



Bartlett ISD Response to Intervention District Plan

Bartlett ISD RtI Overview

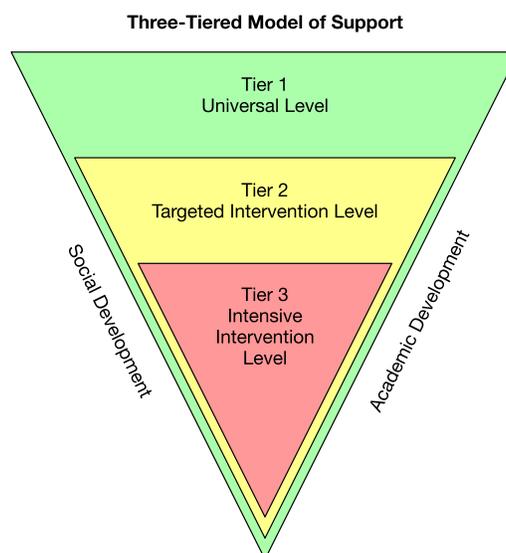
Response to Intervention (RtI) is a systems-wide process to improve educational outcomes for ALL students, including students with unique educational needs such as Gifted and Talented, English Language Learners, 504 and Special Education. RtI assures that the instruction/interventions are matched to individual student needs and that the monitoring of progress is continuous. The RtI Model utilizes data analysis and progress monitoring to inform a collaborative problem-solving atmosphere among staff and parents in order to improve student performance through research based, best practice strategies and interventions.

RtI is a continually evolving and flexible process. It is not just a list of actions to be implemented or paperwork to be completed. Increasing student achievement on state assessments and ensuring compliance with RtI legal guidelines are not primary reasons for designing effective RtI processes. These are side-effects of the main goal, which is to ensure the ongoing success of every student. RtI processes seek to address the following guiding questions: What do we expect ALL students to learn? How will we identify skills that are not mastered? What will we do differently to educate struggling students? How will we know if our actions were effective?

Key Features

- RtI is a general education initiative designed to address the needs of struggling learners.
- RtI is based on a problem-solving model that uses *data* to inform decision-making.
- RtI interventions are systematically applied and derived from research-based practices.
- RtI is highly dependent on frequent progress monitoring and data collection.
- RtI intervention plans are designed, implemented with fidelity, and monitored consistently.
- RtI includes a 3-TIERED Model of support for both academics and behavior.
- RtI tiers/plans/processes are individualized and flexible.
- RtI begins with a culture shift towards a shared/collective responsibility for *all* students.

Intervention Model



Tier I – Academic and Social/Behavioral

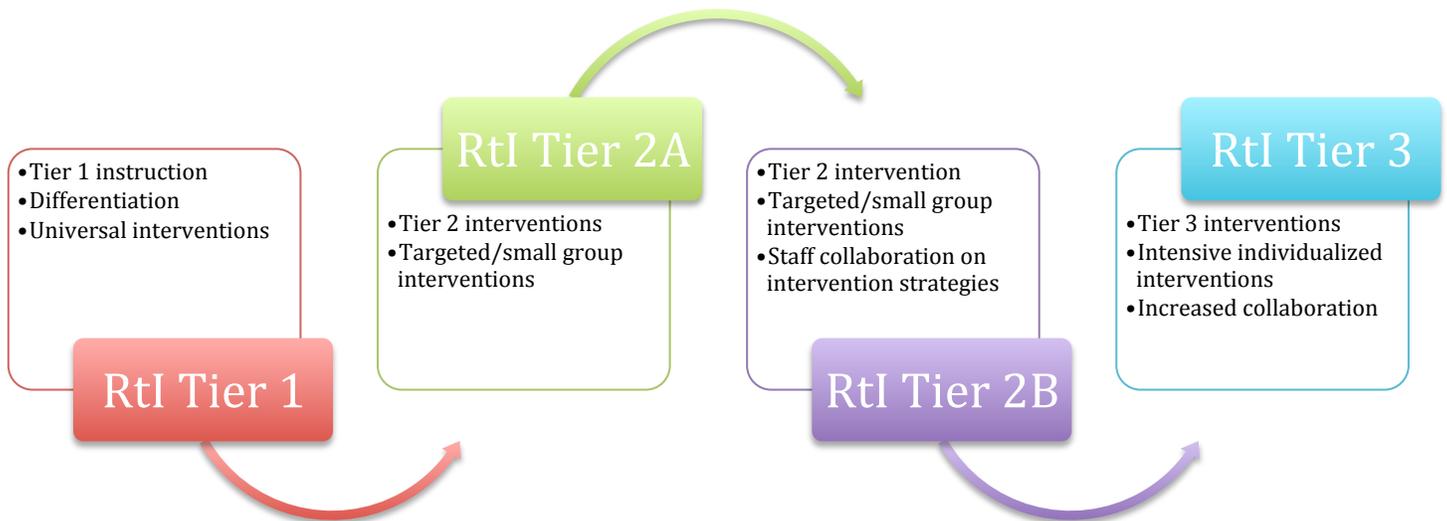
Universal level – ALL students are provided with “Core and More”: researched based, rigorous, differentiated, highly effective, general education that utilizes on-going universal screening, progress monitoring and assessments to drive instructional goals and strategies.

Tier 2 – Academic and Social/Behavioral

Targeted Level – Interventions are provided to students who are identified at-risk or who fail to make adequate progress in general education alone. Tier 2 instruction is timely, explicit, systematic/structured, aligned with, *and in addition to*, Tier 1 curriculum & instruction. Instructional interventions are differentiated, scaffolded and targeted based on the needs of individual students as determined by data.

Tier 3 – Academic and Social/Behavioral

Intensive/Individualized Level – Students who exhibit intensive needs are provided with interventions based on a comprehensive evaluation.



District Absolutes

- Universal screeners will be administered three times a year (BOY, MOY, EOY) to all students according to the district schedule.
- Interventions will be implemented with fidelity.
- Documentation (including topic/method/resources of intervention, student attendance, and progress monitoring) will be collected by teachers and interventionists and will be reviewed at regularly scheduled meetings focused on assessment, interventions, and fidelity.
- Progress monitoring will occur at least monthly for tier 1; bi-weekly for tier 2; and weekly for tier 3 students.
- Student interventions plans will be reviewed at regular intervals.
- Data will be used to make any necessary additions or other changes to student intervention plans.

RtI Tiers – Process Overview

GUIDE to RtI TIERS	Tier 1	Tier 2A - MONITOR	Tier 2B – CONSULT	Tier 3
	Universal Classroom	Classroom Targeted Interventions	Teacher Collaboration; Targeted Interventions	Individualized Student Intervention Plans
For Whom	All Students	Struggling Students	Students Not Progressing at Tier 2A	Students Not Progressing at Tier 2B
By Whom	Classroom Teacher collects/reviews ongoing formative assessment data.	Classroom Teacher collects all data & monitors with campus administrator.	Classroom Teacher consults with others (other teachers, administrators, campus leadership, etc.) to assist with intervention planning/problem solving.	Classroom teacher meets with additional campus/district individuals/specialists and joins campus leadership team to problem solve.
Analyze	Identify student needs (including linguistic, behavioral, academic-enrichment/intervention); research previous written plans (RtI history, SPED, 504, ELL); consider staff/parent referrals (due to academics, attendance, discipline); evaluate current data	Plan interventions; document student results; monitor progress; evaluate effectiveness of interventions; modify intervention plan; communicate with parents	Review student’s work to identify trends; focus interventions by academic strand/skill and/or specific behavioral goal; gather related information (school/intervention attendance patterns, socio-economic factors, etc.)	Continue analysis of all relevant student data and progress
Progress Monitor	Academic – Formative Assessments; Unit Assessments; Benchmark Testing; Teacher-made Quizzes; Universal Screeners 3x/year (BOY, MOY, EOY) by subject area	Academic and Behavior (over specific target goals) – every 2 weeks (need 6-8 data points to be able to evaluate interventions)	Academic and Behavior (over specific target goals) – 1x/week (need 6-8 data points to evaluate interventions)	Academic and Behavior (over specific target goals) – 1x/week (need 6-8 data points to evaluate intensive individualized plan)
Document	Instructional strategies (Lesson Plans); student results (Grade Book); formative and summative assessment results; small group documentation	Interventions (attendance, topic, etc.); student results (running records, student folders/portfolios, work samples, behavior contracts, etc.); progress monitoring	Gather background (parent information), health information (hearing, vision screening), etc.; continue documentation of interventions/progress; complete Tier 2 RtI referral	Complete Tier 3 RtI documentation and continue progress monitoring
Next Steps	Continue to gather and analyze data for all students; add Tier 2 or 3 interventions for struggling students; implement enrichment for advanced students; consult with campus support (admin, etc.); inform parents and maintain communication	Gather and analyze data for students who are not making sufficient progress; consult with campus administrator; inform parents and maintain communication; document other relevant information such as: attendance, retentions, health, social/emotional, previous referrals, etc.	Consult with others; inform parents and maintain communication; consult ASAP for known/suspected disability (possible 504 and/or dyslexia, speech, severe academic/behavior/medical diagnoses, health plans, etc.)	Increase supports and create an individualized intervention plan; inform parents and maintain communication; consider referral for 504, dyslexia, SPED evaluation (generally requires 18-24 weeks of consistent intervention and progress monitoring)

District-Wide PBIS – Process Overview

Bartlett ISD PBIS Overview

Bartlett ISD PBIS (Positive Behavior Intervention Support) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing behavior concerns. School-wide PBIS increases the capacity of schools to educate all students utilizing research-based school-wide, classroom, and individualized interventions. PBIS is a process that is embedded in the Response to Intervention paradigm.

School-wide PBIS provides a positive focus to encouraging desirable student behaviors. A set of positively stated, universal expectations for behavior are established for all students in all locations of the school. These expectations generally promote core values such as respect, responsibility, and safety.

Interventions and strategies are implemented to teach and reinforce these expectations. These include:

- Periodic direct instruction in specific student behaviors that demonstrate respect, responsibility, and safety in various locations in the school.
- Generous quantities of positive adult/teacher attention and other kinds of reinforcement to students for demonstrating positive behaviors.
- Predictable consequences for behavior infractions that are delivered consistently by all staff in a professional manner throughout the entire school. Consequences are not primarily punitive in nature; they are an opportunity for the student to learn from his or her mistakes and to accept responsibility for the choices that he or she made. The consequences are provided on a continuum match the intensity of the misbehavior.

As a PBIS school, Bartlett ISD incorporates a few simple systems practices that are crucial to sustaining the program over time. These include:

- The establishment of a representative, school-based team with a strong administrative presence and support (Campus Leadership Team).
- PBIS activities are embedded into existing school activities such as school improvement and Response to Intervention.
- The establishment of a system for reviewing/using behavioral data (e.g. office discipline referrals, attendance, etc.). These data are analyzed and used in a robust way to guide the design and implementation of additional behavior supports, especially at the targeted and intensive levels.
- Common area expectations are posted throughout the school, and these expectations are explicitly taught to students and consistently reinforced.
- Universal core behavioral values are explicitly taught to students and consistently reinforced.
- Teachers and staff receive ongoing professional development related to PBIS strategies (CHAMPS, etc.).
- Systems are designed for positive acknowledgment and reinforcement (in classrooms, and campus/district-wide).
- Predictable consequence systems are designed and implemented for behavior infractions (at both elementary and secondary).
- Targeted tier 2 and tier 3 interventions are developed and utilized as needed for student support.
 - Check-in check-out
 - Daily progress report and/or behavior contract
 - Targeted social skills instruction/lunch bunch
 - Structured recess
 - Meaningful work
 - School-based mentors

RtI/PBIS Team Review Guidelines

Primary Role

The Campus Leadership Team is a multi-disciplinary team of school professionals who meet on a regular basis to address school improvement. They also review concerns about struggling students and help design intervention plans. With regards to RtI/PBIS, the purpose of this team is to be an effective problem-solving group that:

- Monitors and problem-solves overall campus behavior trends
- Assesses concerns regarding student academics and/or behavioral difficulties
- Identifies student strengths, interests, and talents
- Reviews baseline and assessment data that has been collected
- Sets projected outcomes/goals and methods for measuring progress
- Designs specific intervention plans
- Identifies plan requirements, documentation of progress monitoring, and person(s) responsible
- Reviews and monitors intervention plans
- Conducts team self-assessments and evaluates overall program

This team considers key questions, such as:

- How large is the "gap" between the student's performance and his/her grade-level peers?
- Would additional exposure to the general education curriculum and instruction be sufficient to meet the struggling student's need?
- What specific interventions will be implemented and who will be responsible for their implementation?

RtI/PBIS Team Members

Core members

- Elementary Principal
- Secondary Principal
- Director of Curriculum and Instruction
- Elementary teacher(s)
- Secondary teacher(s)

Additional members (to be invited as needed)

- District Superintendent
- School Improvement Coordinator
- Referring teacher
- Special Education teacher
- Social worker
- Parent of child
- LSSP/diagnostician
- Speech/language pathologist
- School nurse
- Etc.

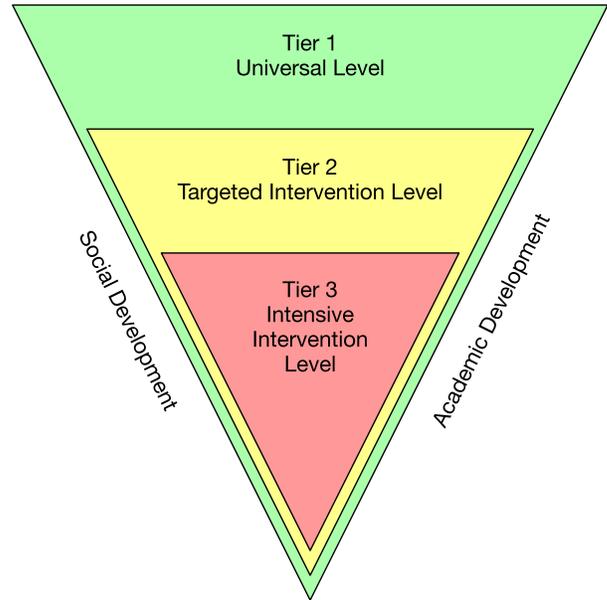
Bartlett ISD Tiered RtI Interventions - Academics

Academics (Reading and Math) - District Absolutes -

→ Tier 1

- Universal screeners
- Progress monitoring at least monthly
- Engaging core instruction
- Continued rigorous instruction
- Small group & differentiated instruction
- District unit assessments for all core area subjects in grades 2nd-12th
- Red/Yellow/Green sheets to document individual student progress on every TEKS standard in core subject areas
- Regular periodic data review meetings after each unit assessment with teacher(s) and campus administrator
- Benchmarks and ongoing formative assessments
- Data-based decision making drives instruction and differentiation
- Enrichment opportunities
- Possible participation in UIL, fine arts, athletics, and/or other clubs/activities
- Ongoing parent contacts (in addition to progress reports and report cards) to discuss academic progress
- ACE after school: tutoring, homework help, enrichment
- Instructional and intervention support through:
 - Study Island (all grade levels)
 - Khan Academy (6th-12th)
 - C-PALS (PreK Reading)
 - TPRI (K-2nd Reading)
 - TEMI (K-2nd Math)
 - Aimsweb (Reading 3rd-5th)
 - Edgenuity (6th-8th Reading)
 - iStation (3rd-5th Reading)
 - eSTAR/mSTAR (3rd-8th Math)

Three-Tiered Model of Support



→ Tier 2

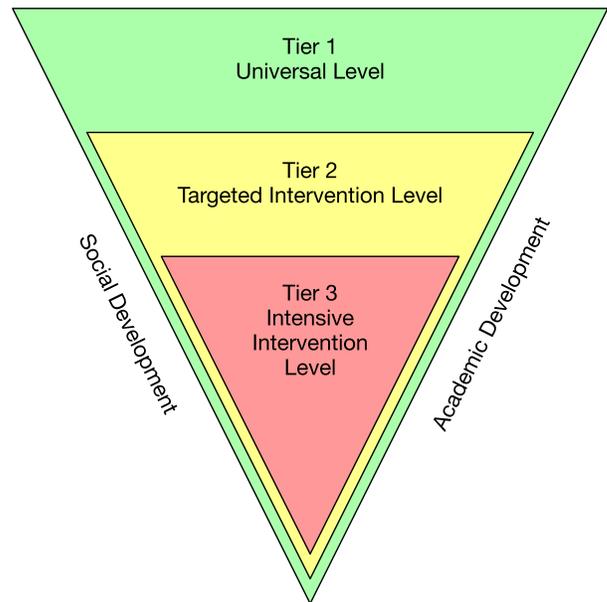
- Progress monitoring at least bi-weekly
- Additional small group (in class) intervention to re-teach TEKS not taught to mastery
- Consideration for small group (outside of class) tutoring (after school, before school, during intervention period, etc.)
- Referral to specialized teams as appropriate (ELLs to LPAC, qualified students to Section 504 committee or SPED ARD, etc.)

→ Tier 3

- Referral to RtI for additional intervention recommendations (to be provided by teacher and/or other staff)
- Progress monitoring at least weekly (over specific academic goals)
- Intensive individualized/targeted intervention plan
- Consideration for social supports (see tiered social/behavioral menu)
- Additional (more intensive) intervention time on programs from Tier 1 or 2
- Consider referral to Section 504 or SPED if documentation leads to a suspicion of a disability

Bartlett ISD Tiered RtI Interventions - Attendance

Three-Tiered Model of Support



Attendance - District Absolutes -

→ Tier 1 – 0 to 5 absences

- Campus group incentives (for grade/class) – Example: recognition, ice cream party, etc.
- Campus individual incentives – Example: Perfect Attendance recognition at awards assemblies, secondary final exam exemptions, etc.
- Campus plan for parent notification, reminders/trainings, and incentives/recognition
- Utilize ACE after school and/or Saturday School for making-up instruction (not just making up work)
- Principals intervene with tardies (talk to student and/or parent as appropriate)
- Phone calls and parent contacts by campus staff
- At 3 absences
 - Letter sent home at 3 unexcused absences within a 4-week period
 - Parent/student contact by administrator; information gathered from parents and/or student; individualized attendance intervention plan created and implemented
 - Parent/student informed of Compulsory Attendance Law, and legal/academic consequences of extensive absences

→ Tier 2 – 5 to 15 absences

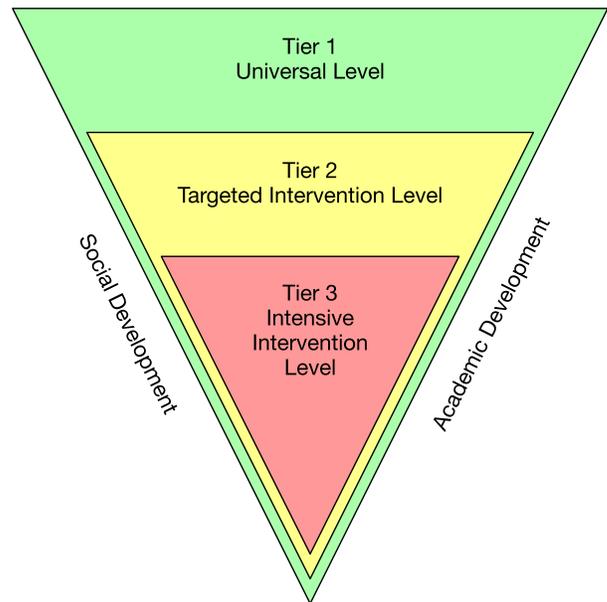
- Filing in Attendance Court for 10 unexcused absences
- Additional support through ACE after school and/or Saturday School to make-up instructional time
- Additional interventions as needed to support regular attendance

→ Tier 3 – more than 15 absences

- Referral to social worker
- Per state law, at Elementary, Retention Committee decides grade-level promotion/retention after 18 absences (excused or unexcused)
- Per state law, at Secondary, student will not receive class credit if absences equal more than 90% of class periods and instructional time is not made-up

Bartlett ISD Tiered RtI Interventions – Social/Behavioral

Three-Tiered Model of Support



Social/Behavioral - District Absolutes -

→ Tier 1

- School-wide education/focus on core monthly core character traits
- School-wide culture instruction/reinforcement of social skills
- Positive behavioral supports including campus-wide common area expectations (explicitly taught to students), positive reinforcement program (recognition, awards, etc.)
- Effective classroom management systems (clip chart, CHAMPS, positive established rewards/consequences, etc.)
- Extensive staff training on common area expectations, classroom management, positive interactions, CHAMPS, etc.
- Student instruction/practice on common area and classroom expectations
- Monitor/intervene for students with both internal emotional concerns and external acting out
- School-wide events/programs on topics such as anti-bullying, etc.
- RtI/PBIS team established to collect data, and create/monitor/evaluate systems
- Ensure effective procedures and supervision in non-classroom areas

→ Tier 2 – more than 2 major or 5 minor office referrals; or loss of more than 60 minutes of instruction/week

- Referral for school-based mentor and/or to social worker/STARRY
- RtI/PBIS team action plan created/implemented (along with methods of progress monitoring)
- Meaningful work
- Informal check-in/check-out daily with staff member
- Individualized behavior strategies (classroom behavior plan/contract) – focused on positive reinforcement
- Small group intervention (lunch bunch, etc.) with targeted social skills instruction

→ Tier 3 – more than 5 major or 7 minor office referrals; or loss of more than 120 minutes of instruction/week

- Structured recess and/or transitions
- Increase/formalize check-ins to 2x or 3x per day with staff (maybe an additional person)
- Individual counseling by social worker
- Increased individualization and intensity/frequency of tier 2 interventions