

RECOVERY SCHOOL DISTRICT



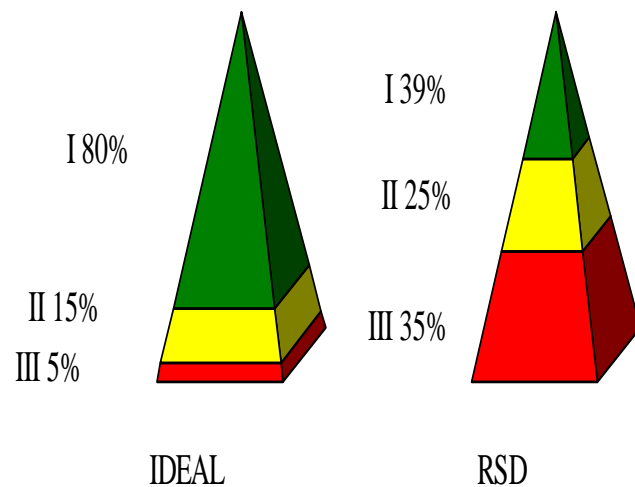
ELA/Reading & Math
Intervention Framework

Three-Tiered Model

2010-2011

Components of the Response to Intervention process:

- Fidelity to a strong core curriculum
- Universal screening of all students to determine skill levels
- Research based interventions applied to address at risk areas
- Progress monitoring to assess outcomes of the intervention process.



Tier I represents students who are achieving benchmark.

Tier II represents students at risk needing strategic support.

Tier III represents students at risk needing intensive support.

- M. Gap students (overage and students not on grade level) will receive instruction at Tiers II & III.
- The process is represented by the tiered triangle. The triangle on the left is the ideal expected student skill distribution while the triangle on the right represents tier estimates for the RSD derived from 2009-10 LEAP data.
- Data derived from this process measures outcomes and drives decisions about support services.

RSD ELA/Reading & Math Intervention Framework —Three Tiered Model

		Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced
P R I M A R Y K-2	Universal Screening	DIBELS/AIMSWeb Math Probes	DIBELS/AIMSWeb Math Probes	DIBELS/AIMSWeb Math Probes	DIBELS/AIMSWeb Math Probes
	Focus Areas	Oral Lang/Basic Reading/ Number and Operations	Vocabulary/Fluency/ Reading/Number and Operations	Grade Level Reading and Math Skills	Advanced Reading and Math Skills
	Intervention Program	Voyager/ DI/ FASTT Math, or supplemental materials	Voyager/FASTT Math	Reading & ELA core Math core	Accelerated Program, Voyager – “Ticket to Read”
	Instructional Time (ELA) ***	60 min. intervention 180 min. core 9-week review	30 min. intervention 180 min. core 9-week review	180 min core instruct.	90 minutes Accelerated Instruction
M I D D L E 3-8	Universal Screening	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
	Focus Areas	Basic Language, Reading & Math skill development	Reading & Math skill focus designed to achieve GLEs	Emphasis on building proficiency of GLEs in all content areas	Above GLEs through advanced activities
	Intervention Program	Direct Instruction (DI) FASTT MATH	Read 180/First in MATH	Reading & ELA core Math core	Accelerated Program
	Instructional Time (ELA) ***	180 min. intervention with core instruction 9-week review	90 min. intervention 90 min. core 9-week review	180 min ELA/Read.core	90 min. Accel. Inst.
H I G H 9-12	Universal Screening	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)	Measures of Academic Progress (MAP)
	Focus Areas	Specially designed instruction focused on student needs	Reading and Math skill focus designed to achieve GLEs	Emphasis on building proficiency of GLEs in all content areas	Above GLEs through advanced activities
	Intervention Program	Read 180/DI/First in MATH/Carnegie Algebra	Read 180 CarnegieBrAlgebra	CarnegieBrAlgebra	Accelerated Program
	Instructional Time (ELA) ***	90+ min. within core Small Groups: 1:5 9 weeks	90+ min. within core Small groups: 1:8 9 weeks	180 min. in Balanced Language Arts block (core instruction)	Accelerated Instruction to expand content areas
	Certify Progress	Evidence of Benchmark Performance			
***See Curriculum Support and Specific Grade Frameworks for details of Reading & Math minutes and Tier qualifying criteria scores					

RSD Behavior Framework—Three Tiered Model

		Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced
P R I M A R Y K- 3	Universal Screening	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR
	Focus Area	Patterns of Problem Behaviors requiring intensive interventions	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	Intervention Program	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed Aggression Replacement Therapy-ART	School-wide PBS Action Plan Second Step; Too Good For Drugs; Too Good Violence; Olweus	Enrichment Programs to promote Leadership
	Delivery Time	BIP will indicate the frequency of interventions	CI/CO is done all day; small group 2-3 times a week for 30 minutes	Daily maintenance of SWPBS	30 to 60 minutes per week skill-building
	Extend Day/Yr	Social Skill Activities	Social Skill Activities	Social Skill Activities	Enrichment Programs
M I D D L E 4-8	Universal Screening	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR
	Focus Area	Patterns of Problem Behaviors	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	Intervention Program	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed Aggression Replacement Therapy-ART	School-wide PBS Action Plan Second Step; Too Good for Drugs; Too Good For Violence; Olweus	Enrichment Programs to promote Leadership
	Delivery Time	BIP will indicate the frequency of interventions	CI/CO is done all day; small group 2-3 times a week for 30 minutes	Daily maintenance of SWPBS	30 to 60 minutes per week skill-building
	Extend Day/Yr	Social Skill Activities	Social Skill Activities	Social Skill Activities	Enrichment Programs
H I G H 9- 12	Universal Screening	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR	AIMSWEB BEHAVIOR
	Focus Area	Patterns of Problem Behaviors	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	Intervention Program	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed Aggression Replacement Therapy-ART	School-wide PBS Action Plan Too Good For Drugs; Too Good For Violence; Olweus	Enrichment Programs to promote Leadership
	Delivery Time	BIP will indicate the frequency of interventions	CI/CO is done all day; small group 2-3 times a week for 30 minutes	Daily maintenance of SWPBS	30 to 60 minutes per week skill-building
	Extend Day/Yr	Work Study/Social Skill Activities	Work Study/Social Skill Activities	Work Study/Social Skill Activities	Work Study/Enrichment Programs

RSD Behavior Framework—Three Tiered Model

SWPBS Process:

- School-wide implementation of PBS within school culture to promote positive school climate.
- Data-driven decisions applied to address at risk areas.
- Establish expectations and rules.
- Create reinforcement/incentive program.
- Progress monitoring- evaluate & modify

Three Tiered Model:

- **Tier-1** designed to develop and maintain SWPBS to prevent problem behaviors and support positive climate.
- **Tier II** represents students with behavior needs needing strategic support.
- **Tier III** represents students with patterns of problem behaviors who need intensive support.
- **Data derived from this process measures outcomes and drives decisions about support services.**

Definitions:

- **FBA** (Functional Behavior Assessment) Observational record of behavior assessing cause and effect of problem behavior.
- **BIP** (Behavior Intervention Plan) Developed with FBA data to reduce problem behaviors.
- **ISI** (In-School Suspension) Classroom in school where student receives curriculum instruction in small setting concurrent with opportunities for self-responsibility.
- **Why Try**- Program to address high-school maladaptive behaviors