

Bonny Eagle High School Response to Intervention Plan Teacher Guide

BONNY EAGLE SCHOOL DISTRICT RESPONSE TO INTERVENTION PLAN

Vision: The Bonny Eagle School District in partnership with the community embraces a system of continuous improvement in a safe and supportive learning environment.

Mission: The mission of the Bonny Eagle School District is to help *all* students reach their full potential.

Goals:

- Highest student achievement
- Safe learning environment
- High performance organization

Beliefs:

- Accepting responsibility
- Building internal and external partnerships
- Communicating positively and constructively
- Demonstrating mutual respect and integrity
- Fostering a safe, caring climate
- Promoting life-long learning
- Providing for diverse needs
- Sharing in decision making
- Utilizing principals of continuous improvement

BONNY EAGLE SCHOOL DISTRICT RESPONSE TO INTERVENTION

Utilizing a variety of strategies and approaches, the Bonny Eagle schools endeavor to meet the needs of all learners, irrespective of their abilities or disabilities. A systematic and multi-faceted, three-tiered approach guarantees that supports and interventions are available to all students who struggle to meet a full range of behavioral and/or learning benchmarks. An effective RTI structure focuses on how well students respond to changes in instruction or interventions.

K-12 SCHOOL-WIDE PRACTICE

When any student is not meeting our academic and/or behavioral benchmarks, we will provide systematic, direct, and timely interventions by implementing the following system:

- Identify student and gather information about the student: learning styles, test scores, grades, attendance, review cumulative folder.
- Document actions and strategies already used in classroom
- Evaluate student's needs ongoing systematic and valid assessments (classroom observations, attendance records, discipline records, common assessments, standardized assessments, teacher observations, formative assessments, samples of student work, student input, parent input, and input from other school specialists).
- Refer student to building RTI team to select and document appropriate Tier I interventions
- Assign and document responsibility for each action
- Select and document the data to measure progress
- Establish and document the time frame for the interventions
- Set a check-in date to evaluate progress and document findings
- Hold check-in meeting to evaluate and document progress. If necessary, determine and document more intensive intervention strategies (Tier I or Tier II).
- Repeat the previous step and initiate modified Tier II or Tier III interventions until student meets identified academic or behavioral benchmarks.

A FRAMEWORK FOR INTERVENTION

Recognizing that students learn and flourish in an environment that is both personal and learner-centered, the Bonny Eagle School District has structured its schools in ways that nourish, enhance and support their unique academic, physical, social, and emotional needs. These structures include school organization, academic and student support services, modes of communication, and a range of student organizations and activities.

HIGH SCHOOL LEVEL STRUCTURES:

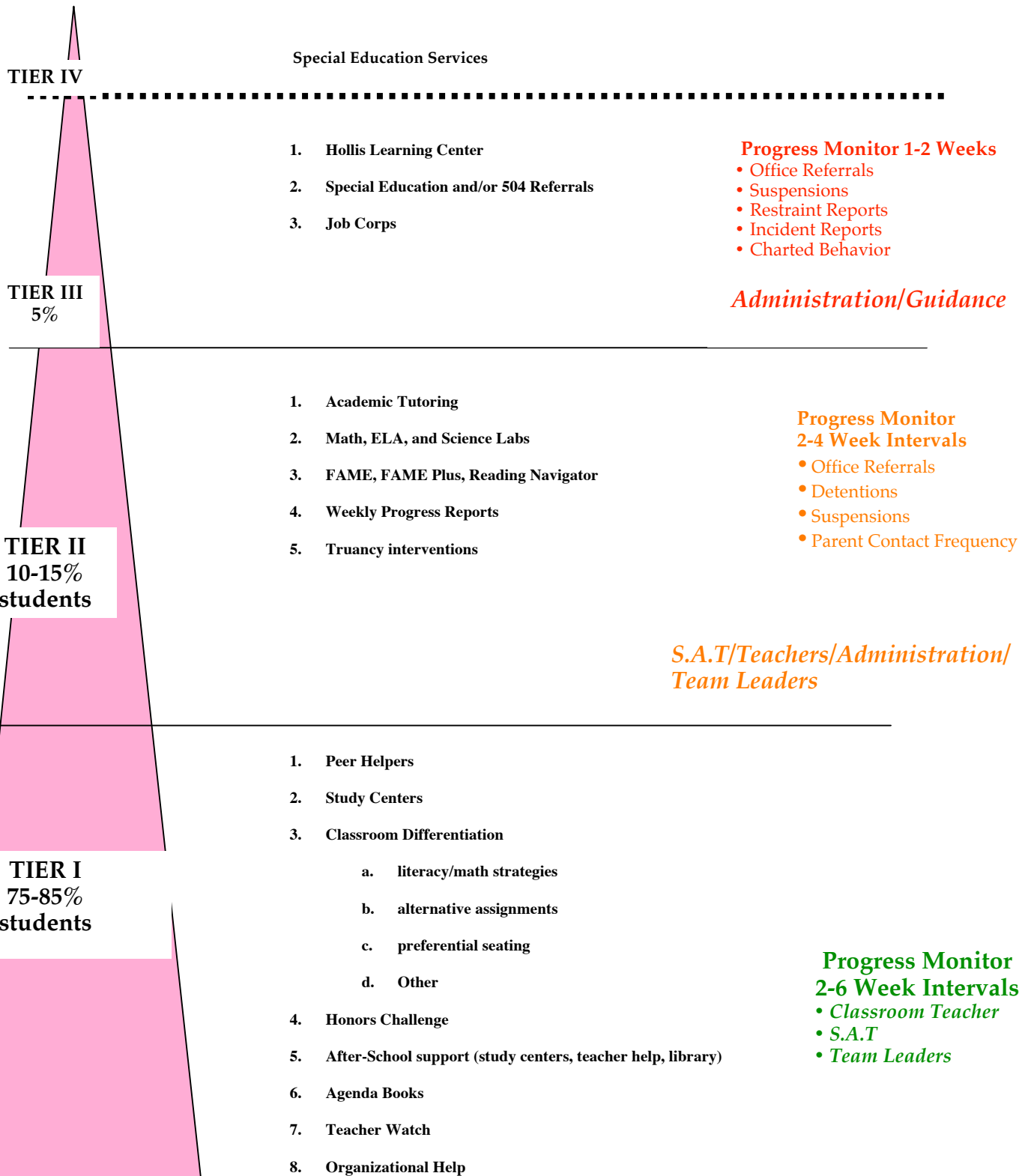
- Access to counseling services (including Possibilities Counseling Services)
- After-school support options (Study Centers, tutoring, library)
- Agenda books with student code of conduct and literacy strategies
- Bullying and harassment prevention program (rubrics, forms, interventions)
- Comprehensive college preparatory curriculum
- Communication with parents (Parent Portal, Open House, Parent-Teacher conferences, Infinite Campus e-mail, newsletters)
- Coordinated transition plan between BEMS and BEHS
- District and building goals for improvement in reading and math
- Extensive variety of school activities (clubs, organizations, art, drama, and music) and athletic teams
- Grade-level teams and pathways that create small learning communities
- Homebase for each student that facilitates personalized interactions and relationships with adults and peers
- School-wide literacy adoption and implementation
- Looping system for guidance counselors
- Off-site alternative education program
- Personal Learning Plan (PLP) curriculum for all students.
- Post-high school learning opportunities for all students (Advanced Placement courses, vocational technical schools, articulated agreements with community colleges, community college and college courses offered through 5th Block online courses)
- Professional development system that promotes high quality instruction
- Set of regular education support services (Literacy Specialist, FAME reading programs, Reading Navigator, Math Labs, Study Centers, Peer Mentoring Program, SAT, and Summer School)
- System for frequent and data based decision making (NWEA, Gates, PSAT, SAT)
- System for passing on vital information from year to year that includes the student's history and present abilities (via Infinite Campus Process for tracking student attendance and behavior)

A TIERED SYSTEM OF INTERVENTION RESOURCES

In addition to the structures above, a number of interventions have been identified as a means of supporting the learning and/or behavioral challenges that confront struggling students. Our three-tiered model is based the systematic design of incremental intervention represented on the table that follows.

HIGH SCHOOL LEVEL INTERVENTION RESOURCES			
	Tier I	Tier II	Tier III
Academic	<ul style="list-style-type: none"> • Athletic/Main Office Student Assistant • Peer Helpers • Study Centers • Classroom Differentiation: literacy and math strategies, preferential seating, other. • Honors Challenge • After-School Support (study centers, teacher help, library) • Agenda Books • Study Skills Help • Teacher Watch • Alternative Assignment 	<ul style="list-style-type: none"> • Academic Tutoring & Peer Mentoring • Math, English, and Science Labs • FAME • FAME Plus/Reading Navigator • ISS Reflection Sheets • Weekly Progress Reports • Truancy Intervention • Modified Assignments 	<ul style="list-style-type: none"> • Hollis Learning Center • Special Education and/or 504 Referrals • Job Corps • Adult Education • Sebago Alliance School • Guidance Referrals to Outside Support Services (Youth Alternatives, crisis intervention, Day One, counselors in community)
Behavioral	<ul style="list-style-type: none"> • Athletic/Main Office Student Assistant • Peer Helpers • Agenda Books • Meet with students • Meet with Parents • Parent Portal • Teacher Watch • Contact Parents (via phone, email, conferences) • Positive Recognition (letter, token systems, team events, gift cards) • Advisory/Homebase and PLPs • Athletics/Activities: Encouraging Positive Involvement • 9th Grade Transition Watch List (BEMS & BEHS guidance counselors and administrators meet over the summer) 	<ul style="list-style-type: none"> • Develop Action Plans & Behavior Contracts • Administrative Meetings/Behavior Contracts • Attendance Appeals Meetings • Truancy Letters/Intervention • OSS Re-entry Meetings • ISS Reflection Sheets • Referral to Social Worker (individual/group counseling) • Guidance (counseling groups, substance abuse, addiction, anger management) 	<ul style="list-style-type: none"> • School Board/Expulsion Hearing & Re-entry Plans • Guidance Referrals to Outside Support Services (Youth Alternatives, Spring Harbor, crisis intervention, counselors in community, Day One)

BEHS Academic Tiers



BEHS Behavioral Tiers

Special Education Services

TIER IV

1. School Board Expulsion/Re-entry hearings
2. Guidance referrals to outside support services (Youth Alternatives, Spring Harbor, Crisis Intervention, Counselors in the community, Day One)

Progress Monitor 1-2 Weeks

- Office Referrals
- Suspensions
- Restraint Reports
- Incident Reports
- Charted Behavior

TIER III
5%

Administration/Guidance

1. Develop action plans and behavior contracts
2. Administrative meetings and behavior contracts
3. Attendance Appeals Meetings
4. Truancy letters/Intervention
5. OSS Re-entry meetings
6. ISS reflection sheets
7. Referral to Social Work (group and/or individual)
8. Guidance (counseling groups, substance abuse, addiction, anger management.)

**Progress Monitor
2-4 Week Intervals**

- Office Referrals
- Detentions
- Suspensions
- Parent Contact Frequency

TIER II
10-15%
students

*S.A.T/Teachers/Administration/
Team Leaders*

1. Athletic/Main Office Student Assistant
2. Peer helpers
3. Agenda book
4. Meet with students
5. Meet with parents
6. Parent Portal
7. Teacher Watch
8. Contact with parents (phone, email, conferences)
9. Positive recognition (letter, token systems, team events, gift cards)
10. Advisory/Homebase and PLPs
11. Athletics/Activities-encourage positive involvement
12. 9th Grade Transition plan

Progress Monitor

- Classroom Teacher
- S.A.T
- Team Leaders

TIER I
75-85%
students

Grade 9 and 10 Team RTI Process 2009-2010

Tier	RTI Activity	Who's Responsible	Progress Monitor/Timeline
Tier I	<ul style="list-style-type: none"> • Screen Students using progress reports, NWEA, GATES (if appropriate), attendance and classroom behavior data. • Identify students who are not meeting benchmarks • Record in infinite campus using the contact log in the PLP section. 	Grade Level Team Members	½ way through first quarter
	<ul style="list-style-type: none"> • Develop a Tier I intervention plan for identified students. • <u>(Teams are expected to pilot the program with four students each semester during the 2009-2010 school year.)</u> • Record using the Tier I Documentation Form. • Contact Parents. • Record in infinite campus using the contact log in the PLP section. 	Individual Classroom Teacher or Grade Level Team	2-6 Weeks
	<ul style="list-style-type: none"> • Examine data and determine if further interventions are needed. • Continue Tier I interventions and/or try new interventions. • Record using the Tier I Documentation Form. • Update Parents. • Record in infinite campus using the contact log in the PLP section. 	Individual Classroom Teacher or Grade Level Team	2-6 Weeks Repeat this step if appropriate.

Tier	RTI Activity	Who's Responsible	Progress Monitor/Timeline
Tier II	<ul style="list-style-type: none"> • Examine data and determine whether or not Tier II interventions are needed. • Work as a team to develop an action plan that includes Tier II interventions. • Document using the SAT Action Plan Form(s.) • Update Parents. • Record in infinite campus using the contact log in the PLP section. • Notify the administration and guidance. 	Grade Level Team	2-4 Weeks
	<ul style="list-style-type: none"> • Examine data and determine whether or not further Tier II interventions are needed. • Work as a team to determine further Tier II interventions or refer the student to the administration for Tier III interventions. <ul style="list-style-type: none"> • Document using the SAT Action Plan Form(s.) • Record in Infinite Campus using the contact log in the PLP section. 	Grade Level Team	2 -4 Weeks
Tier III	<ul style="list-style-type: none"> • Make appropriate referrals and collect documentation for Tier III interventions. • Contact Parents. • Record in infinite campus using the contact log in the PLP section. 	Administrator (with support of the team and the guidance counselor)	1-2 Weeks
	<ul style="list-style-type: none"> • Examine data and determine appropriate Tier III interventions for the student. 	Administrator/Special Education Director	1-2 Weeks
Tier IV	Special Education Services	Special Education Staff	

Grade 11 and 12 RTI Process 2009-2010

Tier	RTI Activity	Who's Responsible	Progress Monitor/Timeline
Tier I	<ul style="list-style-type: none"> • Screen Students using progress reports, NWEA, GATEs (if appropriate), attendance and classroom behavior data. • Identify students who are not meeting benchmarks • Record in infinite campus using the contact log in the PLP section. 	Classroom Teacher	½ way through first quarter
	<ul style="list-style-type: none"> • Develop a Tier I intervention plan for identified students. • <u>Teachers are expected to pilot the program with at least one student each semester during the 2009-2010 school year.</u> • Record using the Tier I Documentation Form. • Contact Parents. • Record in infinite campus using the contact log in the PLP section. 	Classroom Teacher	2-6 Weeks
	<ul style="list-style-type: none"> • Examine data and determine if further interventions are needed. • Continue Tier I interventions and/or try new interventions. • Record using the Tier I Documentation Form. • Update Parents. • Record in infinite campus using the contact log in the PLP section. 	Classroom Teacher	2-6 Weeks Repeat this step if appropriate.

Tier	RTI Activity	Who's Responsible	Progress Monitor/Timeline
Tier II	<ul style="list-style-type: none"> • Examine data and determine whether or not Tier II interventions are needed. • Refer the student to the SAT team by completing the SAT Referral form and attach the Tier I Intervention Documentation Form. • Update parents and the guidance counselor. • Record in infinite campus using the contact log in the PLP section. 	Classroom Teacher	2-4 Weeks
	<ul style="list-style-type: none"> • SAT team will review the referral and develop an action plan. • <u>If the SAT team caseload has reached capacity, then priority will be given to 11th grade students. 12th grade students will be referred to the administration.</u> • Document using the SAT forms and processes. • Record in Infinite Campus using the contact log in the PLP section. 	SAT Team	2 -4 Weeks
	Examine data and determine whether or not further Tier II interventions are needed.	SAT Team	2-4 Weeks
Tier III	<ul style="list-style-type: none"> • Make appropriate referrals and collect documentation for Tier III interventions. • Contact Parents. • Record in infinite campus using the contact log in the PLP section. 	SAT Team or Administration	1-2 Weeks
	<ul style="list-style-type: none"> • Examine data and determine appropriate Tier III interventions for the student. 	Administrator/Special Education Director	1-2 Weeks
Tier IV	Special Education Services	Special Education Staff	

BEHS RTI Process Scenarios

Scenario A (Academic)

Step 1: Screening

Johnny Appleseed is screened by his 10th grade team teachers in mid October. He currently has a 74 in English 10 and a 78 in U.S. History. His Fall NWEA score is below the 10th grade benchmark. The English teacher reports that Johnny works hard in class, but does poorly on assessments, particularly reading and vocabulary tests.

Step 2: Tier I Interventions

Johnny's teachers move his seat so that he can focus more easily during discussions. The English teacher contacts Johnny's parents and lets them know that Johnny will be reporting to the study center every Thursday to study for the vocabulary quizzes. The English and history teachers spend some extra time with Johnny, teaching him how to use some pre-, during, and post-reading strategies. The plan is documented.

Step 3: Progress Monitor

The teachers monitor Johnny's progress for four weeks. They see a slight improvement, but he is still not performing at the same level as his peers. The English teacher uses resource links provided on the NWEA website to develop a differentiated unit that has components tailored to Johnny's needs. The teacher also modifies the vocabulary program. The progress and new interventions are documented.

Step 4: Tier II Interventions

Johnny still continues to have difficulties with reading and vocabulary. His grades and performance are still below the benchmark. Johnny's English teacher now asks the grade level team to help put in place some Tier II interventions for Johnny. During the team meeting an action plan is developed. The team invites the literacy specialist and a parent to a team meeting to help with the plan. The plan includes targeted reading and vocabulary review at home each night. The parent records the progress daily in the student's agenda book. Johnny is scheduled for a Fame Plus class for the following quarter. In the meantime, Johnny's teachers make modifications to his reading assignments when appropriate. The progress and new interventions are documented.

Step 5: Tier III Referral

Every two weeks, Johnny's progress in reading class and his regular subjects is closely monitored. The literacy specialist re-administers the NWEA and a GATEs test. If Johnny has not made adequate progress, then the team's administrator reviews all of the documentation and makes a referral to special services.

Scenario B (Behavioral)

Step 1: Screening

Nancy Drew is a junior whose grades have dropped due to a recent increase in school absences. Nancy's math teacher is very concerned because she has missed a great deal of instructional time and her grades have dropped.

Step 2: Tier I Interventions

Nancy's math teacher calls Nancy's mother and talks with her about the absences. Nancy's mother says that she works two jobs and is not home when Nancy leaves for school in the morning. The math teacher meets with Nancy outside of class and talks with her about the absences. The teacher offers to stay after school with Nancy and get her caught up. He/She also writes Nancy a pass to use the study center during her study hall. The teacher documents the interventions.

Step 3: Progress Monitoring

Nancy is absent three more times over two weeks. The teacher contacts the parents and the guidance counselor and invites them in for a meeting. The teacher checks in with the attendance coordinator who sends home a truancy letter. The teacher and the attendance coordinator document the interventions.

Step 4: Tier II Interventions

Nancy continues to be absent. The teacher notifies the guidance counselor of the situation.. The guidance counselor meets with the student and contacts the parents. The teacher refers Nancy to the SAT Team. The SAT team gathers a wide variety of information about Nancy. They develop an action plan that includes a referral to social work services, an administrator meeting with parents, and a second truancy letter. The social worker and/or resource officer also make a visit to the home. The action plan and Nancy's progress are documented by the SAT team.

Step 5: Tier III Referral

Nancy's attendance at school continues to be a problem. She now is failing all of her classes and will likely lose credit even if she does pass. The SAT team refers Nancy to the administration who will review all of the documentation and explore possible Tier III interventions for Nancy that may include; intensive social services, district level truancy interventions, and enrollment in a credit recovery program.