**St. Andrews School**

**Response to Intervention**

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**2017**

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**Acknowledgment**

Response to Intervention (RTI) is a paradigm belief system that if we intervene before students are given a chance to fail, then all students can achieve at their highest level in a collaborative setting. There are many frameworks of this model but at St. Andrews School we have adopted the Four Essential Guiding Principles as outlined by Buffum, Mattos, and Weber: Collective Responsibility, Concentrated Instruction, Convergent Assessment, and Certain Access.

Whether you have been a part of the shift in our belief system since its inception in 2012 or you are new to our staff and RTI, we hope this manual will provide you with valuable information.

We’d like to thank the staff at St. Andrews School for always having the best interest of our students at heart and working so diligently to ensure high levels of learning.

Gwen Payonk & Nancy Bargen,

Learning Support Teachers

June 2017

**Principals Message**

To ensure that ***all*** students are learning at high levels, schools must have a focus on learning, a focus on collaboration and a focus on results. Student needs must be regularly assessed and classroom instruction planned and delivered in a way that meets all learners where they are at in their knowledge, skills and experiences.

One of the best ways to determine a school’s effectiveness is to examine what happens at the school when some of its students do not learn. In effective schools, student learning is the most important thing and to keep that at the forefront, processes and interventions must be created to ensure that students who need additional time and support for learning will receive it.

All of the students at St. Andrews are ‘our’ kids and we cannot help all of them learn what they must learn without a collective effort. For the past several years, the staff at St. Andrews School has been hard at work building grade level professional learning communities and our Response to Intervention (we call it WIN – ***W***hat ***I*** ***N***eed). Ensuring all students are learning at high levels is ‘the way we do business at our school.

Harold Freiter, Principal

June 2017

**What Is Response to Intervention (RTI)?**

RTI is a process that provides intervention and educational support to all students (struggling or excelling) at increasing levels of intensity based on their individual needs. Support is given in all areas including academics, social and behaviour. The goal is to prevent problems and intervene early so students can be successful.

For this to happen, we follow the 4 essential guiding principles of RTI as outlined by Buffum, Mattos, & Weber (2012).

1. **Collective Responsibility**. *Why are we here?* A shared belief that the primary responsibility of each member of the organization is to ensure high levels of learning for every child.

1. **Concentrated Instruction**. *Where do we need to go?* A systematic process of identifying essential knowledge and skills that all students must master to learn at high levels and determining the specific learning needs for each child to get there.
2. **Convergent assessment**. *Where are we now?* An ongoing process of collectively analyzing targeted evidence to determine the specific learning needs of each child and the effectiveness of the instruction the child receives in meeting these needs.
3. **Certain access**. *How do we get every child there?* A systematic process that guarantees every student will receive the time and support needed to learn at high levels.

“The four Cs work interdependently to create the systems, structures, and processes needed to provide every child with additional time and support” (Buffum et al. 2012, p. 10).

The RTI process has three tiers that build upon one another. Each tier provides more intensive levels of support.

**Tier 2** Intervention

Group Intervention

**Tier 1**

Classroom Curriculum

School-Wide Expectations

**Tier 3**

Remediation

*Academic*

*Behaviour*

*Social*

**Tier l**:

*Universal* (core curriculum, school wide behaviour management for all students). The school provides all students with access to high quality curriculum, instruction and behaviour supports in the general education classroom.

**Tier 2**:

*Targeted* (supplemental small-group strategies for at-risk students provided in addition to Tier 1). The school provides interventions to small groups of students who need more support than they are receiving through Tier 1.

**Tier 3**:

*Intensive* (remediation). The school develops and implements interventions to meet the individual needs of students.

**School-Wide Structure to Facilitate Programming**

“Receiving time and support to learn at high levels”

(Buffum et al. 2012, p. 159).

At St. Andrews School, a systematic process for meeting the needs of every student has been embedded in our 6-day school cycle. Beginning with each grade level team, meeting times are provided within our schedule making collaborative time a priority for the purpose of creating systematic interventions for student learning and support.

According to Buffum et al. (2012), when creating a systematic response to intervention, the following considerations must be made:

* Identify student needs.
* Determine the right intervention.
* Monitor student progress to know if the intervention is working.
* Revise by providing more intensive and targeted assistance/extent students to higher levels of achievement.

Students requiring additional support need to have access to the essential learning outcomes and interventions if we are going to ensure high levels of learning. In order to provide this support, St. Andrews School has adopted WIN (What I Need) periods for each grade level, 3 times per 6-day cycle.

Available staff members (teachers, educational assistants, guidance counsellor, learning support teachers, etc.) work with individual students (intensive supports), small groups of students (less intensive/enrichment), or with larger groups (extension activities) to help meet the academic, behavioural, social/emotional needs of students in that particular grade group.

**Part of our belief is that struggling students work with the most qualified individual.**

In addition to W.I.N., some students will require more intensive intervention (Tier 3) **in addition to and not in place of core instruction** in the universal skills of learning reading, writing, and mathematics to close the achievement gap. Planning for the individual student requiring intensive intervention requires a team approach and focuses on building foundational skills.

This may translate into “thinking outside the box” in order to create an interdependent process focused on student learning.

**Implementation Guidelines**

**Year 1 (2012-2013)**

* In-service all staff including Educational Assistants.
* Establish Leadership Team.
* Embed common collaboration times in the schedule for teachers known as Grade-Level Professional Learning Communities (PLC’s).
* Implement Universal Screening.
* Determine Essential Language Arts Outcomes at all grade levels.
* Establish Common Behaviour Expectations.
* Redefine the roles and responsibilities of the Student Services Team.

**Year 2 (2013-2014)**

* Focus on the 4 questions that drive the work of the PLC.
* Establish a Positive Behaviour Interventions and Supports Team (PBIS).

**Year 3 (2014-15)**

* Establish Tier 3 record keeping procedures.
* Explore progress monitoring and develop a plan for students at Tier 2/3.
* Celebrate student success.

**Year 4 (2015-16)**

* Recognized as a Solution Tree Model PLC school.
* Establish and implement the St. Andrews document: Process through the Tiers.
* Prepare RTI Manual

**Year 5 and Subsequent Years**

* Continue to build on the 4 C’s making necessary changes for student achievement and program implementation.

**On a Yearly Basis**

* Identify, review and program for students with Tier 2 or Tier 3 designation.
* Screen all students new to our school in September.
* Universal screening in November, March and June.
* Continue to research and implement research based programs and strategies for targeted instruction.
* Collect and compile documentation.
* Make decisions based on data-driven interventions (see Deciding to Act)
* Act on the data.
* Continued in-service for ALL staff.
* Educate new staff.
* Continue to research universal screening and other supplemental screening tools.
* Review manual on a yearly basis.
* **CELEBRATE SUCCESS!**

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| **RTI at a Glance** | | |
| **September** | * Establish yearly meeting dates: Leadership, PBIS, SST, EA’s * Benchmark students identified as requiring Tier 2/3 supports and those on a watch list * Screen new students * WIN groups up and running by mid-month and run from September to June * RTI presentation to new staff * All programming (e.g., HELPS) up and running by mid-month or sooner | * Set-up grade level binders * Review June’s data at initial PLC’s * Student specific Tier 2/3 identification, discussions and planning at PLC’s * Teaching of School-Wide Expectations |
| **October** | * School-Wide Write * On-going Progress Monitoring |  |
| **November** | * Universal Screening * Student’s At-Risk Screening * Data Collection and Review |  |
| **December** |  | * Teaching of School-Wide Expectations |
| **January** | * Initial PAST Screening for K- students | * Teaching of School-Wide Expectations |
| **February** |  |  |
| **March** | * Universal Screening * Student’s At-Risk Screening * Data Collection and Review | * Teaching of School-Wide Expectations |
| **RTI at a Glance** | | |
| **April** |  | * Teaching of School-Wide Expectations |
| **May** | * School-Wide Write |  |
| **June** | * Universal Screening * PAST Screening for Kindergarten students * Student’s At-Risk Screening * DIAL Screening * Preliminary fall groupings for Lexia, articulation, fine motor, reading groups, etc. * Data Collection and Review * Identify students requiring Tier 2/3 supports for September | * Identify students needing to be placed on September’s watch list * Student Transfer Meetings from grade to grade * Leadership and PBIS to determine focus for the following school year * Completion of Student Profiles with WIN recommendations for September * Transfer Data Binder information * Year-End Survey * CELEBRATION OF STAFF AND STUDENT LEARNING IN ALL AREAS |

**Screening and Diagnostic Tools Used to Collect Data to Drive Instruction at ALL Tier Levels**

**Tier I**

* Universal Screening: Designed to identify students in need of intervention as soon as possible. Occurs 3 times per year.
  + Common Formative Assessment
  + PM Benchmark
  + School-Wide Write
  + RAD-Reading Assessment (grades 4-6)
  + Report Card Data
  + PAST (Phonological Awareness Screening Test)
  + DIAL (Developmental Indicator for the Assessment of Learning)
  + Math Facts Fluency
  + Teacher Observations
  + Classroom Formative and Summative Assessments

**Tier II**

* Screening tools that may be used to gather additional information in determining skills that should be targeted for intervention.
  + Houghlin Mifflin Decoding Screening
  + The HELPS Program (Helping Early Literacy with Practice Strategies)
  + Sight Vocabulary Lists (Fry/Dolch)
  + Words Their Way
  + HWT Screener (Handwriting Without Tears)
  + Fine Motor Olympics
  + Running Records

**Tier III**

* Diagnostic tools designed to “dig deeper” that may be used to gather additional information
  + WIAT III (Wechsler Individual Achievement Test-Third Edition)
  + Woodcock Reading Mastery Test
  + WRAT4 (Wide Range Achievement Test 4)
  + WISC V (Wechsler Intelligence Scale for Children-Fifth Edition)
  + TOVA (Test of Variables of Attention)
  + CTOPP-2 (Comprehensive Test of Phonological Processing, Second Edition)

**Collaborative Professional Learning Communities (PLC’s)**

The Building Blocks

of the PLC

Grade-Level Teams

Leadership Team

Educational Assistant Support Team

OUR

STUDENTS

Positive Behavioural Interventions and Supports Team

School-Based Intervention Team

Student Services Team

**Teams**

**Grade-Level Teams:** Meets once every 6-day cycle. Comprised of collaborated grade level teams of teachers, learning support teachers, and administration. Educational assistants, school counsellors, and student services members may also be invited to the meetings on an as needed basis.

**Purpose:** To answer the 4 essential questions of the PLC.

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don’t learn? (Interventions)
4. How will we respond if they already know it?

**School-Based Intervention Team (S-BIT):** Meets at least twice per month. Comprised of the learning support teachers, counsellor, and administration. The classroom teacher and parents may be invited to these meetings.

**Purpose**: To review, discuss and plan for our most at risk students in areas of academics and behaviour. Decides when to refer to SST for additional supports.

**Student Services Team (SST):** Meets at least twice per month. Comprised of the learning support teachers, counsellor, administration, divisional speech language pathologist, divisional social worker, and the divisional psychologist. The classroom teacher, a member from the divisional Behaviour Intervention Support Team (BIST), and parents may be invited to these meetings.

**Purpose:** To focus intensely on the individual needs of our student’s most at-risk and to review, discuss and plan for these students in the areas of academics and behaviour. Decides when formal assessments are required.

**Positive Behavioural Interventions and Supports (PBIS):** Meets on a monthly basis. Comprised of representatives from different grade groups, learning support teacher(s), support staff, and administration.

**Purpose:** To ensure a consistent approach to behaviour throughout the entire school.

**RTI Leadership Team:** Meets twice monthly. Comprised of representatives from each grade groups, learning support teacher(s), support staff, and administration.

**Purpose:** To identify, discuss, and find a way to elicit and deliver information to staff in regards to, but not limited to, RTI and PLC’s; to improve upon practices; to examine and act on data.

**Note: The RTI Leadership Team and the PBIS Team are on a voluntary basis. Agenda items are prepared in advance and communicated to all staff members. Anyone may attend the meetings as an observer or to voice a concern.**

**All Teams:**

* Establish norms (to be read at the beginning of every meeting and to be reviewed/revised at the beginning of each school year).
* Focus on only 3 agenda items to allow for in-depth conversation and collaborative problem-solving.
* Identify next steps and set the agenda before ending each meeting.
* Identify facilitator, note taker, and time keeper.
* Prior to the next meeting, the facilitator will send out a reminder to all team members outlining the agenda items.

**Responsibilities of the Grade-Level Teams**

**Taking the Lead**

**Grade-level teams:**

* Clearly define essential student learning outcomes.
* Provide effective research-based Tier 1 core instruction.
* Assess student learning and the effectiveness of instruction.
* Identify students in need of additional time and support.
* Take primary responsibility for Tier 2 supplemental interventions for students who have yet to master the team’s identified essential standards.

(Buffum et al. 2012, p. 33)

**Grade-level teams are empowered to design Tier 1 instruction and identify when students require additional supports, taking the lead in student learning.**

**Responsibilities of the School-Based Intervention Team (SBIT)**

**Collaborative Problem Solving**

**Meetings:** To be held on the Monday or Tuesday before the scheduled SST meetings.

**Overall Purpose**

* To focus on students in need of Tier 2/3 academic/behavioural/social/ emotional supports.
* To coordinate services and monitor student progress.
* To determine the most appropriate intervention(s) to address the students’ needs.
* To determine when referral to SST is warranted.

**Purpose of Each Session**

* Identify students in need of supports.
* Determine the case manager.
* Determine what background and baseline information should be collected and by whom.
* Set goals for student improvement, create intervention plans matched to concerns, and identify methods for monitoring student’s response to intervention needs.
* Make the most efficient use of time to achieve the goal of developing effective student intervention plans.
* Establish timelines for follow-up meetings.

**Responsibilities of the Student Support Team (SST)**

**Actively Supporting Students in Need**

**Meetings:** A yearly calendar of meetings will be established during the first meeting in September.

**Overall Purpose**

* To focus on students in need of Tier 2/3 academic/behavioural/social/ emotional supports.
* To coordinate services and monitor student progress.
* To determine the most appropriate intervention(s) to address the students’ needs.
* To provide in-class student and teacher support.
* To provide professional development to school staff.

**Purpose of Each Session**

* Identify students in need of supports.
* Determine the case manager.
* Define the problem in observable and measurable terms.
* Review existing records.
* Determine what additional background and baseline information should be collected and by whom.
* Arrange for student observations.
* Set goals for student improvement, create intervention plans matched to concerns, and identify methods for monitoring student’s response to intervention needs.
* Make the most efficient use of time to achieve the goal of developing effective student intervention plans.
* Establish timelines for follow-up meetings.
* Determine if the plan can be maintained in Tier 1 general education or is there a need for additional referrals.

**Responsibilities of the Positive Behavioural Interventions and Supports Team (PBIS)**

**Providing a Safe, Orderly, and Caring School Environment**

A school PBIS team:

* “Should lead the school’s efforts at Tier 1 for school-wide behaviour expectations, including attendance policies and awards and recognitions” (Simplifying Response to Intervention, 2012, p. 36).
* “Ensure that sufficient, effective resources are available to provide Tier 2 and Tier 3 interventions for students in need of supplemental support in motivation, attendance, and behaviour” (Simplifying Response to Intervention, 2012, p. 36)
* “Using the behaviour matrix as the foundation for intervention, analyze what is working well and what areas need attention in terms of behaviour and discipline” (Pyramid of Behaviour Interventions, 2011, p. 73).
* “Continually monitor school-wide evidence of positive behaviour” (Simplifying Response to Intervention, 2012, p. 36).
* “Ensures more students are achieving at higher levels by focusing on 4 critical questions in PBIS and PLC settings:
  + How is it we want our students to behave?
  + How will we know if each student has learned how to behave?
  + How will we respond when some students do not behave?
  + How will we extend and enrich the learning for those students who have demonstrated proficiency?” (Pyramid of Behaviour Interventions, 2011, p. 74)

And as an extension of the RTI Leadership Committee...

* “Learns deeply about best practices, assesses candidly the schools’ current reality, determines potential next steps to improve the school, identifies possible obstacles and points of leverage, and plans the best way to create staff consensus and ownership” (Simplifying Response to Intervention, 2012, p. 20).
* “Brainstorms the concerns staff members have regarding recommended changes (Simplifying Response to Intervention, 2012, p. 28).
* Does not make decisions about how to improve the school in isolation. Rather, discussions focus on how and when to engage others – peers, students, parents – in the decision-making processes. Team members prepare, plan, coordinate, orchestrate, and follow-up on feedback from activities conducted with the full staff.

**Responsibilities of the RTI Leadership Team**

**Guiding the Change Process**

A school leadership team:

* “Should be responsible for building consensus on the school’s mission of collective responsibility for student learning, coordinating individual and team efforts across the school to meet this goal, and allocating the school’s limited resources to best support high levels of learning for all students” (Buffum et al. 2012, p. 13).
* “Learns deeply about best practices, assesses candidly the schools’ current reality, determines potential next steps to improve the school, identifies possible obstacles and points of leverage, and plans the best way to create staff consensus and ownership” (Buffum et al. 2012, p. 20).
* “Engages in collective inquiry into both best practices and the school’s current reality (Buffum et al. 2012, p. 21).
* “Digs deeply into the areas of focus, identify powerful research and relevant information, and determine the best format to share this information with the staff (Buffum et al. 2012, p. 21).
* “Brainstorms the concerns staff members have regarding recommended changes (Buffum et al. 2012, p. 28).
* Does not make decisions about how to improve the school in isolation. Rather, discussions focus on how and when to engage others – peers, students, parents – in the decision-making processes. Team members prepare, plan, coordinate, orchestrate, and follow-up on feedback from activities conducted with the full staff.

**The Role of the Educational Assistant in RTI**

**Shared Responsibility for Student Learning**

**Traditional Role**

* One on one with students
* Helping teachers with prep
* Small group pull out
* Photocopying
* Playground/hall supervision
* Assigned to one classroom

**RTI Role**

* Larger group pull out
* Facilitating groups
* More directing/facilitating/ managing student lessons and behaviours
* Prep of WIN
* Implementation of scripted programs (e.g., HELPS)
* Tracking data
* Screening
* Support teachers in progress monitoring
* Behaviour tracking
* Data entry and record keeping – monitoring student progress
* Draco awards for behaviour
* Working with more students (multi-grades)
* More familiar with greater number of students
* Targeted professional development
* Leadership opportunities – Members of school-wide intervention teams (e.g., Leadership and PBIS)
* Time management skills
* Team players – Participate in common planning time for enhanced communication about student learning
* Supporting students with special needs in the mainstream (UDL)
* Proactively supervising with global expectations

**PLC Practices**

Professional Learning Communities is not a program. It is the larger organization comprised of the individual teams. Within each team, it is imperative to focus our goals on meaningful work and avoid discussions that take the focus away from student learning.

Without PLC’s there can be no RTI.

|  |  |
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| **What Collaborative Activities**  **Are** | **What Collaborative Activities**  **Are Not** |
| * Learn from each other. * Support each other. * Identify ways to better meet the needs of our students. * Constructive dialogue. * Joint planning for student success. * Collaborative assessment of student work. * Focus on essential outcomes. * On-going assessment on the basis of results. * Bases instructional decisions on data in a timely manner. * Gathering on-going evidence of student learning. * Identify students in need of additional supports for learning. * Dialogue focusing on curriculum, assessment and instruction. * Hold each other accountable. | * Preparing for parent-teacher conferences. * Writing report cards. * Planning extra-curricular activities (field trips, class parties). * Preparing materials. * Discussing personal issues/activities. * Working in isolation. * Discussion based on “lack of parental involvement”. * Other matters unrelated to student achievement. |

\*Conversations about trivial matters or matters out of our control are safe. Establishing vulnerability-based trust and exposing your strengths and weaknesses in relation to your colleagues is worth the risk.

**Professional Learning Communities**

**Driven by these 4 Guiding Questions**

1. What do we expect our students to learn? (Essential Outcomes as determined by Grade Groups)
2. How will we know they are learning? (Universal Screening, Common Assessments and Progress Monitoring)
3. How will we respond when they don’t learn? (Interventions)
4. How will we respond if they already know it? (Extension and Enrichment Activities During WIN Times)

**Deciding to Act on Common Assessments for Tier 1**

Assessment results should be followed by high-quality corrective instruction. However, before an educator can act, he or she must decide what actions to take. The following questions will help educators in viewing the data and determining the best course of action.

* According to the data, what are the group’s strengths?
* According to the data, what are the group’s challenges?
* What large-group instructional support is needed as a result of the challenges?
* Which individuals are in need of additional support and for what reasons?
* What small-group or individual support is needed as a result of the challenges?

Once all the common assessments are looked at we determine the needs of the students and plan for targeted interventions. Using the RTI Process as a guideline to intervention (provided on the following page), we identify students requiring Tier 2/3 supports and plan for their needs.

**The first intervention is always the relationship created between student and teacher.**

**St. Andrews School RTI Process: Moving within the Tiers**

**Goal:**  To provide timely, targeted, systematic interventions to all students who demonstrate the need.

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|  | **Tier 1**  **General Education** | **Tier 2**  **Targeted Supplemental Interventions** | **Tier 3**  **More Intensive Interventions** |

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| **Parental**  **Notification** | * Parent Teacher Interviews * General information supplied by Classroom Teacher throughout the school year | * Parent Teacher Interviews * Educators contact parents to share information of supplementary intervention | * Intervention is still a function of general education. However, this level of intervention will presumably involve classroom pull-out and a letter or phone call to the parent detailing the level of intervention is recommended. |
| **Screening** | Universal screening   * Benchmarks (November, March, June) * RAD, School Write, * PAST – Kindergarten (January, June) * Houghton Mifflin Phonics Decoding - Gr. 1 (November) * DIAL – Pre-K (June) * Mental Math Facts (Fall, Spring) | November, March, and June   * Targeted decoding – those reading below grade level * Continuation of the PAST until foundational skills are complete | * WIAT |
| **Decision-Making Procedures**  **(Based On Data)** | * Students meeting essential outcome * PLC consulting and planning meetings with school-based team | * Benchmarking below grade level * Not showing any progress in Tier 1 * Flagged at screening * Classroom Teacher Observations * Report Card Data (1,2’s) * PLC consulting and planning meetings with school-based team. Possible consultation with members of the SST. | * Benchmarking 1-2 years below grade level * Not showing progress * Drop in Progress * Implemented 2 or more evidence based interventions in Tier 2 with fidelity * PLC consulting and planning with school based team. Consultation and planning with members of the SST. |
|  | **Tier 1**  **General Education** | **Tier 2**  **Targeted Supplemental Interventions** | **Tier 3**  **More Intensive Interventions** |
| **Group Size** | * Classroom | * Group size of targeted interventions for students below grade level: 4-6 students * All other interventions may vary in group size according to academic needs and behavioural challenges (enrichment, mild enrichment, ELF, etc.). * Small group counselling. | * Group size of targeted interventions for students in this Tier should not exceed 4. Academic and behavioural challenges should be considered. * Individual counselling. |
| **Delivery**  **(Interventions in a**  **Timely Manner)** | * N/A | * Targeted instruction should be delivered 30 minutes, every other day, for 6-12 weeks. * Other groups may vary. | * Targeted instruction should be delivered at least 30-40 minutes daily for 6 -12 weeks. |
| **Interventionist** | * Classroom Teacher | * Targeted interventions should be delivered by a classroom teacher. * Learning Support Teacher * Trained individual in a specific area. These individuals would have received professional development opportunities. | * Targeted interventions may be delivered by an educator other than the classroom teacher (e.g., learning support teacher, lead teacher, clinician, counsellor) |
| **Programs** | * Essential Outcomes | * All programs should be delivered in an explicit systematic manner using current best practice. * Recommended use of evidence –based programs targeting specific skills. HELPS, LEXIA, ARTIC LAB, REWARDS, LIPS. | * Recommended use of evidenced –based programs targeting specific skills. HELPS, LEXIA, ARTIC LAB, REWARDS, LIPS * Programs used in Tier 2 may be used in Tier 3 but with more intensity. |
|  | **Tier 1**  **General Education** | **Tier 2**  **Targeted Supplemental Interventions** | **Tier 3**  **More Intensive Interventions** |
| **Fidelity** |  | * The fidelity of all evidence based programs should be maintained. | * The fidelity of all evidence based programs should be maintained. |
| **Progress Monitoring** | * Classroom Assessments * Report Cards | * Students receiving a Tier 2 targeted intervention should be monitored weekly or bimonthly. * Progress monitoring should be done in accordance with evidence based program being used. * Involving students in their progress is recommended * Progress monitoring should guide instruction and feedback for the teacher. (Four questions of the PLC). | * Students receiving a Tier 3 targeted intervention should be monitored weekly or bimonthly. * Progress monitoring should be done in accordance with evidence based program being used. * Involving students in their progress is recommended. * Progress monitoring should guide instruction and feedback for the teacher. (Four questions of the PLC). |
| **Documentation** |  | * Intervention Plan developed by members of the PLC or the SBIT. | * Intervention Plan developed by the person identified as the case manager. * Response to Intervention Documentation Form required for formal referrals. |
|  | **Tier 1**  **General Education** | **Tier 2**  **Targeted Supplemental Interventions** | **Tier 3**  **More Intensive Interventions** |
| **When to Refer** |  | * Teachers are encouraged to share their concerns about a students’ performance and develop a detailed Tier 2 intervention plan with any or all members of the Student Services Team (SST). | * In situations in which a Tier 2 supplementary intervention is not successful, it is recommended that the entire Student Services Team meet and consider additional options that are appropriate for Tier 3. * If intensive supplementary Tier 3 intervention has not remediated problems, it is recommended that the Student Services Team review the data and consider further evaluation (e.g., referral for a psych educational assessment, language assessment, sensory assessment, fine motor assessment, reading assessment, etc.). |

**Tier 2/3 Student Planning and Progress Monitoring**

A systematic, timely, and reliable process for identifying students in need of additional support includes:

1. Universal Screening is designed to identify students in need of supplemental or intensive supports and is administered at least 3 times per year.
2. Additional diagnostic screening tools may be used to help identify specific deficits in foundational skills of at-risk students.
3. Determine the specific needs of the student and determine appropriate instruction and interventions.
4. Team members collaboratively develop, plan and implement additional time and targeted instruction to students who struggle.
5. Monitor students during the first four to six weeks of intervention to confirm their need for support.
6. Involve the student in understanding the learning outcomes and how they are doing toward meeting the goal.
7. Identify formative and summative assessments to be used for progress monitoring.

Teams may wish to use pre-assessment screening tools created by the grade-level team that are highly aligned to their essential learning outcomes, so you can build those skills with students as needed, before the unit begins (Buffum et al 2012).

**THE BEST INTERVENTION IS PREVENTION**

TIER 2/3 Individual Student Intervention Documentation

Tier 2/3 Intervention Planning Sheet (How will we respond when students are not learning?)

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_ Tier: \_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Area of Concern: | Assessment Tools: | Baseline Data: |

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Overall Goal: How will we know when students are learning?

|  |  |  |  |
| --- | --- | --- | --- |
| Intervention  Description and Delivery | Targeted Skills | Progress Monitoring  (Dates and Results) | Assessment Data |
|  |  |  | Type(s) of Data: |
| Goal: |
|  | Type(s) of Data: |
| Goal: |
|  | Type(s) of Data: |
| Goal: |
| Tier 1 Plan (What do we need to build in for Tier 1) | | | |

TIER 2/3 Tier 2/3 Intervention Planning Sheet continued

Intervention Decision: Check one

* Student is dismissed from RTI
* Student continues Tier 2
* Student is moved to tier 3

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Review Date | Intervention | Intervention Outcome | Decision |
|  |  | * Student met goal * Student did not meet goal | * No longer requires intervention * Continue intervention * Receive new intervention * Continue intervention with changes |
|  |  | * Student met goal * Student did not meet goal | * No longer requires intervention * Continue intervention * Receive new intervention * Continue intervention with changes |
|  |  | * Student met goal * Student did not meet goal | * No longer requires intervention * Continue intervention * Receive new intervention * Continue intervention with changes |

Additional Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Name/Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_

Review Name/Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What is the plan moving forward?

**PROGRESS MONITORING – DECISION FLOWCHART**

**St. Andrews School Decision Making**

**Within the Tiers of Support**

|  |  |
| --- | --- |
| **Tier 1** |  |
| The student has had access to a rigorous, grade level curriculum. |  |
| There is evidence that our school’s initial instruction (Tier 1) has been effective for similar students. |  |
| The student has been given additional time and differentiated support during Tier 1 instruction. |  |
| We have frequently monitored the student’s response to instruction and used the information to make timely adjustments. |  |

|  |  |
| --- | --- |
| **Tier 2** |  |
| We identified the student for supplemental time and support in a timely manner. |  |
| We have successfully identified the student’s specific learning needs. |  |
| We have successfully identified and provided support based on the causes of the student’s struggles, including both academic and behavioural causes. |  |
| We have used evidence-based interventions to address the student’s specific learning needs. |  |
| There is evidence that these interventions have been effective for similar students at our school. |  |
| We have frequently monitored the student’s response to intervention and used the information to make timely adjustments. |  |

|  |  |
| --- | --- |
| **Tier 3** |  |
| We identified the student for intensive time and support in a timely manner. |  |
| A quality problem-solving process, involving the input of all of the school’s expertise, was used to better identify the child’s specific learning needs and the cause(s) of the student’s struggles, considering both academic and behavioural causes. |  |
| We have used evidence-based interventions to address the student’s specific learning needs. |  |
| There is evidence that these interventions have been effective for similar students at our school. |  |
| We have frequently monitored the student’s response to instruction and used the information to make timely adjustments. |  |
| There are no other interventions or supports that can or should be tried before referring for a formal evaluation. |  |
| We have unanimous consensus from the team that a referral for formal evaluation is defensible, necessary, and appropriate. |  |

**Extend and/or Enrich**

For those students who have mastered the essential outcomes and do not require Tier 2/3 intervention during WIN, grade-level teams plan for extension and/or enrichment activities by:

* Making the actual content more rigorous;
* Making the process or activities in which the student engages more rigorous;
* Or make the culminating product, which applies what students have learned, more rigorous (Buffum et al, 2012)

Activities may include but are not limited to:

* Research projects
* Inquiry projects
* Readers theatre
* Literacy circles
* Debating
* Community Outreach
* Technology – Coding
* STEM

\*Enrichment does not mean doing the next grade level work!

**WIN Checklist**

**For Tier 1 Extension and Enrichment Activities**

Grade-level teams are to be mindful of the following when planning for WIN groups.

* We have grouped students according to what they need.
* Data has been used to make informed decisions on student need.
* We have paid attention to group size based on independent work habits and behaviour.
* We have assigned the most appropriate facilitator to the group.
* We have assigned tentative start and end dates.
* We have clearly stated the purpose/goal of the group using “I can” statements.
* We have identified work areas for each group.
* We have prepared a materials list and/or provided the materials needed.
* We have contemplated the need for a staggered start in order to model the expectations for the facilitators and students.
* We have notified all parties of the change in groupings at least one full schedule cycle before the change takes place (3 WIN sessions) to allow for closure

**WIN Checklist**

Facilitator: Contact Teacher:

Facilitator: Grade:

**(Please note:** When communicating through email, all EA’s are required to check their emails first thing in the morning. They may not have any other opportunity throughout the day.)

Location:

**Tentative Dates**

Entry Date: End Date:

Progress Monitoring PLC:

Progress Monitoring PLC:

The contact teacher will model the procedures on:

**I CAN** statement for student learning:

**Student Names:** (Please star any name requiring additional information e.g., behavior plan)

**WIN Information Sheet**

For EA Sub Folders

EA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To be completed at the start of each new WIN activity

|  |
| --- |
| Days: (circle) 1 2 3 4 5 6 **Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_WIN**  Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Target: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Material Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Contact Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |
| --- |
| Days: (circle) 1 2 3 4 5 6 **Grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_WIN**  Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Group Target: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Material Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Contact Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Student Records and File Storage**

* The teacher will complete universal benchmarks.
* Those students identified for additional supports may receive additional screening.
* Information is collected as soon as a student enters into Tier 2/3 (Refer to RTI Process: Moving within the Tiersto assist with decision making).
* At the end of each school year or when a student has moved within a tier, all Tier 2/3 intervention data sheets need to be placed in the grade level binder.
* Universal grade level binders are located in the primary resource office. They consist of screening data, Tier 2/3 intervention planning sheets, Tier 2/3 student profile sheets, and is accumulative for each grade level.
* Any student identified as Tier 2 or 3 at the end of each school year will NEED to be picked up within the first week of school to begin programming.
* The first grade level team meeting of the year should focus on student identification and programming needs of Tier 2/3 and students on a watch list (students previously identified as needing Tier 2/3 supports to ensure progress is maintained in Tier 1, particularly after summer vacation).
* New Students: Review cumulative files, resource files, and contact previous school to gather information. It will be necessary to screen these students within the first couple of weeks of school to determine if additional support is required.

St. Andrews STUDENT PROFILE SHEET 2018

Grade entering in September \_\_\_\_\_

Student Name: **«Last», «First»** Gender: «Gender»

DOB: Bus:

***Alerts***

Medical: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Legal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Student Specific Plan***

❒ ELF ❒ Regular ❒ Adapted

❒ BIP ❒ Learning Plan ❒ IEP

**Behavioural Support**:❒ **Counselling Support:** ❒ **Attendance Issues:** ❒

**Glasses:** ❒ **Hearing Aid:** ❒

***BENCHMARK INFORMATION***

Letter ID: Upper Case \_\_\_\_\_\_\_/26 Lower Case \_\_\_\_\_\_\_/28

Sounds \_\_\_\_\_\_\_/26 Words \_\_\_\_\_\_\_/26

K-Sight Words \_\_\_\_\_\_\_/15

PM \_\_\_\_\_\_\_ JJ \_\_\_\_\_\_\_ Schonell \_\_\_\_\_\_\_ Words Their Way \_\_\_\_\_\_\_

RAD \_\_\_\_\_\_\_ G.W.W. \_\_\_\_\_\_\_ Math Facts \_\_\_\_\_\_\_

***ACADEMIC/SOCIAL INFORMATION***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1  Limited | 2  Basic | 3  Good | 4  Very Good  Excellent |
| Reading |  |  |  |  |
| Writing |  |  |  |  |
| Math |  |  |  |  |

***WIN SUPPORTS***

❒ Tier 2 ❒ Tier 3 ❒ Extension Activity ❒ Enrichment Activity

**Please CHECK the target skills/program completed throughout the school year and then CIRCLE the recommended WIN starting point for September:**

***target skills/Program***

❒ Fine Motor ❒ Lexia ❒ Oral Language ❒ Speech

❒ Vocabulary ❒ Fluency ❒ Phonemic Awareness ❒ Phonics/Decoding

❒ Comprehension ❒ Writing \_\_\_\_\_\_\_\_\_\_\_\_ ❒ Writing \_\_\_\_\_\_\_\_\_\_\_\_ ❒ Writing \_\_\_\_\_\_\_\_\_\_\_

❒ Guided Reading ❒ Math \_\_\_\_\_\_\_\_\_\_\_\_ ❒ Math \_\_\_\_\_\_\_\_\_\_\_\_\_\_ ❒ Math \_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Friendship ❒ Self-Regulation ❒ Bullying Prevention ❒ Sportsmanship

❒ Positive Thinking ❒ Leadership ❒ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ ❒ Other \_\_\_\_\_\_\_\_\_\_\_\_\_

❒ Other \_\_\_\_\_\_\_\_\_\_\_\_ ❒ Other \_\_\_\_\_\_\_\_\_\_\_\_\_

**If student requires Tier2 or Tier 3 intervention, please include intervention description and delivery method.** (e.g.: Guided Reading lessons 3 x’s per cycle 3:1 Ratio Student: Teacher ratio)

***Intervention Description/Delivery Method:***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Additional Information:*** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Signature

Cc: Resource (Those identified as requiring tier 2/3 supports)

**Grade-Level Student Identification List for Tier 2/3 Supports**

**Tier 2/3 Intervention Summary Log**

**\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year Grade: \_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Student** | **Date** | **Tier 1 Monitor** | **Tier 2** | **Tier 3** | **Comments** |
|  | Sept | R M W B SR | R M W B SR | R M W B SR |  |
|  | R M W B SR | R M W B SR | R M W B SR |
|  | R M W B SR | R M W B SR | R M W B SR |
|  | R M W B SR | R M W B SR | R M W B SR |
| June | R M W B SR | R M W B SR | R M W B SR |
| **Tier 2** – Occurs outside of the time dedicated to core instruction, in groups of 5–8 students, and focuses primarily on providing increased opportunities to practice and learn skills taught in the core.  **Tier 3** – Is more explicit, focuses on remediation of skills, is provided for a longer duration of time (both in overall length of intervention and regularly scheduled minutes of instructional time), and occurs in smaller groups (i.e., groups of 1–3 students.  **Code:**  **R** – Reading **M** – Math  **W** – Writing **B** – Behaviour  **SR** – Self-Regulation | | | | | |

**Decision Making Tools**

**Purpose:** To help identify what foundational or essential skill(s) the student is missing and support the student in a timely manner.

According to Buffum, et al (2012), because learning styles and instructional needs vary from student to student, we must provide each student with targeted instruction designed to meet their individual learning needs.

At St. Andrews School we adhere to the domains in reading, writing, and mathematics to be used as a guide when planning targeted instruction for students who are struggling with foundational skills.

Specific student learning targets: Addressing the *cause* of a student’s struggle.

**Reading Domains, Skills, Assessments**

The table helps teams identify where in the literacy continuum a student’s reading is breaking down. By starting from the top left and working down and then to the right, teams can determine where to begin intervening with a student. This table is adapted from one developed by Oakland Unified School District, California.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Phonemic Awareness (Phonological Awareness)** | **Phonics** | **Fluency** | **Vocabulary** | **Comprehension** |
| **Assessments**  (Universal screening, progress monitoring, diagnosis) | * PAST (Phonological Awareness Screening Tool) | * Words Their Way Spelling Inventory * Houghton Mifflin Decoding Screening | * Fry Screening * HELPS * PM Benchmark |  | * PM Benchmark |
| **Skills within reading domains** (Skills are developed from left to right and top to bottom) | Listen for sounds | Letter-sound correspondence | High-frequency words | Word classification | Vocabulary |
| Rhyming words | Short vowels | Accuracy | Antonyms and synonyms | Concept development |
| Initial sounds | Consonant blends | Rate | Affixes and roots | Background knowledge |
| Words in sentences | Long vowels | Prosody | Multiple-meaning words | Academic language |
| Syllables in words | Vowel digraphs and diphthongs |  | Homophones and homographs | Genre |
| Track and order phonemes | R-controlled | Word-learning strategies | Text structure |
| Phoneme isolation | Multisyllabic words | Word origins and derivatives | Comprehension skills |
| Phoneme identification | Compound words | Figurative language and idioms | Comprehension strategies |
| Phoneme comparison | Contractions |  |  |
| Phoneme blending | Inflectional forms |
| Phoneme segmentation |  |
| Phoneme deletion |
| Phoneme addition |
| Phoneme substitution |

**Writing Domains, Skills, Assessments**

The table helps teams identify where in the literacy continuum a student’s writing is breaking down. By starting from the top left and working down and then to the right, teams can determine where to begin intervening with a student.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Generate**  **(Coming up with an Idea)** | **Compose**  **(Organizing Thoughts)** | **Transcribe**  **(Getting the Message Down)** |
| **Assessments**  (Universal screening, progress monitoring, diagnosis) | * HWT Screener * Letter Writing Fluency * Observation Survey Summary * Words Their Way * Student Writing Samples * School Wide Write | | |
| **Skills within writing domains** (Skills are developed from left to right and top to bottom) | Writing for an audience and purpose that matters to the writer (Audience) | Writing for an audience and purpose that matters to the writer (Audience) | Spelling conventions and patterns |
| Planning (brainstorming) | Deciding on a form of writing (Genre) | Grammar and syntax |
| Having opportunities to talk before writing (expressing ideas into language) | Using elaborate, descriptive word choice | Punctuation, spacing, capitalization |
|  | Constructing, forming, and varying sentences (sentence fluency) | Hearing and recording sounds in words for unfamiliar words |
|  | Having opportunities to talk before writing (expressing ideas into language) | Drawing on a bank of known high frequency words |
|  | Sequencing a story | Letter formation, neatness and legibility |
|  |  |  |
|  |  |  |
|  |  |  |
| 4:1 Ratio of unedited/revised pieces to edited/revised pieces | | |

**Number Domains, Skills, Assessments**

The table helps teams identify where in the numeracy continuum a student’s skills is breaking down. By starting from the top left and working down and then to the right, teams can determine where to begin intervening with a student.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Number Word Sequences**  **(From Given Points)** | **Numerals** | **Spatial Groupings** | **Place Value** | **Additive Reasoning** | **Multiplicative** | **Fractions** |
| **Assessments**  (Universal screening, progress monitoring, diagnosis) | * Components of Numerical Knowledge and Reasoning Screening Assessment * First Steps in Math | | | | | | |
| **Skills within number domains** (Skills are developed from left to right and top to bottom) | Counting forward  Counting backward  Skip counting forward and backward | Reading numerals  Ordering numerals  Writing numerals  Money | Subitizing   * Dice patterns * Ten frames * Double ten frames * Non-dice patterns   Qualifying   * Multiple group * Arrays | Demonstrates meaning of the value of the digit (not just their place) | One-to-one matching for counting  Part-Part-Whole   * Count all * Count on * Strategies * Automaticity | Given an equation, can they show what it means?   * Counting from one * Skip counting * Strategy * Automaticity | Parts of a Whole   * Unit fractions (1/2, 1/3, etc.) * All other fractions (e.g., ¾) * Show Meaning * Comparing * Equivalents * Mixed fractions and improper fractions |

**Positive Behaviour Interventions and Supports**

**PBIS**

Behaviour is equally important to student success and similar to the process of RTI, can receive targeted interventions depending on student needs.

According to Buffum et al. (2012) the goals of the school should revolve around:

* Improving school climate.
* Decreasing reactive behavioural management practices.
* Coordinating academic and behavioural supports.
* Improving supports for students with behavioural challenges.

Like the process of responding when students are not learning in academic areas, behavioural interventions can also be viewed within a 3-Tiered Pyramid of Support.

**Tier 2**

**Tier 1**

**Tier 3**

Chronic/Intense

Challenges

At-Risk

No Serious Issues

At the Tier 1 level, the PBIS team has developed a number of expectations that are implemented to ensure consistency throughout the school.

The staff at St. Andrews School actively supervise all students and are responsible for consistently teaching, modelling, acknowledging, and correcting behavioural expectations.

Desired Behaviours:

* Be Safe
* Be Respectful
* Be Responsible
* Follow Directions the First Time

Common behavioural expectation have been established for shared areas such as hallways, bathrooms, during lunch, recess, assemblies, etc., to help maintain consistent behavioural expectations throughout the school.

Desired behaviours are taught at the beginning of each school year and revisited throughout the year during peak times (see teaching schedule).

Smart board files and demonstration videos can be found in Outlook with a folder name of “PBIS Resources”.

Throughout the school day students following the expectations are acknowledged with praise and DRACO awards (classroom, bus, and individual tickets) which are entered into a draw to receive small prizes and recognition during assemblies.

These expectations help support students in all the zones found on the Pyramid of Behavioural Supports by providing a structured learning environment.

**PBIS Behaviour Expectations Teaching/Re-teaching Schedule**

It is important that we are consistent in teaching these expectations as it not only impacts all our classes but the whole school as well. Please ensure you are covering all the expectations with your class.

Smartboard files have been created and are available to all staff in the St. Andrews Staff Files. Open Outlook, click on **St. Andrews Staff** in Groups then click on **Files** in the bar at the top of the page.

|  |  |  |
| --- | --- | --- |
| **Week 1** |  | **Week 13** |
| * Eating Expectations (Primary & Intermediate specific) * Bathroom Expectations (Flush Video) * Hallway (SHONE) * Outdoor Recess * Voice Volume (How Loud video) * Assembly * 8:25 Morning * WIN * Guest Teacher * Fire drill * 1st Busser (end of day)   **Admin. will teach 2nd busser expectations**  **after school sometime during this week.** |  | * Eating Expectations (Primary & Intermediate specific) * Bathroom Expectations (Flush Video) * Hallway (SHONE) * Outdoor Recess * Voice Volume (How Loud video) * Assembly * 8:25 Morning * WIN * Guest Teacher * Fire drill * Indoor Recess * 1st Busser (end of day)   **Admin. will teach 2nd busser expectations**  **after school sometime during this week.** |
|  |  |  |
| **Week 17** |  | **Week 24** |
| * Eating Expectations (Primary & Intermediate specific) * Bathroom Expectations (Flush Video) * Hallway (SHONE) * Outdoor Recess * Voice Volume (How Loud video) * Assembly * 8:25 Morning * WIN * Guest Teacher * Fire drill * Indoor Recess * 1st Busser (end of day)   **Admin. will teach 2nd busser expectations**  **after school sometime during this week.** |  | * Eating Expectations (Primary & Intermediate specific) * Bathroom Expectations (Flush Video) * Hallway (SHONE) * Outdoor Recess * Voice Volume (How Loud video) * Assembly * 8:25 Morning * WIN * Guest Teacher * Fire drill * Indoor Recess * 1st Busser (end of day)   **Admin. will teach 2nd busser expectations**  **after school sometime during this week.** |
|  |  |  |
| **Week 28** |  | **Week 37** |
| * Eating Expectations (Primary & Intermediate specific) * Bathroom Expectations (Flush Video) * Hallway (SHONE) * Outdoor Recess * Voice Volume (How Loud video) * Assembly * 8:25 Morning * WIN * Guest Teacher * Fire drill * Indoor Recess * 1st Busser (end of day)   **Admin. will teach 2nd busser expectations**  **after school sometime during this week.** |  | * Eating Expectations (Primary & Intermediate specific) * Bathroom Expectations (Flush Video) * Hallway (SHONE) * Outdoor Recess * Voice Volume (How Loud video) * Assembly * 8:25 Morning * WIN * Guest Teacher * Fire drill * 1st Busser (end of day)   **Admin. will teach 2nd busser expectations**  **after school sometime during this week.** |
|  |  |  |
| **Week 32** |  |  |
| Remind bike riding students that they leave when walking students do, at 3:31. (Contact RCMP regarding bike safety) |  |  |

**Tools Used for Planning for Behaviour**

Helping students move from the red and yellow zones of the Pyramid of Supports into the green zone of the Pyramid of Support requires targeted interventions in small-group or in a one-on-one setting.

By using best practices, we can teach behaviour and social skills and plan for students with behavioural challenges.

Planning Tools:

* Programming Suggestions for Students Experiencing Difficulties with Self-Regulation
* 25-Minute Planning Process (BIP)
* A Guide for Conducting the FBA and Developing the BIP

**St. Andrews School Resource**

**Programming Suggestions for Students Experiencing Difficulties with Self-Regulation**

The following interventions are designed to provide additional support to students experiencing difficulty with self-regulation.

Not all of these suggestions need to be implemented. They are merely suggestions. It will be up to the classroom teacher to **choose at least one intervention strategy to teach for a specific length of time, which may be for several weeks up to a few months. Progress needs to be documented based on performance in response to the intervention strategy.** It will be important to review the information at the end of the intervention period to determine the next course of action.

Choose one or two areas of behavioural challenges to target and focus your intervention only on those areas.

|  |  |  |
| --- | --- | --- |
| **Areas Identified by Classroom Teacher** | **Examples of Strategies** | **Please report on the effectiveness of strategies implemented. What has been tried at the classroom level?** |
| Appears to be easily distracted by external stimuli | * Student sits with an active classmate and is facing where he can see everything going on in the classroom. This may be too stimulating. Try moving the student beside a more focused student (or group of students) further into the room. Elicit the help of the student for redirection. |  |
| Daydreams | * Establish scheduled movement breaks throughout the day. Have the student run errands, get a drink, or simply go for a walk down the hall. Incorporate movement activities within the classroom before beginning a new task. Have the class get up and do some basic on the spot exercises, chair exercises and finger exercises. |  |
| **Areas Identified by Classroom Teacher** | **Examples of Strategies** | **Please report on the effectiveness of strategies implemented. What has been tried at the classroom level?** |
| Rarely completes tasks | * Use first/then statements and positive incentives to help with completion of work. As an example, “**First** finish your journal entry and **then** you can have 3 minutes to read a favourite book. * Teach time management skills and how to use time management aids. Set a timer then reward with stickers on a chart for work completion once the timer goes off. The sticker chart will act as documentation. Graphing successes will also act as a visual and provide encouragement and documentation. * Avoid “busy” pages of work. Can student demonstrate knowledge on 5 questions, for example, as opposed to completing 10. |  |
| Requires prompts to begin independent writing activities | * Assist the student in preparation for starting tasks. Ask, “What do you need to be able to do this? How long do you think it will take you to complete this task?” In this way you are teaching him to be mindful of the process. |  |
| Demonstrates poor printing skills | * It is common for children who struggle with self-regulation to have poor printing skills. Writing is a multifaceted process. Five to ten minutes of printing practice may help with being able to print the letters automatically. * It may not be too early to teach basic keyboarding skills. The internet has a number of keyboarding programs (apps) that are suitable for young children. The Handwriting without Tears Program recently developed a keyboarding program. It is important that if the student is to practice their printing skills and/or learn keyboarding skills they must be watched at all times and corrected immediately to avoid solidifying bad habits. |  |
| **Areas Identified by Classroom Teacher** | **Examples of Strategies** | **Please report on the effectiveness of strategies implemented. What has been tried at the classroom level?** |
| Occasionally wanders off topic when engaged in conversation or classroom discussions | * Point out to the student when they have wandered off topic and then use leading questions to bring them back on track. For example, “You were talking about elephants and then you switched to cars, what more can you tell me about the elephants?” * Reinforce those times when they do remain on topic. |  |
| **When a target area has been identified, the following procedures should be discussed and implemented as part of the overall behaviour plan.**   * Involve the student in drawing up a plan with proactive and reactive strategies. Have a basic conversation discussing the problem areas and develop a plan outlining what will happen if the expectation is followed and if it is not. * Establish a daily report card which is sent home at the end of each day, so parents can discuss the day with their child (in a non-disciplinary way) focusing more on the positives. The parent may choose to graph student successes at home and carry out the reward. * Make a point of recognizing successes many times throughout the day in order to preserve the student’s self-esteem. Without meaning to, we often focus more on a student’s inability to focus by repeatedly making comments such as, “turn around, sit down, get down to work, stop talking, etc.). | | |

Self-Regulating Tools (Please identify what’s been used/tried)

MeMoves Chewlery Timers

Sit n’Move Cushion Wobble Stools Rocker Chairs

Squeeze Ball Heavy Work Fidgets

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Comments on use of tools:

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Once a plan of action has been chosen by the classroom teacher, the Learning Support teacher can assist in leading the conversation and developing the plan. Consultation with the divisional psychologist may occur if the need arises.

Frequently parents take their children to the doctor to discuss any issues that may be interfering with their learning. A discussion with the parent requesting a complete medical exam to ensure the student does not have other medical issues that may be impacting their learning (e.g., hearing loss due to wax buildup) may be considered.

If, at the end of the intervention period the student is successful with these adjustments we will continue to monitor their progress and work the program. Should the student continue to experience challenges that are concerning to the classroom teacher, the doctor, and/or the school team, the current plan will be reviewed and adjustments and other considerations may be discussed.

It is important to remember that most young children will have problems with attention-related behaviours from time to time. Here are some places to go to for additional information on common behavioural strategies that may be effective with children experiencing challenges with self-regulation.

* CADDRA (Canadian ADHD Resource Alliance) website: [www.caddra.ca](http://www.caddra.ca)
* Teach ADHD website: [www.teachadhd.ca](http://www.teachadhd.ca) (Behaviour Support Strategies)
* CADDAC (Centre for ADHD Awareness, Canada) website: [www.caddac.ca](http://www.caddac.ca)

***Programming Suggestions for Students Experiencing Difficulties with Self-Regulation:* Prepared by Nancy Bargen in consultation with Toni Perretta and Allison McBurney**

**25-Minute Planning Process (BIP)**

Planning for students requiring Tier 2 behavioural supports can occur within a grade level team meeting (which may include the guidance counsellor, learning support teacher and administration) using the 25 Minute BIP as outlined by Sprick et al. (2009).

The 25 Minute BIP:

* A systematic intervention plan for mild to moderate behavioural challenges.
* Each stage of the process is timed creating a problem-solving structure.
* Background information and observations are gathered and shared prior to the meeting.
* Using the 25-Minute Planning Process Worksheet, participants’ problem solve each of the 7 steps.
  + Background
  + Problem and Goal
  + Responsible & Irresponsible Behaviour
  + Consequences
  + Proactive Strategies
  + Proactive Plan
  + Final Details

Once the plan has been implemented with fidelity it will be reviewed for effectiveness. The student will have:

* Made progress, no longer needing the plan;
* Will continue to need the supports of the plan;
* Will need some parts of the plan modified to meet the student needs; or
* Will require a referral to the SST for an in-depth Functional Behavioural Assessment/Behaviour Intervention Plan (FBA/BIP)

**A Guide for Conducting the FBA and Developing the BIP**

The FBA/BIP takes a collaborative process and is used for those students requiring Tier 3 intervention supports. Data is collected and a FBA team meeting involving the classroom teacher, guidance counsellor, social worker, psychologist, speech-language pathologist, divisional BIST member, learning support teacher(s), and administration, is conducted to analyze and summarize the data. At this point we are looking to identify “when, where, and around whom the inappropriate behaviour happens, identify consequences that could unintentionally be maintaining the behaviours, and hypothesize why students are behaving in certain ways – the underlying purpose or function of their behaviour” (Dawn Reithaug, 2012).

The BIP is developed based on the information gathered before and during the FBA.

For our purposes, the procedures outlined by Dawn Reithaug, (2012) offers us a systematic way to develop effective and efficient BIP’s. It permits us to predict and understand student challenges and provides us with a method to plan for, increase, and maintain appropriate behaviours.

The success of the FBA/BIP is directly related to the extent it is implemented and followed by the team.

As with academic learning, **CELEBRATE STUDENT ACHIEVEMENT**!

**Parental Involvement**

Parents play a critical role in supporting what their children are learning in school. The more parents are involved in student learning the higher the student achievement. Parents are encouraged to:

* Talk with the teacher.
* Review and assist with homework assignments.
* Celebrate their child successes.
* Learn more about the curriculum, assessments, and interventions being used at their child’s school.
* Participate in conferences and other meetings about their child.

When a child needs supplemental instruction, a member of the school team will describe the instruction to the parent and ask the parent about anything they may think might be affecting their child’s learning.

Parents are assured that:

* Children with special education needs will continue to receive specialized instruction provided by the resource department in accordance with his/her IEP; however, each will receive more instruction in the regular class.
* Progress is monitored and results are used to make decisions about increasing or decreasing additional instruction and interventions.
* If the school has tried several interventions and progress remains limited, they may be asked to give consent for an evaluation. The purpose of this evaluation is to determine the educational needs of the child and to consider if he or she might have a learning disability.

**Note: We can only do what we do at school. Perceived lack of parental support should NEVER be a factor in meeting the needs of our students and voicing this repeatedly in a PLC is not going to change the circumstances.**

**Questions**

When do we start WIN?

* WIN is a part of the schedule and can begin on the first day the students arrive based on data from June of the previous year.

When do we change WIN groups?

* When progress indicates a student has met their goal or shown that the intervention is not working. Remember: We’re not “putting kids into groups” for specific time periods. Our focus is on interventions and not groupings.

What do we do for the “middle of the road” students during WIN times?

* We extend and enrich their learning.

What should we focus on in our Grade-level team meetings?

* PLC meetings are not the time to discuss items such as field trips, scheduling, etc. It is a time to review student screening results, identify students requiring support, select intervention strategies, discuss student progress, regroup students, plan for core instruction, etc.

The PLC model will look somewhat different at each grade-level as long as the 4 main guiding questions of a PLC are kept at the heart of the meeting time.

Do we need to get parent permission for interventions at Tier 2/3?

* No. It is a part of our programming and educational philosophy. Parents learn of interventions through phone calls, parent meetings, etc. Before a student requires Tier 2/3 supports, parents should be notified by the classroom teacher.

What does the “end” goal of RTI/PLC’s look like?

Answer: DuFour’s PLC model took years to create. There will be peaks and valleys on this journey. We just have to always keep pointing forward and never strive away from our end goal of student success. To a degree, we don’t even know what this will ultimately look like at St. Andrews School with ebb and flow weekly, monthly, yearly. We need to continuously revisit the 4 Cs and reevaluate our practices. A lot hinges on us finding our own way through the process as a team.

**Final Note**

This manual is reviewed on a yearly basis.

Please let us know of any changes, additions/deletions as we are always evolving and trying to improve on our methods and procedures to support student learning.

**References**

Bender, William N., (2009). Beyond the RTI Pyramid: Solutions for the First Years of Implementation. Bloomington, IN. Solution Tree Press.

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**FORMS AT A GLANCE**

**Behavioural Expectations**