

## RSD ELA/Reading & Math Intervention Framework: Three-Tiered Model 2009-2010

Response to Intervention (RtI)		Tier III Intensive	Tier II Strategic	Tier I Benchmark	Advanced	
<p><b>Components of the RtI process:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> fidelity to a strong core curriculum</li> <li><input type="checkbox"/> universal screening of all students to determine skill levels</li> <li><input type="checkbox"/> research based interventions applied to address at risk areas</li> <li><input type="checkbox"/> progress monitoring to assess outcomes of the intervention process.</li> </ul> <p><b>Tier I</b> represents students who are achieving benchmark.  <b>Tier II</b> represents students at risk needing strategic support.  <b>Tier III</b> represents students at risk needing intensive support.</p> <p><input type="checkbox"/> M-Gap students (overage and students not on grade level) will receive instruction at Tiers II &amp; III.</p>	<b>P R I M A R Y K-3</b>	<b>Universal Screening</b>	DIBELS/ Math CBM	DIBELS/ Math CBM	DIBELS/Math CBM	DIBELS/Math CBM
		<b>Focus Areas</b>	Oral Language/Basic Reading/Number and Operations	Vocabulary/Fluency/Reading/ Number and Operations	Grade Level Reading and Math Skills	Advanced Reading and Math Skills
		<b>Intervention Program</b>	Voyager/ DI/ FASTT Math	Voyager/FASTT Math	Reading & ELA core Math core	Accelerated Program
		<b>Instructional Time (ELA) ***</b>	120 minute intervention 60 minute core 9-week review	90 minutes intervention 90 minutes core 9-week review	180 minutes core instruction	90 minutes Accelerated Instruction
	<b>M I D D L E 4-8</b>	<b>Universal Screening</b>	SRI Lexiles/Math CBM	SRI Lexiles/ Math CBM	SRI Lexiles/Math CBM	SRI Lexiles/ Math CBM
		<b>Focus Areas</b>	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
		<b>Intervention Program</b>	DI/Fast Forward/ FASTT Math	Language!/Read 180 First in Math	Reading & ELA core Math core	Accelerated Program
		<b>Instructional Time (ELA) ***</b>	180 minutes intervention with core instruction 9-week review	90 minutes intervention + 90 minutes intervention 9-week review	180 minutes ELA/Reading core	90 minutes Accelerated Instruction
	<b>H I G H 9-12</b>	<b>Universal Screening</b>	SRI Lexiles/Math CBM	SRI Lexiles/ Math CBM	SRI Lexiles/Math CBM	SRI Lexiles/Math CBM
		<b>Focus Areas</b>	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
		<b>Intervention Program</b>	Read180/DI/ FASTT Math/Carnegie Bridge Algebra	Read 180/ Carnegie Bridge Algebra	Core Curriculum	Accelerated Program
		<b>Instructional Time (ELA) ***</b>	90+ minutes within core Small Groups: 1:5 9 weeks	90+ minutes within core Small groups: 1:8 9 weeks	180 minutes in Balanced Language Arts block (core instruction)	Accelerated Instruction to expand content areas
<b>Certify Progress</b>		<b>Evidence of Benchmark Performance</b>				

\*\*\*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
<b>P R I M A R Y K-3</b>	<b>Universal Screening</b>	Monthly review of discipline incidents	Monthly review of discipline incidents	Monthly review of discipline incidents	Monthly review of discipline incidents
	<b>Focus Area</b>	Patterns of Problem Behaviors requiring intensive interventions	Repeated Inappropriate Behaviors requiring strategic interventions	Supportive PBS to prevent problem behaviors	Building Leadership Skills
	<b>Intervention Program</b>	FBA and BIP; may include time in ISI, counseling, agency referrals	Check-In/Check-Out Small Group Counseling if needed	School-wide PBS Action Plan	Enrichment Programs to promote Leadership
	<b>Delivery Time</b>	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
	<b>Extend Day/Yr</b>	Social Skill Activities	Social Skill Activities	Social Skill Activities	Enrichment Programs
<b>M I D D L E 4-8</b>	<b>Universal Screening</b>	Monthly review of discipline incidents	Monthly review of discipline incidents	Monthly review of discipline incidents	Monthly review of discipline incidents
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	<b>Delivery Time</b>	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
	<b>Extend Day/Yr</b>	Work Study/Social Skill Activities	Work Study/Social Skill Activities	Work Study/Social Skill Activities	Work Study/ Enrichment Programs

**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