



HOOPESTON  
AREA CUSD #11

*Response to  
Intervention  
District Plan  
2014/2015*

Revised August 2014

### **District Mission Statement:**

#### **Vision Statement:**

The vision of Hoopston Area CUSD #11 is to EXPECT MORE by

- Building relationships with our families and communities
- Preparing our students for success in college, career, and life
- Ensuring our students have equitable access to excellence throughout the district.

#### **Mission Statement:**

The mission of Hoopston Area CUSD #11, in cooperation with our families and communities, is to engage all our students in a rigorous curriculum that expects academic and behavioral excellence.

### **Definition of Response to Intervention (RtI)**

Response to Intervention (RtI) is a research/evidence-based general education instructional and intervention model that identifies students who are having difficulty achieving in the core curriculum.

RtI is a way to:

- Work with students who are having difficulties learning.
- Accurately monitor individual progress.
- Use data to make informed decisions regarding student instruction.
- Make sure that all students can reach their potential.
- Collaborate efforts from all district staff to facilitate student growth.

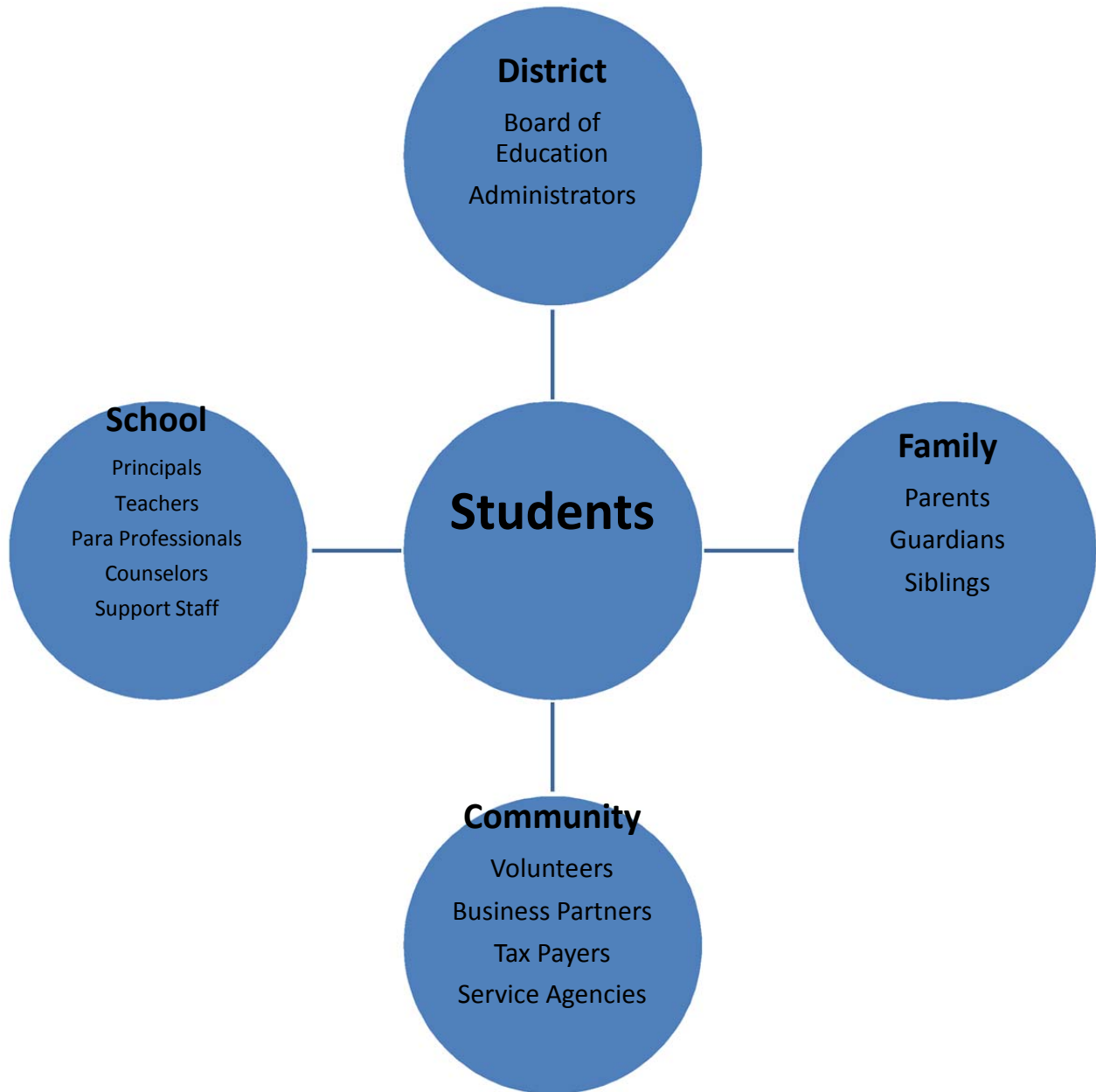
### **Rationale for Implementation**

RtI is a result of the:

- Changes in federal and state regulations brought about by the No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA).
- Need for earlier identification of the diverse educational needs of all students.
- Need to replace the archaic “wait to fail” model of intervention.
- Need to implement effective interventions that are based on research and evidence.

# Hoopeston Area CUSD #11

## Key Players to the Implementation of RtI



# **Roles and Responsibilities of Key Players**

## **District/Central Office**

- Provide tangible professional development, resources, and materials
- Communicate the District Vision message to all stakeholders
- Oversee Problem Solving Teams at the building levels
- Fidelity checks
- Support stakeholders
- Coordinate and assist in data analysis
- Communicate the Universal Screener (benchmarking) dates and data entry deadlines to the district
- Coordinate consistent, District-wide research and evidence-based instruction/curriculum/intervention
- Schedule and oversee Tier 3 Problem Solving Team meetings
- Communicate to teachers, students, and families

## **Building Principals**

- Communicate to teachers, students, and families
- Support implementation
- Support professional development
- Insure fidelity of instruction
- Assist in data analysis
- Organize the building Problem Solving Team

## **Classroom Teachers (General Education)**

- Provide research and evidence based instruction/curriculum/interventions
- Effectively deliver Common Core instruction
- Differentiate levels of instruction
- Initiate & maintain fidelity of instruction, assessment, and intervention
- Evaluate students for placement in tiers for instruction
- Establish performance goals for the student in the targeted area(s)
- Provide Tier 1, Tier 2, and Tier 3 interventions to address student deficiencies
- Monitor/assess/document data and student progress
- Communicate and collaborate with all appropriate stakeholders
- Monitor progress accordingly
- Problem-solve with principal regarding case-by-case questions as they arise

### **School Social Workers and Psychologists**

- Communicate and collaborate with teachers and administrators to disaggregate pertinent student data
- Function as a resource for student interventions at all levels
- Participate in Tier 2/Tier 3 problem solving, determining & providing interventions for students, and progress monitoring as appropriate
- Assist with staff development to support the RtI process as needed

### **Other Certified & Support Staff**

- Communicate and collaborate with all appropriate stakeholders
- Act as a resource to support the RtI process
- Provide interventions for students and progress monitoring as appropriate

### **District Response to Intervention/Title 1 Team**

- A representative from each building will serve on the District RtI/Title 1 Team and communicate with building leadership teams
- Work together to support and answer questions from the building level teams
- Meet at least three times a year to manage data, resources and questions

### **Building Problem Solving Teams**

- Establish a structure of implementation of the tiers at each site
- Support respective school staff with implementation
- Analyze universal screener results and school-wide data and make placement recommendations
- Ensure the fidelity of the implementation
- Relay strengths and needs of process to the District RtI/Title 1 Team
- Analyze and construct an Intervention Plan for students at the Tier 2/3 levels as appropriate

### **Parents**

- Be an active participant in the meetings
- Be involved in the data sharing and decision-making
- Support child(ren) at home with any interventions that have a home component and with daily homework assignments
- Ask questions, express concerns, and offer suggestions

# Action Plan for Implementation

## **Timelines:**

January 1, 2008: ISBE issued the state Response to Intervention initiative supporting the development of a system of scientifically, research-based interventions to support the varying needs of all students. ISBE required all school districts to develop their district plan by January 2009

## **August/September:**

- All K-11 teachers and paraprofessionals receive new and/or “refresher” training on administering, scoring, and data entry of the Star Assessment that addresses math and reading.
- Fall benchmark assessments will be given to all students in the district.
- The district Response to Intervention Coordinator, along with the Building Problem Solving Teams, will analyze and evaluate the district benchmark results to determine placement in Response to Intervention services. Teacher input and grades will also be taken into consideration.
- The district Response to Intervention Coordinator will send letters of participation to all parents and guardians of students who will be participating in Response to Intervention services at the Tier 2/3 levels.
- Implementation of RtI services will begin.
- Problem Solving Team Meetings will be held in their respective buildings every six weeks to analyze Tier 3 student progress and determine the next appropriate steps of intervention. Tier 2 student progress will be monitored by the Title 1/Interventionist at each building.
- RtI folders will be completed for all students receiving RtI services for documentation purposes which will include all intervention plans designed for that student.
- Any new staff or parent referrals will be addressed at Problem Solving Team Meetings.

## **November:**

- November benchmark assessments will be given to all students in the district.
- The district Response to Intervention Coordinator, along with the Building Problem Solving Teams, will analyze and evaluate the district benchmark results to determine placement in Response to Intervention services. Teacher input and grades will also be taken into consideration.
- The district Response to Intervention Coordinator will send letters of participation to all parents and guardians of students who will be participating in Response to Intervention services
- Problem Solving Team Meetings will be held in their respective buildings every six weeks to analyze Tier 3 student progress and determine the next appropriate steps of

intervention. Tier 2 student progress will be monitored by the Title 1/Interventionist at each building.

**January:**

- January benchmark assessments will be given to all students in the district.
- The district Response to Intervention Coordinator, along with the Building Problem Solving Teams, will analyze and evaluate the district benchmark results to determine placement in Response to Intervention services. Teacher input and grades will also be taken into consideration.
- The district Response to Intervention Coordinator will send letters of participation to all parents and guardians of students who will be participating in Response to Intervention services
- Problem Solving Team Meetings will be held in their respective buildings every six weeks to analyze Tier 3 student progress and determine the next appropriate steps of intervention. Tier 2 student progress will be monitored by the Title 1/Interventionist at each building.

**April:**

- The district Response to Intervention Coordinator, along with the Building Problem Solving Teams will analyze and evaluate the district benchmark results to determine placement in Response to Intervention services. Teacher input and grades will also be taken into consideration.
- The district Response to Intervention Coordinator will send letters of participation to all parents and guardians of students who will be participating in Response to Intervention services
- Problem Solving Team Meetings will be held in their respective buildings every six weeks to analyze Tier 3 student progress and determine the next appropriate steps of intervention. Tier 2 student progress will be monitored by the Title 1/Interventionist at each building.

**May:**

- RtI folders will be moved to the appropriate grade level for use during the subsequent school year.

## RtI Benchmarking Schedule

### STAR Reading and Math Assessment

Benchmarking/ Standardized Assessment	First Administration	Second Administration	Third Administration	Fourth Administration
STAR Benchmarking Assessment (K-11)	September 2, 2014	November 3, 2014	January 26, 2015	April 13, 2015

**\*A two week window will be allowed to complete benchmark testing.**

#### Additional Assessments Across the District:

- Running Records
- Sight Word Assessments
- Math Fact Assessments
- Common Core Grade Level Assessments
- PARCC Assessments: Partnership for Assessment of Readiness for College and Careers (3-8, 11)
- ACT (11)

#### Progress Monitoring at the Elementary/Middle School Level:

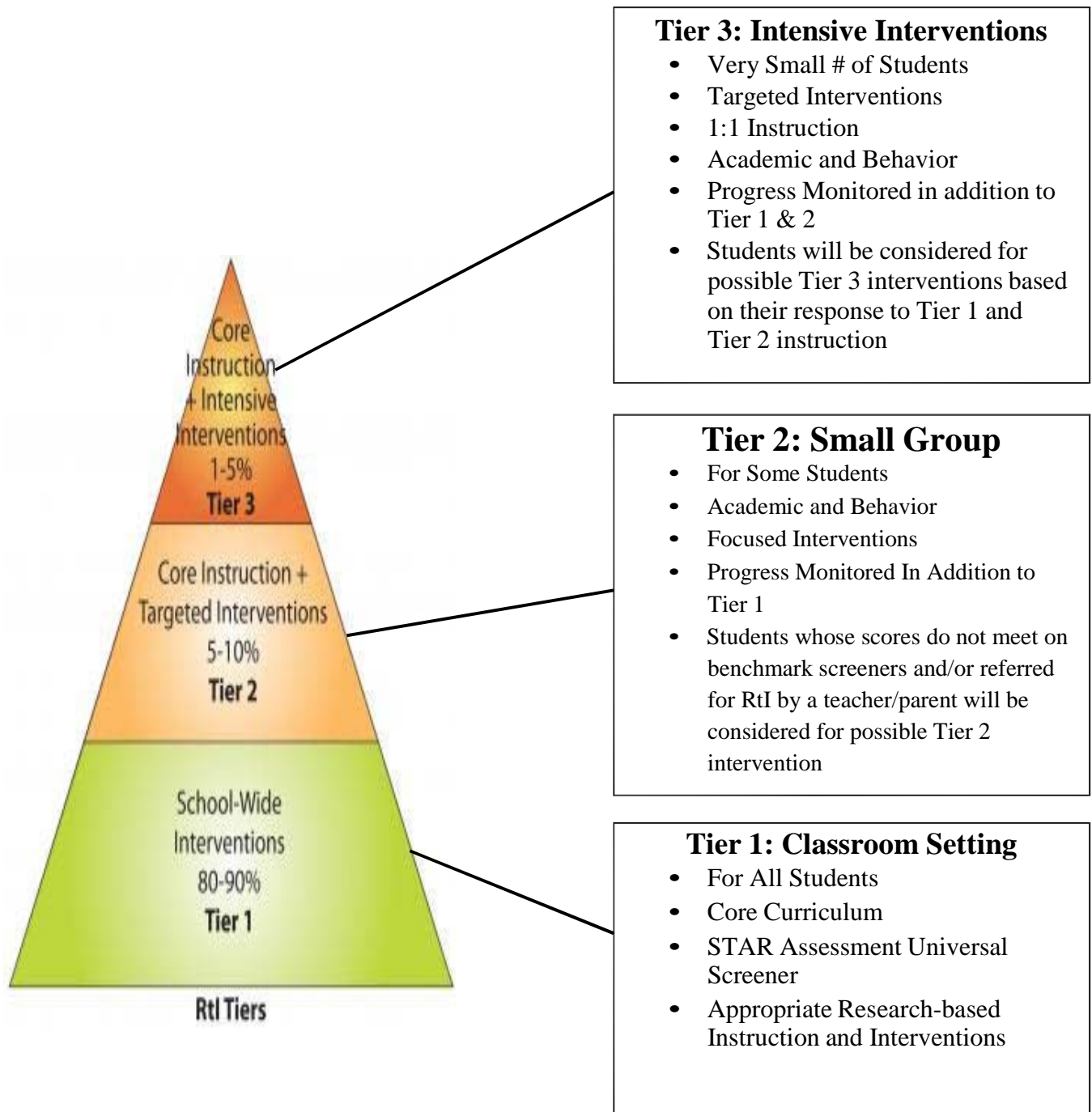
- Students receiving Tier 2 and Tier 3 interventions will be monitored using the progress monitoring tool for data collection. This will be done once to twice a month. Occasionally, a student may need to be monitored more closely.

#### Screening and Progress Monitoring Plan at the High School Level

- Assessment data and academic history from previous schools/grade levels will be examined for trends. Those could include:
  - ISAT
  - Existing individual student intervention plans
  - EXPLORE Test- Grade 9
  - PLAN Test- Grade 10
  - PSAE- Grade 11
- Students who receive RtI services at the high school level may be monitored through grade checks and/or may be monitored using the progress monitoring tool for data collection.



# Multi-Tier Model



## Position Statement for Referral to Tier 2

- STAR Assessment data will be reviewed by the Title 1 staff after each of the 4 benchmarking windows.
- Recommended action according to Proficiency level on STAR Assessment

On Watch	Tier 2	Tier 3
26%-40%	11%-25%	0%-10%

- All convergent data will be reviewed to determine the level of *support/intervention* needed and the frequency of progress monitoring. Students will be activated for *strategic progress monitoring* when their benchmarking scores are between the 10th and 25th percentile. Convergent data will be used to determine Tier 2 and Tier 3 interventions.
- If STAR Assessment scores are not below 25th percentile but other available data shows significant delay, then referral for Tier 2 may be appropriate.
- Decisions on students to receive Tier 2 interventions will be made based on assessment data and teacher and parent input.
- Data of students receiving Tier 2 interventions will be reviewed quarterly, or as needed, by the grade level team/Problem Solving Team to determine level of intervention needed.

## Definition of Interventions to be used at Tier 2 Basic

- Small group instruction with focus on specific skill area/need.
- Direct instruction by trained professional or para-professional in the student's area of deficiency.
- Interventions that are researched-based and evidence-based for specific area of need will be recommended. The district will determine the research based interventions at each level.
- Title I services (This will include a pull-out or push-in model)
- After-school tutoring

## Position Statement for Referral to Tier 3

There are two ways a child could be referred for Tier 3 interventions. When classroom data, including STAR Assessment, indicates a need for intense intervention for those students not currently receiving interventions outside of the classroom OR when progress monitoring data indicates little progress with a current intervention, a child could need more intense, consistent intervention like those delivered in Tier 3. Both scenarios are explained below.

1) For students not currently receiving interventions outside of Core Curriculum:

- STAR Assessment data will be reviewed by the building Problem Solving Teams after each of the 4 benchmarking windows.
- Any student who scores below the 10th percentile based on national norms will be flagged for further review for Tier 3.
- All convergent data will be reviewed to determine accuracy of the STAR Assessment data. If all data indicates significant delays, progress monitoring will be initiated, with a review meeting every six weeks.
- Intense interventions will be initiated either in small group or in 1:1 setting focusing on the student's area of skill deficit.

2) For students receiving Tier 2 interventions in addition to Core Curriculum:

- Progress monitoring data will be reviewed periodically. (STAR Assessment data or other appropriate, identified measure)
- If data shows no change or minimal change in progress, a change in intervention is necessary.
- If the student is in need of intervention at a level of intensity and frequency that is greater than most of the other students, Tier 3 intervention is indicated.
- If the student is not making adequate progress at the Tier 2 level, the student will be moved to Tier 3 with one on one, or very small group interventions being delivered.
- For Tier 3, **more frequent** progress monitoring should be initiated with review meetings held every six weeks.

### Definitions of Interventions to be used at Tier 3

- Tier 3 (very small group or 1:1) instruction with focus on specific skill area/need.
- Direct instruction by trained professional in the area of need and in a specific intervention.
- Interventions that are researched-based and evidence-based for a specific area of need, will be delivered at the Tier 3 level.

# **Special Education Eligibility Criteria**

## CRITERIA FOR ENTITLEMENT FOR SPECIAL EDUCATION Learning Disability

### **Learning Disability Definition:**

A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (The term does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.)

### **Indicators:**

- Records indicate a history of academic difficulties
- Academic deficits are not primarily the result of other factors such as a visual, hearing, or motor disability; cognitive impairment; emotional disturbance; lack of appropriate instruction in reading or math; limited English proficiency; cultural factors; or environmental or economic disadvantage
- Student's skill level and performance in at least one academic area is significantly below that of peers or state-approved grade-level standards despite several scientific research-based interventions and modifications in instruction, curriculum, and environment
- Student demonstrates limited growth in achievement over time compared to prior levels of performance, peer growth rates, and expected performance despite data based interventions

### **Decision Making Process:**

- Information and data must be gathered and documented from a variety of sources including classroom observations
- Information and data must be consistent and convergent
- Documented outcomes resulting from systematic progress monitoring indicates sustained resistance to an intervention plan designed to meet individual student needs
- To maintain and sustain interventions requires resources beyond those available in general education

## **Referral Process:**

A parent or school staff member may request an evaluation. A referral from a doctor will be considered a parent request if made on behalf of a parent. The school staff and parents, called the IEP team, will usually meet to review the information available about the student. This information reviewed includes academic performance, health, vision and hearing, communication, motor skills, general intelligence, functional performance, and social/emotional status.

## **Eligibility for Services**

The Individuals with Disabilities Education Act lists different disability categories under which children may be eligible for special education services. For a child to be eligible for services, the disability must affect the child's educational performance. A child may not be identified as a "child with a disability" just because he or she speaks a language other than English and does not speak or understand English well. A child may not be identified as having a disability just because he or she has not had enough instruction in math or reading.

## **Eligibility Categories**

A child may qualify for special education services on the basis of one or more of the following categories:

Autism—including any Autism Spectrum Disorder  
Cognitive Disability—significantly below average general intelligence  
Deaf-Blindness—combination of deafness and blindness  
Deafness—severe hearing impairment  
Developmental Delay—significant delay in physical, cognitive, communication, social/emotional, or adaptive development (ages 3-9)  
Emotional Disability—severe mental health issue which affects the child's learning  
Hearing Impairment—permanent or fluctuating hearing loss that affects learning  
Multiple Disabilities—combination of various impairments  
Orthopedic Impairment—including impairments a child was born with or developed later  
Other Health Impaired—including disorders such as ADHD, diabetes, epilepsy, hemophilia, Tourette's syndrome, etc., which adversely affects a child's educational performance  
Specific Learning Disability—disorder in one or more basic psychological process involved in learning  
Speech/Language Impairment—communication disorder including stuttering, impaired articulation, language or voice impairment  
Traumatic Brain Injury—an acquired injury to the brain resulting in total or partial functional disability  
Visual Impairment—sight problem which, even with glasses, adversely affects school performance

## **Evaluation Process**

If an evaluation will be conducted, the IEP team will determine what additional information needs to be gathered to complete that evaluation. Information can be gathered in any of the following areas: Academic performance, general intelligence, health, vision/hearing, communication, motor skills, functional performance, and social/emotional status. The school must have written parent consent before any evaluation can be conducted. Once the evaluations are completed, the IEP team (including the parents) will meet to review the information. If, under state and federal guidelines, the child qualifies for special education services, the IEP team may write an individualized education program (IEP). A child cannot receive any special education or related services without written parent consent.

The IEP describes the educational goals the team sets for a child during the school year, as well as any special support needed to help achieve them. Each year, the goals and child's progress are reviewed and new goals, if necessary, are written. Every three years, or earlier if needed, the IEP team meets to determine whether more evaluation information is needed to decide if the child continues to be eligible for special education services. A parent can choose to revoke consent for special education or related services at any time they so choose.

If you have any questions regarding the enclosed information, please feel free to contact the principal in the building your child is attending. In addition, you may contact the special education office for further information.

Special Education Office  
John Greer Grade Center  
609 W. Main St.  
Hoopeston, IL 60942  
(217) 283-7964

## **Dismissal Criteria**

It is important for the Title 1/RtI Staff to use sound professional judgment and competency in recommending that services for an eligible student are no longer warranted. When considering dismissal, a student needs to meet or exceed the age appropriate target set for them by the Title 1 or RtI team. The student must meet or exceed 3 consecutive targets, or meet the criteria set by the building Problem Solving Team. Parents will be notified of the dismissal. If after dismissal, the student's progress diminishes, the student can be reconsidered for reinstatement into the RtI program.

## **Communication Activities**

A Response to Intervention (RtI) brochure has been developed and made available to parents at individual buildings on an as needed basis.

- Elementary teachers use the brochure during Parent/Teacher Conferences and at other times when meeting with parents to discuss concerns for individual students.
- The brochure is mailed home to the parents or guardians in the event that their child has qualified for Response to Intervention services.
- The brochure is available to parents at the middle and high school by request and/or on an as needed basis when discussing individual student needs.

Parent Notification notes will be mailed home notifying parents and guardians that their child has qualified for specific Response to Intervention services.

The Intervention Plans for Tier 3 students will be mailed home after the initial meeting and after subsequent meetings. The Intervention Plans of Tier 2 students will be available upon request.

Notifications will also be sent home when a child has a change in his/her intervention plan (ie. The child is moved to a different Tier or was dismissed from the RtI service).

