessments given at the end of each school year.

Accommodation – A change made to instruction and /or assessment that does not change the content being measured or the rigor level required for the student to demonstrate proficiency.

Adequate Yearly Progress (AYP) – A series of annual performance goals for schools established by the state in order to meet the No Child Left Behind Act.

Benchmark – a specified level of student performance that is expected at each grade based on curriculum taught. A student's performance is measured against established criteria to judge their success compared to grade level peers.

California Standards Test (CST) – a standardized yearly assessment given to second through sixth grade in elementary school to determine the school's API.

Differentiated Instruction – involves adjusting the curriculum, learning environment, and or instruction techniques to provide appropriate learning opportunities to meet the needs of the students.

Intensive Intervention – An academic and behavioral intervention characterized by increased length, frequency and duration of implementation and administered to students significantly below grade level; often associated with Tier 3.

Progress Monitoring – entails ongoing assessment and analysis to check for understanding and student mastery of essential skills.

Professional Learning Community (PLC) – are a group of educators who work together for a common goal through collaboration by creating, planning, analyzing data, comparing student work and sharing ideas and teaching techniques.

Researched Based Instruction –Curriculum and educational interventions that have been scientifically proven to be effective for most students.

Response to Intervention (RTI) – a school wide system of organizing instruction and support resources to deliver high quality instruction as well as meet the needs of the school's diverse learners.

Student Success Team (SST) –A group who meets regularly to recommend and implement strategies to assist students who are experiencing difficulties. The group may include administrators, teachers, psychologists, special education staff and parents

Universal Screening – an assessment process used with all students within a given grade, school or district to identify students who may be academically at risk and need support.

## **VII. Planned RTI Support**

### Tier1

Harvest Elementary already has a good foundation for RTI with Tier 1. PLC planning will continue for essential standards, common assessments, reteach and enrichment activities as well as analyzing data during school wide PLC's. First, best teaching practices using core curriculum (Houghton Mifflin) for all students with general education teacher for 90 minutes per day to focus on the essential standards the PLC's chose will also continue. Universal Screenings will help determine at risk students with K-2 using Fountas and Pinnell for accuracy, comprehension and fluency, 3-6th using DIBELS for fluency, Accelerated Reader for grades 1-6 at the beginning and end of each quarter for reading grade level equivalency, and all grades using common assessments for essential standards and Benchmarks 3 times a year. To strengthen Tier 1 will be the expectation that teachers are re-teaching/re-testing students with score replacement. Furthermore, all grade levels are expected to facilitate small group guided reading in class (1:8) with flexible groupings based on need and Fountas and Pinnell any at risk students in grades 3-6th.

### Tier2

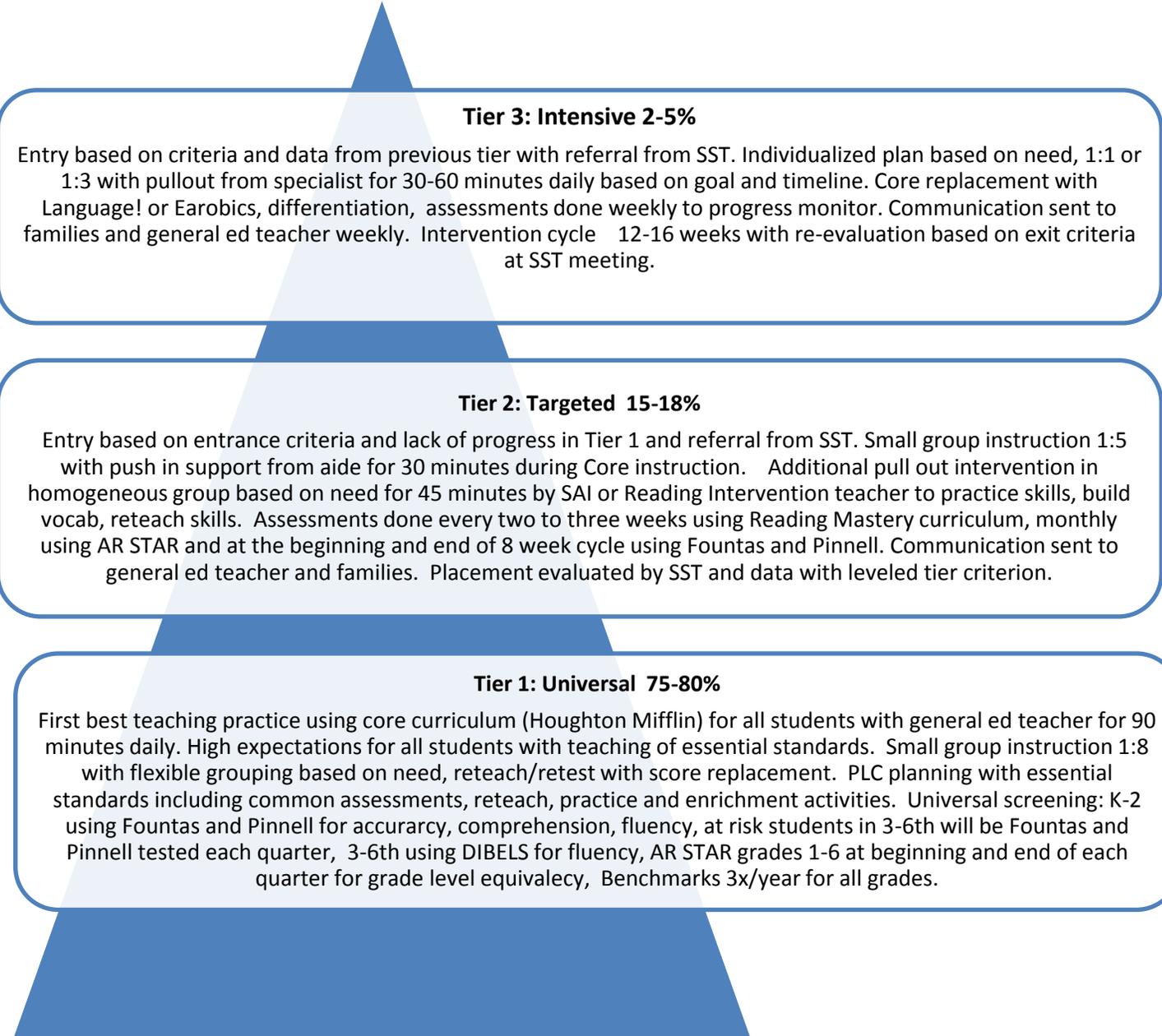
This tier is for students who have not responded to Tier 1 based on entrance criteria and referral from the Student Success Team. In addition to Tier 1 intervention, students will receive small group instruction 1:5, push in support from a Specialized Academic Instructor (SAI) or aide. They will support at risk students for 30 mins. in the morning during their required Tier 1 90 minutes with core curriculum. Additionally, pull out intervention will occur for 45 mins. for additional support based on homogeneous need in the afternoon to pre-teach, frontload, develop vocabulary, practice skills and or fill in gaps in prerequisite skills. Assessments will be done every other week for data using Reading Mastery curriculum, monthly using AR STAR at the beginning and end of each quarter using Fountas and Pinnell. The pull out teacher will send a weekly letter home and to the teacher communicating what skills are being covered during the intervention time and progress. The intervention cycle is 8 weeks with re-examination of need with the Student Success Team to determine continuation, advancement up to Tier 3 or placement back to Tier 1 based on exit criteria or entry criteria into Tier 3.

### Tier 3

## SA1 RESPONSE TO INTERVENTION-10

Tier 3 is intended for students who have not responded to Tier 2 and Tier 1. In addition to Tier 1 and 2 services, these students receive intensive intervention based on individual student need. The learning environment changes to a pull out program with the Specialized Academic Instructor or the Resource Specialist. Students are seen either 1:1 or at the most 1:3 based on homogeneous need for 30 minutes to an hour each day. Each student has their own individualized plan with goals and a timeline to achieve them. The core curriculum is also replaced with Language! or Earobics to fill in gaps in the student's skill set. Assessments will be done weekly to monitor progress and is charted to see student growth. Communication with the classroom teacher and parents should go home weekly to keep everyone informed on the skill and progress that is being focused on. This intervention cycle is 12 to 16 weeks long with re-examination of student placement by the Student Success Team and parents to determine continuation, alternative options or placement to Tier 2 based on exit criteria.

RTI Model for Planned Support



**Tier 3: Intensive 2-5%**

Entry based on criteria and data from previous tier with referral from SST. Individualized plan based on need, 1:1 or 1:3 with pullout from specialist for 30-60 minutes daily based on goal and timeline. Core replacement with Language! or Earobics, differentiation, assessments done weekly to progress monitor. Communication sent to families and general ed teacher weekly. Intervention cycle 12-16 weeks with re-evaluation based on exit criteria at SST meeting.

**Tier 2: Targeted 15-18%**

Entry based on entrance criteria and lack of progress in Tier 1 and referral from SST. Small group instruction 1:5 with push in support from aide for 30 minutes during Core instruction. Additional pull out intervention in homogeneous group based on need for 45 minutes by SAI or Reading Intervention teacher to practice skills, build vocab, reteach skills. Assessments done every two to three weeks using Reading Mastery curriculum, monthly using AR STAR and at the beginning and end of 8 week cycle using Fountas and Pinnell. Communication sent to general ed teacher and families. Placement evaluated by SST and data with leveled tier criterion.

**Tier 1: Universal 75-80%**

First best teaching practice using core curriculum (Houghton Mifflin) for all students with general ed teacher for 90 minutes daily. High expectations for all students with teaching of essential standards. Small group instruction 1:8 with flexible grouping based on need, reteach/retest with score replacement. PLC planning with essential standards including common assessments, reteach, practice and enrichment activities. Universal screening: K-2 using Fountas and Pinnell for accuracy, comprehension, fluency, at risk students in 3-6th will be Fountas and Pinnell tested each quarter, 3-6th using DIBELS for fluency, AR STAR grades 1-6 at beginning and end of each quarter for grade level equivalency, Benchmarks 3x/year for all grades.

### **VIII. Opportunities, Challenges and Barriers**

Harvest has a perfect opportunity to implement an RTI model for Language Arts. The teaching staff is excited about the growth they've seen over the past three years with their students and realize that there is more that needs to be done to help all the students succeed. When the staff was presented with the RTI diagram they were excited. Many of the teachers did not know what to do to help their students beyond what they were already doing. Since buy-in is present, implementing the RTI model from above will have better commitment and fidelity to it. Also, our budget allowed us to hire a credentialed, full time, pull out reading intervention teacher. Even with that said, administration will need to actively monitor the RTI plan and continually improve it as time progresses and issues arise.

One of the challenges that will be faced implementing this new RTI Language Arts model will be scheduling. There are so many things that need to be taken into consideration when doing a master schedule; intervention is an important piece but not the only one. Other services like English Language Development, library, computer lab, physical education, guided reading and so on need time slots as well.

Another challenge will be maintaining communication between the classroom teacher, intervention, administration and families, which was also an issue in the past when a reading intervention teacher was hired. Anyone in education can attest to being pulled in different directions and unfortunately some things that are started are never finished because of time constraints. However, everyone involved with the student should be aware of the student’s need, goals and their progress to keep everyone informed and working as a team to benefit that student.

**IX. Important First Steps and Goals**

An important first step is to create an RTI team to help assist creating the intervention process and maintaining it. Administration plays an important role, but will not be able to do this alone. With a teacher committee, the RTI model will have school ownership and input instead of a dictated command.

Strategy 1: Management/Procedures

Action	Purpose	Resources Required	Measurement	Owners	Timeline
Create RTI/ SST team, one representative per grade level	1. Establish criteria for entry and exit for each Tier	Essential standards for the grade levels, universal screening data, RTI flow chart examples from other schools	Completion of mutually agreed upon entry and exit criteria for tiers with a procedural flow chart	Administration and SST team members	By the end of Sept. sub day will be given for planning with team members and administration
Scheduling	To find a universal time for each grade level to implement reteach time for Tier1	Grade level schedules including other services	Completion of master schedule with each grade level having an intervention time	Administration and Grade level leaders and input from their team	First meeting Sept. 17 <sup>th</sup> , follow up meeting with schedules due Sept. 24 <sup>th</sup> .

The other area that will be important will be strengthening our Tier 1 with guided reading. Kindergarten through second grade already implement guided reading groups, but this will be new to our third through sixth grade teams. All grade levels were trained last year and the expectation is for school wide implementation this year. This practice will hopefully allow more students to remain in Tier 1 instead of having to advance to Tier 2. Along with this will be the need for administration to follow through on ensuring guided reading is being done in all grade levels with fidelity. This may also mean that support is provided to teachers with modeling or co-plan/co-teach opportunities if needed.

### Strategy 2: Implementation

Action	Purpose	Resources Required	Measurement	Owners	Timeline
Guided Reading	To strengthen Tier 1 and provide more practice at the students' instructional level	Leveled readers and novel sets, money, time, questioning stems for discussion and writing activities	Comprehension tests passed with 80% or higher, student work samples based on material read demonstrates understanding	Classroom teacher	Running records done once every 3 weeks, levels reassessed at each quarter or based on need
Accountability	To ensure implementation of guided reading and to check any needs teachers may have	Time, common practices during guided reading, drop in form/ note	Checklist of teachers classes visited with drop in form/ note on what was successful	Instructional Coach and Administration	Weekly visits to all classes

## X. Rubric to Measure Effectiveness

<http://www.cde.state.co.us/sites/default/files/documents/rti/downloads/pdf/evaluationrubric.pdf>

Response to Intervention Evaluation Rubric				
Area of Implementation	Not Yet Implemented	Stage 1 Implementation	Stage 2 Implementation	Stage 3 Implementation
	(Training not completed No evidence of implementation or documentation)	(Training not completed however, some evidence of implementation – documentation is limited or incomplete)	(Training completed, some evidence of implementation – documentation is limited or incomplete)	(Training completed, strong evidence of implementation including documented cases with all components of RtI model)
<b>Building Level Understanding and Leadership:</b>	<ul style="list-style-type: none"> <li>Principal does not participate in the Problem Solving Process</li> <li>Building has not participated in philosophy training</li> </ul>	<ul style="list-style-type: none"> <li>Principal participates minimally (knows when the meetings are but does not attend)</li> <li>Coordinator participates in district level training and meetings</li> <li>Building has had the initial philosophy staff development</li> <li>Components (student focus team, progress monitoring tools, variety of intervention tools, data dialogues) have been discussed</li> </ul>	<ul style="list-style-type: none"> <li>Coordinator roles are defined and coordinator participates in district level training and meetings</li> <li>Principal participates on the Student Focus Team periodically</li> <li>Principal has identified individuals in the building to support the RtI Model including interventionists, progress monitors, and designated consultants</li> </ul>	<ul style="list-style-type: none"> <li>Principal participates on the Student Focus Team on a regular basis</li> <li>Principal supports the problem solving process with personnel, time, and resources</li> <li>Principal knows which children are receiving Tier II and Tier III interventions</li> <li>Principal knows which staff are providing Tier II and Tier III interventions</li> </ul>
<b>Problem Solving Process:</b>	<ul style="list-style-type: none"> <li>Building has not participated in consultation overview training</li> <li>Building does not have a student focus team</li> <li>Building does not utilize the problem solving model to identify and support individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>Building has participated in the basic consultation overview training</li> <li>Building does not have regular data dialogue meetings</li> <li>Building has identified a student focus team; however the team does not meet on a regular basis and does not follow a protocol for meetings</li> <li>Building does not utilize designated consultants to follow through with teachers throughout the problem solving process</li> </ul>	<ul style="list-style-type: none"> <li>Building has scheduled and frequent data dialogues at all levels</li> <li>Building has a student focus team that meets on a regular basis, at least 2 times a month</li> <li>Building has identified designated consultants that participate on the student focus team</li> <li>Designated consultants have received collaborative consultation skills and expectations training</li> </ul>	<ul style="list-style-type: none"> <li>Student focus team meets on a regular basis (every week or every other week)</li> <li>Building utilizes the problem solving process to meet individual student needs including designated consultants, data dialogues at all grade levels</li> </ul>

<p><b>Progress Monitoring: Curriculum-Based Measurement and Behavior</b></p>	<ul style="list-style-type: none"> <li>• Building has no progress monitoring tools for academics or behavior</li> <li>• Building has not participated in Progress Monitoring or Curriculum-Based Measurement training</li> <li>• Building does not progress monitor interventions at any level (Tier I, Tier II, or Tier III)</li> </ul>	<ul style="list-style-type: none"> <li>• Building utilizes regular progress monitoring during some aspects of the learning environment</li> <li>• Building has tools available for screening students to identify students in need of an academic or behavior intervention</li> <li>• Building personnel have participated in the basic Curriculum Based Measurement training which includes Intervention Central resources</li> </ul>	<ul style="list-style-type: none"> <li>• Building utilizes approved progress monitoring tools to monitor interventions in Tier II and Tier III</li> <li>• Building has identified resources for Curriculum Based Measurement that are available to the student focus team</li> <li>• Building personnel have participate in staff development on administration and scoring of Curriculum Based Measurement as well as graphing on AIMsWeb</li> </ul>	<ul style="list-style-type: none"> <li>• Building utilizes progress monitoring at all levels of instruction</li> <li>• Building staff, including general education and special education teachers utilize Curriculum Based Measurements to monitor student progress</li> <li>• Building makes instructional and intervention changes based on data collected from progress monitoring tools</li> </ul>
<p><b>Intervention Development:</b></p>	<ul style="list-style-type: none"> <li>• Building staff does not understand the difference between accommodations, modifications, and interventions</li> <li>• Building does not differentiate for students</li> <li>• Rigor and Relevance is not apparent in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• Building has participated in staff development on accommodations, modifications, and interventions</li> <li>• Rigor and Relevance is apparent in classrooms throughout the building</li> <li>• Building understand and demonstrates differentiation</li> <li>• Building has some interventions available for students in need of academic and behavioral interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Building has multiple interventions available with variation in time, intensity and instruction</li> <li>• Building utilizes a variety of service providers to meet the need of individual children</li> <li>• Building has strong rigor and relevance throughout the building</li> <li>• Differentiation for all students is present</li> </ul>	<ul style="list-style-type: none"> <li>• Building develops interventions based on student need and data collected</li> <li>• Rigor and relevance is present in every classroom</li> <li>• Differentiation is present in every classroom</li> <li>• Building has been creative in utilizing personnel to develop multiple interventions that vary in time, intensity and instruction</li> </ul>
<p><b>Parent and Community Training:</b></p>	<ul style="list-style-type: none"> <li>• Building has not communicated the purpose of RtI to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Building has provided information to parents on RtI when asked or when an academic or behavior concern arises</li> <li>• Building has informed parents when their student is referred to the student focus team</li> </ul>	<ul style="list-style-type: none"> <li>• Building has informed all parents about the RtI model and what the model means for their student</li> <li>• Building invites parents of students referred to the student focus team meetings</li> <li>• Building has opportunities for parents to gain a stronger understanding of the RtI model and how they can support the process</li> </ul>	<ul style="list-style-type: none"> <li>• Building has a documented method of informing parents about the RtI model</li> <li>• Building involves parents in every phase of the problem solving process</li> <li>• Building provides data to parents throughout Tier II and Tier II interventions</li> </ul>

**XI. Conclusion**

In conclusion, Response to Intervention is not a program, but a school created system to help advance all learners. It requires collaboration, time and dedication from on all members of the school in the interest of what’s best for students. RTI is not an easy process, but a necessary one to ensure that all students are learning and provides early targeted intervention for students before huge deficits form. It is essential that RTI plans are developed, implemented with fidelity, monitored and revised to maintain the optimal growth of our students and meet their changing needs.

**EAD 274 Signature Assignment 1: Pyramid Response to Intervention (RPI)**  
(20 points)

Successful school leadership requires that leaders possess the skills to recognize and address the diverse levels of student need. Candidates will examine current academic and behavior interventions and develop a Pyramid Response to Intervention (RPI) plan to accelerate learning and assist in closing the achievement gaps among income, gender and ethnic subgroups at a selected school site. The process used to develop the Pyramid Response to Intervention (RPI) plan includes a review of student academic achievement/behavior, assessment of current intervention practices and identification of next steps based on findings. (CTC 4.g, 6b3, 6 b4, 11i)

<b>Written response demonstrates ability to apply leadership skills required to make data-driven decisions that support all students in learning:</b>	<b>Points Possible</b>	<b>Points Earned</b>
<ul style="list-style-type: none"> <li>Disaggregated assessment data and other evidence-based practices are used to identify gaps and determine effectiveness of current academic/behavior intervention practices, use of resources, identification of students and formative assessments.</li> </ul>	2	2
<ul style="list-style-type: none"> <li>Audit is conducted using a value added, rather than deficit, approach to identification of gaps and plans for improvement.</li> </ul>	2	2
<ul style="list-style-type: none"> <li>Identified/planned effective interventions are based on the formula, <b>targeted instruction + time = learning</b>, with instruction and time as the variables and learning as the constant. <i>Under this formula, additional time is provided to identified students based on identified needs.</i></li> </ul>	3	3
<ul style="list-style-type: none"> <li>Diagrams accurately depict current reality and plans to improve student access to timely, quality interventions at the appropriate level of intensity.</li> </ul>	2	2
<ul style="list-style-type: none"> <li>Tier I emphasizes a coherent and viable core curriculum, embedded on-going monitoring, universal screening and high expectations for all students. An attempt is made to meet the needs of approximately 85% of all students.</li> </ul>	2	2
<ul style="list-style-type: none"> <li>Tier II emphasizes immediate and powerful supplemental targeted interventions to support 10-12% of students in need of additional support in small group settings within the classroom. Interventions are systematically applied and frequently monitored. Attention is given to use of research-based instructional practices and common formative assessments.</li> </ul>	2	2
<ul style="list-style-type: none"> <li>Tier III emphasizes intensive research-based interventions for the 3-5% most at-risk learners in a small group or individual setting. Attention is given to use of research-based instructional practices and common formative assessments.</li> </ul>	2	2
<ul style="list-style-type: none"> <li>Collaborative problem solving, shared decision making and team work are recognized contributors to success in assessing, planning and implementation of research-based intervention practices.</li> </ul>	2	2
<b>Total Points</b>	<b>17</b>	<b>17</b>
<b>Presentation demonstrates the ability to clearly communicate findings and summarize next steps:</b>	<b>Points Possible</b>	<b>Points Earned</b>
<ul style="list-style-type: none"> <li>Background information is presented in logical, sequential order and establishes need</li> </ul>	1	1
<ul style="list-style-type: none"> <li>Audit findings align with data and clearly identify gaps and areas in need of improvement</li> </ul>	1	1
<ul style="list-style-type: none"> <li>Next steps align with identified gaps, areas of need and research</li> </ul>	1	1
<b>Total Points</b>	<b>20</b>	<b>20</b>

**Comments:** You have provided a clear picture of current reality and identified important next step actions. Clear communication is critical when attempting to make change. Use of time requires creative thinking and careful monitoring to ensure effective use of time, as a limited resources and as a variable. Actions are doable and important next steps. Data analysis and discussion of findings provide valuable information. Collaboration and team work evident throughout. Excellent work.

