

# **Bismarck-Henning CUSD #1**

## **Response to Intervention Manual 2019-2020**

## Table of Contents

Universal Benchmark Assessment	Page 3
2019-2020 Benchmark Dates	Page 3
Teacher Responsibilities (Benchmark)	Page 3
Progress Monitoring	Page 4
2019-2020 Progress Monitoring Dates	Page 4
STAR Testing Accommodations	Page 4
Data / Pre-Tier Meetings	Page 5
RTI Criteria	Page 5
Tier 3 Intervention Meetings	Page 6
RTI Process	Page 7
End of the Year Transition Process	Page 8
RTI Forms - Explanation	Page 8
Sample Forms	Appendix

### **Universal Benchmark Assessment**

Bismarck Henning CUSD #1 will use the Renaissance Learning STAR Reading and STAR Math to screen students. Students in Kindergarten and 1st grade will take the STAR Early Literacy assessment. Students in 1st grade will also take the STAR Math Assessment. **It is the recommendation of Renaissance Learning that students who score a 775 on STAR Early Literacy are prepared to take both the STAR Reading and STAR Math assessments.** Students in grades 2-11 will take STAR Reading and STAR Math assessments.

Five benchmarks will be administered each year. These will be administered in August, October, December, February, and May. BH CUSD #1 has chosen the five benchmark data;

- To ensure that we have adequate data to show student growth for student learning objectives
- To provide current data for all stakeholders at parent/teacher conference time
- To aid in instructional and curricular decision making and purchases
- To give students ample opportunity for entrance and dismissal from RTI services.

### **2019-2020 Benchmark Dates**

		Administrative Password:
Benchmark 1	August 19 - August 30, 2019	
Benchmark 2 (optional)	September 30 - October 11, 2019	
Benchmark 3	November 25 - December 6, 2019	
Benchmark 4	February 3 - February 14, 2020	
Benchmark 5	April 27 - May 8, 2020	

### **Teacher Responsibilities (Benchmark)**

Teachers are responsible for ensuring that all students in their class or grade level take the STAR Reading and STAR Math test during each benchmark window. If a student is not present on the testing date, the classroom teacher is responsible for ensuring that the test is made up during class time. If you need assistance getting this completed, please reach out to Title I staff, computer aide, or Mrs. Lisa Acton.

### **Progress Monitoring**

Students who are receiving RTI services (Tier 3), Students receiving T2 interventions and support in the classroom, and students with an IEP and/or 504 plan will be progress monitored approximately every three (3) weeks. Benchmark plans written in the IEP and/or 504 plan will be followed.

**At BHES, students who receive Reading RTI services through Title I will be progress monitored by the Title I Interventionists. Students who score in the bottom 10 PR for Math will be receiving intervention support in the classroom and should be progress monitored by the classroom teacher using the schedule listed below.**

Progress monitoring helps to determine whether the services that the student is receiving are effective or if changes to the RTI plan are needed.

### **2019-2020 Progress Monitor Dates**

**It is the recommendation of the District that only Tier 3 students should be progress monitored.**

Progress Monitoring	November 4 - November 8, 2019
Progress Monitoring	January 13 - January 17, 2020
Progress Monitoring	March 9 - March 13, 2020
Progress Monitoring	April 13 - April 17, 2020

### **STAR Testing Accommodations**

*Guideline for Enabling audio for STAR Math:*

All 1st and 2nd grade students will have audio turned on for math including students with an IEP and/or 504 plan. A meeting will be held at the end of the year to determine if audio should remain on or turned off as they transition to 3rd grade.

For 3rd - 11th grade students, in order to receive audio, the student must be receiving Tier 2 or Tier 3 reading interventions services. We will follow IEP and 504 plans in turning on audio. During the 5th or final RTI meeting, the District Curriculum and Assessment Director would turn this feature on and off after holding an RTI meeting on the individual student.

*Guidelines for enabling extending time for STAR Math and STAR Reading:*

In STAR, extended time is not unlimited time. Depending on the question type, extended time may double or triple the amount of time that a student has to answer a question. In order for a student to have extended time, the student must have a 504 or IEP plan indicating this accommodation

### **2019-2020 Data/Pre-Tier Meetings (RTI Huddle with Teachers)**

Grade level teams or department teams will meet after each benchmark to look at the STAR screening report for Reading and Math. These meetings will determine if students need to be placed in Tier 2 and Tier 3 interventions. A combination of data will be used to make this determination. Adjustments and updates to student's individual Tier 2 plans will be discussed during these meetings. Adjustments to a student's Tier 3 RTI plan will take place during the Tier 3 meeting. Classroom teachers will be responsible for updating Tier 2 students RTI plan.

Data Meeting 1	September 13, 2019
Data Meeting 2	October 25, 2019
Data Meeting 3	December 13, 2019
Data Meeting 4	April 17, 2020

### **RTI Criteria**

In order for a student to be considered for RTI (Title I) services under a Tier 3 plan, two or more of the following criteria must be met;

Star Percentile Rank (PR) falls below the 25% PR on the most current STAR or Early Literacy assessment and is indicative of a downward	The student's cumulative grade in Math or Reading falls in a D or below on the grading scale.	Parent Request and Teacher Concerns  Student has received Tier 2 support for more than 6 weeks without adequate progress.	Student has been receiving RTI services at a different school district.	Student has been retained previously during one or more years of school.	Title I Teacher (if applicable) will use data from high frequency word list assessments and other fluency assessments to recommend services.
--	---	---	---	--	--

trend					
-------	--	--	--	--	--

#### Teacher Responsibility:

If the teacher is concerned about a student and would like to refer a student to the RTI program, he/she will fill out a referral form for the RTI team to review.

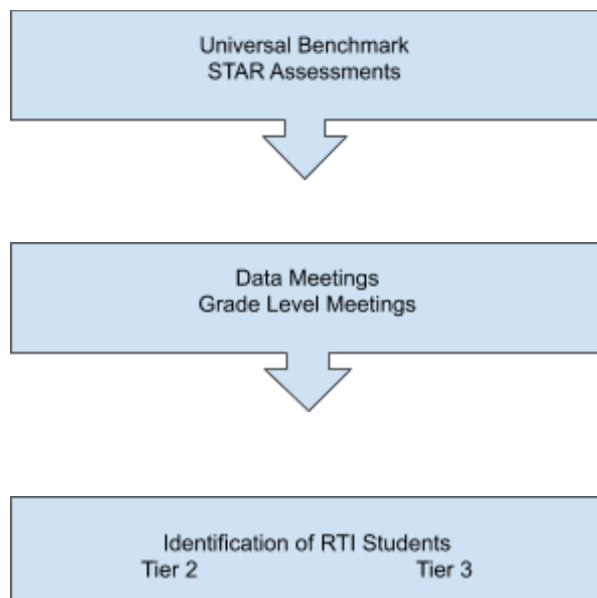
#### **Tier 3 Intervention Meetings (Parent Meetings)**

Tier 3 RTI meetings will be held after each benchmark to report on student progress.

Adjustments and updates to the student's individual Tier 3 RTI plan will be made during these meetings. The interventionist, Title I teacher, or Director of Curriculum and Assessment is responsible for creating the meeting schedule and updating the plans. The building principal will schedule a floating substitute teacher to cover for the classroom teachers.

<b>2019-2020</b>	<b>Elementary</b>	<b>Junior High</b>	<b>High School</b>
Meeting 1 Parents typically not invited to the first meeting.	September 16, 2019	TBA	TBA
Meeting 2 Parents can be invited or Title/teacher can provide update from conferences.	October 28, 2019		
Meeting 3	January 6, 2020		
Meeting 4	February 24, 2020		
Meeting 5 - No parents	May 11, 2020		

## **RTI Process**



Once a student has been identified as a Tier 2 or Tier 3 Student, the following chain of events takes place:

Tier 2 Students	Tier 3 Students
Classroom teacher writes the RTI plan. Teacher should detail the support that is above Tier 1 instruction that the student is receiving.	RTI Initial Placement Letter is mailed to the parents and/or guardians of the student.
Intervention occurs within the classroom with the classroom teacher.	Tier 3 RTI meeting date is set and a letter is mailed home.
Progress will be measured at each data/pre-tier meeting to assess progress and adjust the plan. If adequate progress is not being made, Tier 3 services may be added if students has met two or more of the criteria.	Meeting with interventionist, building administrators, classroom teacher, RTI team, and parents takes place. A plan is created for the student. Interventionists writes the Tier 3 plan.
	If parents/guardians are not in attendance, the plan is sent home with the student for the parents.
	Student receives Tier 2 services in the classroom with the classroom teacher. The classroom teacher writes the Tier 2 plan.
	Student receives Tier 3 services either in the classroom or out of the classroom with Title I staff or designee/
	Student is progress monitored regularly in the subject area of their intervention with the Title I staff or interventionist.
	Tier 3 RTI meetings continue to take place after each benchmark. Plan is modified as needed.
	Students who meet goals and grade level expectations may be exited from RTI. An exit meeting will be held. Parents will be notified.

### **End of the Year Transition**

If a student remains in RTI when the school year is complete, his or her RTI plan will be reviewed and updated after the first benchmark in the Fall.

### **Description of RTI Forms**

Referral Form	To be completed by the person(s) referring students to Title I services  Link:
RTI Initial Placement Letter	An RTI initial placement letter will be mailed after a data/pre-tier meeting has been held. The RTI plan letter discusses the RTI process and the subject area(s) of concern for the student. The RTI plan letter will be sent home to students who qualify for Tier 3 services. Each building will determine who is responsible for sending letters home.
RTI Meeting Invitation	The RTI meeting invitations is sent to parents or guardians of Tier 3 students to notify them of the RTI meeting date for their student. Typically this letter is sent two weeks prior to the scheduled meeting date.
Meeting Summary / RTI Plan	If the parent is in attendance at the Tier 3 RTI meeting a copy of the students RTI plan will be given to the parent. If the parent is not in attendance, the plan will be mailed to hem.
Exit Letter	If a student is dismissed from RTI parents will either be informed during the meeting or mailed home a copy of the exit letter.
Refusal of RTI Services Form	If a parent refuses Tier 3 services for their child, this form needs to be signed and turned into the building principal.



**Tier 2 Intervention Action Plan**  
**Classroom Teacher to Complete for Individual Students**

<b>Student Name:</b>	
<b>Teacher:</b>	
<b>Intervention Services:</b>	<b>Does this student receive Title services?</b>

**Write one target SMART goal**

(e.g., Goals should be **specific, measurable, attainable, realistic and timely**)

<b>Reading</b> Baseline data:				
<b>Writing</b> Baseline data:				
<b>Math</b> Baseline data:				
<b>Behavior</b> Baseline data:				
<b>WHAT</b> is the intervention?	<b>WHEN</b> will it take place?	<b>HOW</b> will it be delivered?	By <b>WHOM</b> will it be implemented?	<b>OUTCOME</b> Follow up date: _____
<b>1.</b>	<b>Frequency:</b>  <b>Duration:</b>	<input type="radio"/> <b>Small group</b> <input type="radio"/> <b>1:1</b> <input type="radio"/>		<input type="radio"/> <b>Continue</b> ; Intervention strategy produced satisfactory results. <input type="radio"/> <b>Additional intervention</b> strategies needed. <input type="radio"/> Intervention strategy did not provide satisfactory results; <b>meeting with school based special education team</b> is needed.
<b>2.</b>	<b>Frequency:</b>	<input type="radio"/> <b>Small group</b>		<input type="radio"/> <b>Continue</b> ; Intervention strategy produced satisfactory results. <input type="radio"/> <b>Additional intervention</b> strategies needed.

	<b>Duration:</b>	○ <b>1:1</b>		○ Intervention strategy did not provide satisfactory results; <b>meeting with school based special education team</b> is needed.
<b>3.</b>	<b>Frequency:</b>  <b>Duration:</b>	○ <b>Small group</b>  ○ <b>1:1</b>		○ <b>Continue</b> ; Intervention strategy produced satisfactory results. ○ <b>Additional intervention</b> strategies needed. ○ Intervention strategy did not provide satisfactory results; <b>meeting with school based special education team</b> is needed.

What revisions need to be made to your short/long term plans based on analysis of data and student response to intervention?

<b>Date</b>	<b>Revisions</b>