

# Mount Olive Township Schools



**Response to Intervention (RtI)**

**Multi-Tiered Systems of Supports (MTSS)**

**Meeting the Needs of ALL Students**

**Response to Intervention School- Wide Committees**

**Tinc Road Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Mark Grilo	Principal
Nicole O'Connell	Instructional Supervisor
Andrea Ferri	CST Member
Lisa Barba	Counselor
Teacher	Changes based on student
Christina Capone & Sharon Enea	Reading Specialist/ Interventionist

**Sandshore Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Kristy McFarlane	Instructional Supervisor
Deb Reiber	CST Member
Anemarie Hall & Jeanne Santucci	Reading Specialist/ Interventionist
Teacher	Changes based on student
Elena Melekos	Guidance Counselor

**Mountain View Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Dolores Colallilo	CST Member
Laura Markowski	Teacher
Teacher	Changes based on student
Jen Bond	Teacher - Academic Interventionist
Cheryl Conte	Teacher - Academic Interventionist Math
Edie Seel	Reading Specialist

Jennifer Olsyn	Instructional Supervisor
Kate Devins	School Counselor

**Chester M Stephens Elementary School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Dani Marangon	Instructional Supervisor
Journie Cifelli	Reading Specialist
Patrick Tharrett	CST Member
Teacher	Changes based on student
Kat Vizzone	Academic Interventionist
Melissa Roman	Guidance Counselor

**Mount Olive Middle School**

<b><u>Member Name</u></b>	<b><u>Title</u></b>
Christopher Reagan	Vice Principal
Carissa Utter	Teacher
Kelly Gorton	Academic Interventionist
Teacher	Changes based on student
Vicky Cavaleri	Guidance Counselor
Maggie Pyryt/Abbie Enriquez/Deb Whelan	CST Member

**Mount Olive High School**

<b><u>AM Team Members</u></b>	<b><u>Title</u></b>
Katherine Cortes	Teacher - Math
Nancy Gilbert	Special Ed. Teacher
Melissa Grosenstein	Special Ed. Teacher

Scott Philips	Teacher- AP Psychology
Lori Tatum	Teacher - Language Arts

**Mount Olive High School**

<b>PM Team Members</b>	<b>Title</b>
Christopher Bosch	Special Ed. Teacher
Bethany Fruncillo	Special Ed. Teacher
Kimberly Kays	Teacher- Math
Deborah McKee	Special Ed. Teacher
Maribeth Paoli	Special Ed. Teacher
Robert Feltman	High School Coordinator(AM & PM)
Jenna Graham	Facilitator
<b>FLEX MEMBERS(AM &amp; PM)</b>	<b>Administration</b> <b>Guidance Counselors</b> <b>SAC</b> <b>Nurses</b> <b>CST Members</b> <b>School Staff</b> <b>Parent(s)</b>

As per District Goal #2, the Mount Olive Township School District is committed to providing a personalized learning experience for ALL Students. Response to Intervention and Multi-Tiered System of Supports are the personalized learning delivery systems for ALL students that require additional instruction in the identified areas of either academics, behavior, social-emotional learning, or a combination of the aforementioned. Our teachers provide ALL students an opportunity to learn and thrive in classrooms that emphasize personalized learning and blended learning opportunities in order to meet each student's individualized needs.



### LEARNER PRIORITIES

*Critical Thinking                      Collaboration                      Innovation                      Self-Regulation*

### 2019-2023 DISTRICT GOALS

- |  |  |  |   |  |  |
|--|--|--|---|--|--|
| 1. Provide the most innovative and safe learning environment possible for the entire District community. | 2. Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates. | 3. Establish and enhance social-emotional learning programs to develop the “EQ” of ALL learners. | 4. Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community. | 5. Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives. | 6. Ensure compliance, transparency, and fiscal responsibility of District programs and operations. |
|--|--|--|---|--|--|

### 2021-22 ACTION STEPS

- |  |  |   |   |   |  |
|--|--|---|---|---|--|
| <p>a. Complete the BoE approved Summer 2021 capital projects.</p> <p>b. Execute the 2021-22 COVID19 Restart and Reentry Plan.</p> <p>c. Continue to design physical and virtual learning spaces that facilitate student-centered anywhere-anytime learning.</p> <p>d. Continue to operationalize the updated and unified District Security Manual.</p> | <p>a. Continue to institutionalize and operationalize the districtwide RTI program.</p> <p>b. Execute the 2021-22 COVID19 Restart and Reentry Plan to ensure differentiation and personalization for ALL students.</p> <p>c. Institutionalize Student Success Plans in grades 1-12 to monitor the efficacy of personalized learning by 10/1/21</p> <p>d. Launch the K-12 Computer Science.</p> | <p>a. Continue to institutionalize PK-12 Social Emotional Learning programs.</p> <p>b. Strengthen deliberate K-12 wellness, PBIS, and restorative justice programs.</p> <p>c. Universally screen all students for SEL and at-risk behavioral indicators</p> <p>d. Expand SEL programs to include the development and wellness of faculty and staff.</p> | <p>a. Ensure equitable and compliant universal hiring procedures.</p> <p>b. Execute a deliberate recruiting plan to increase the diversity of the applicant pool for all positions.</p> <p>c. Develop collective efficacy of faculty and staff via the 2019-23 District Professional Learning Goals.</p> <p>d. Develop university partnerships for recruiting and professional development.</p> | <p>a. Continue to execute the District's multimedia Branding Plan.</p> <p>b. Continue to enhance the updated District website.</p> <p>c. Engage and inform parents via at least 6 Parent University sessions by 6/1/22.</p> <p>d. Measure stakeholder perceptions, as well as, the climate and culture of the District via a districtwide survey by 6/1 annually.</p> | <p>a. Maintain an operating budget within the 2% revenue cap.</p> <p>b. Ensure compliance with policy-driven student, staff, and HR handbooks.</p> <p>c. Advance the goals of the Equity Task Force.</p> <p>d. Establish stakeholder Cross Role Group to develop a feedback and communication loop on key initiatives and execution of the strategic plan.</p> |
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## What is Response to Intervention (Rtl)?

Response to Intervention (Rtl) is a multi-tier approach to the early identification and support of students with learning and/or social-emotional or behavioral needs. The Rtl process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data. Rtl is a preventive framework for all students, not a pre-referral process for special education. The four essential components of an MTSS/Rtl framework are screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

For Rtl implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- **High-quality, scientifically based classroom instruction.** All students receive high-quality, research-based instruction in the general education classroom. The basis for all Rtl work is a research-based core curriculum delivered with fidelity. The curriculum must be taught by skilled and trained teachers for the designated amount of time so that at least 80% of students are at benchmark on curriculum based measures and aren't in need of interventions.
- **Ongoing student assessment.** Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. Universal school-wide screening is the first level of data collected in the Rtl process. These screenings occur three times per year (fall, winter, and spring), and the data from these assessments help to guide instruction through the three tiers of the Rtl process. Throughout the Rtl process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- **Tiered instruction.** Despite our best efforts to provide effective core instruction to all students, some students who are at-risk for academic, behavioral, or social-emotional difficulties will require more support than a student who is on-track for success. Students whose skills fall below benchmark and put them at

risk compared to their peers on the screening measures should be considered for placement in an intervention in addition to the core program. A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs

- ***Parent involvement.*** Schools implementing Rtl provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction, and the academic or behavioral goals for their child.

### **School-Based Response to Intervention Committee Members**

- Instructional Supervisor/Vice Principal
- Reading Specialist/Academic Interventionist
- Child Study Team Member
- Teacher (Changes based on student)

### **The Core Principles of Rtl:**

1. The belief that we can effectively teach ALL children.
2. The knowledge that we must intervene early using a multi-tiered instructional delivery approach that supports ALL students.
3. The use of research-based interventions and instructional strategies is essential.
4. The process of continual monitoring of student progress to inform our instruction.
5. The information necessary to make informed, data-driven decisions.

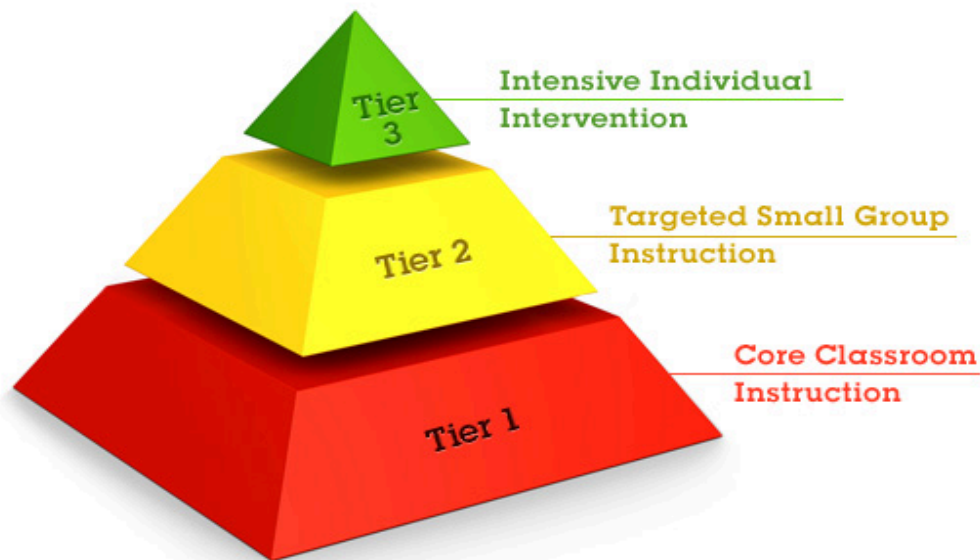
### **Key Components of the Rtl Process:**

- 24 hour turnaround time for Rtl Interventions
- Reading Specialists (K-9)
- Two-year Algebra 1 Sequence(MOHS)
- 7-10 Math Lab
- Virtual Academy for remediation and credit recovery(MOHS)
- Academic Support (K-12)
- Academic Coaches (7-12)
- Graduation Coach (9-12)

## The RtI Model

A comprehensive RtI model combines effective instruction, process monitoring and functional assessment linked to strategic intervention. At the core is a data-based, functional assessment, problem solving process. While there are many sound problem-solving models and processes, all of the effective ones have four primary components:

- **Problem identification:** :What is the problem?”
- **Problem Analysis:** “Why is the problem occurring?”
- **Intervention:** “How will we solve the problem?”
- **Evaluation:** “Did the intervention work to solve the problem?”



RTI (Response To Intervention)  
**3 Tiers of Support**



## **RtI Tiers Defined**

### **Tier I~Core Classroom Instruction**

All students in Tier I receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. In Tier I teachers respond to student needs by making adjustments to process, content, product, and learning environment, based on how students learn best. Students identified as being “at risk” through universal screenings and/or results on state- or districtwide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored for 4-6 weeks using a validated screening system such as curriculum-based measurement. Students not showing adequate progress are moved to Tier II.

High-quality curriculum and instruction in general education, together with a positive school climate and a continuum of social-emotional learning and behavioral supports, prevent learning and social/behavioral difficulties for many students. Differentiation of instruction is essential to address the wide range of achievement levels, as well as behavioral and social-emotional needs that can be found in any classroom.

In Tier I instruction, the teachers ensure that ALL students are provided with a high quality core curriculum by:

- Creating lessons that invite persistent student effort and realize the high levels of student engagement;
- Having a deep understanding of content knowledge;
- Setting clear learning goals for students focused on content standards and grade level expectations;
- Providing rigorous, researched-based instruction and modeling;
- Integrating technology and blended learning to support and enhance learning and communication;
- Creating authentic and relevant learning tasks;
- Offering explicit and timely feedback;
- Using assessment information to modify learning goals, tasks, and instruction;
- Sharing assessment data with students and having students set learning goals;
- Daily reflection on lesson effectiveness;
- Collaborating with colleagues in professional learning communities to review student work and common assessment data to identify learner needs linked with a menu of related accommodations and differentiated instructional practices;
- Daily 10- to 15- small-group supports to more homogenous groups of students based on need
- Collection of progress monitoring data

## **Tier II~Targeted Small Group Instruction**

Tier II interventions are designed to provide supplemental, focused teaching and learning opportunities for the small percentage (5 – 15%) of students who are not making progress or demonstrating achievement or behavioral objectives given Tier I instruction and accommodations. Students who receive Tier II interventions should also continue to receive Tier I instruction. Tier II interventions are designed to address the specific learning or behavioral challenges a student may be facing. These services and interventions are provided in small-group settings in addition to instruction in the general curriculum. In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions as part of Tier III.

Students in Tier II will be monitored regularly until progress monitoring data indicates that intervention is no longer needed or an increase to Tier III.

In Tier II instruction we will ensure the above by employing intervention practices, which may include:

- Diagnostic assessments;
- Collaborative planning by the student's teachers, support staff, and specialists;
- Targeted academic and/or behavioral goals with benchmarks;
- Consultation or direct service from specialists;
- Highly focused and supplemental instruction and learning opportunities for 6-8 weeks
- Weekly progress monitoring of student progress using assessments linked to curriculum based measures
- Analysis of progress monitoring data to determine the need for continued intervention, additional intervention or a change of intervention.

## **Tier III~Intensive Intervention**

For students making inadequate progress with Tier II and Tier I interventions, intensification of the intervention should be considered. The primary difference between Tier II and Tier III interventions involves the intensity and/or individualization of the intervention. At this level, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems. All students receiving Tier III interventions are provided with an **Rtl Action Plan** specifying effective, targeted intervention practices. Parents are notified of their child's involvement and progress, and a copy of the plan will be sent home to the parent(s). Tier III Intervention is implemented with a smaller student-teacher ratio, a longer duration of intervention, detailed attention to individual learning styles and the social environment, and more frequent progress monitoring. As

in Tier II, students who receive Tier III Intervention remain part of the general education system.

Students who do not achieve the desired level of progress in response to these targeted interventions in Tier III are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers I, II, and Tier III are included and used to make eligibility decisions.

It should be noted that at any point in an Rtl process, IDEA 2004 allows parents to request a formal evaluation to determine eligibility for special education. An Rtl process cannot be used to deny or delay a formal evaluation for special education.

All students in Tier III are provided with more frequent, individualized interventions. Parents are notified of their child's involvement and a copy of the Rtl Tier II Action Plan will be provided to the parents.

In **Tier III** instruction we will ensure the above by employing intervention practices, which may include:

- Additional diagnostic assessments;
- Collaborative planning by the student's teachers, support staff, and specialists;
- Targeted academic and/or behavioral goals with benchmarks;
- Consultation or direct service from specialists, including special education teachers;
- Highly focused and supplemental instruction and learning opportunities for 6-8 weeks
- Weekly progress monitoring of student progress using assessments linked to curriculum based measures
- Analysis of progress monitoring data to determine the need for continued intervention, additional intervention or a change of intervention.

### **English Language Learners**

In implementing Rtl approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (e.g., Spanish) are adequate, but whose literacy skills in their second language (i.e., English) are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. To provide ELLs with rigorous, culturally responsive instruction, a strong Response to Intervention (Rtl) Tier II model must be in place. This model holds significant promise for

better serving English Language Learners (ELLs) who are at-risk for academic difficulties.

Tier I is the instructional core that is intended to incorporate high quality evidence-based instruction for all students. This includes instruction that has been shown to be effective for ELLs, and differentiation to meet students' diverse needs. Instruction for ELLs in English language development is provided at the Tier I instructional level. Students move into Tier II if they demonstrate a need for more targeted and intensive academic support. This extra support can occur in the classroom, but also in separate settings with instruction focused on specific learning targets. Tier II instruction should also be tailored to meet ELLs' language needs and should be incorporated into research-based intervention strategies.

### **How Is Tier II Intervention Effectively Implemented for ELLs?**

Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed. These interventions can be effectively implemented as early as 1st grade, as well as for more mature readers with reading difficulties.

Ensure that interventions are sufficiently intense by retaining small groups (3–6 students) who are provided intervention for a minimum of 30 minutes each day.

When students receiving literacy instruction in English demonstrate weak reading skills or have evident reading difficulties, do not wait for English oral language to improve before providing reading interventions. Use appropriate practices for building oracy skills and vocabulary development as well as reading skills.

### **Rtl Process-Request for Tier II Assistance**

All requests for assistance will be submitted via an **RTI Tier II Referral Intake Form**. The google form will include a checklist of steps teachers must do **BEFORE** going to Rtl School based Team. This form will alert the RTI team coordinator when teachers have exhausted all Tier I options.

[MOHS Tier II Referral Intake Form](#)

[CMS Tier II Referral Intake Form](#)

[MOMS Tier II Referral Intake Form](#)

[MV Tier II Referral Intake Form](#)

[Tinc Road Tier II Referral Intake Form](#)

[Sandshore Tier II Referral Intake Form](#)

There will be a 24 hour turnaround time for students referred to the Rtl Team for Tier II interventions. A meeting is not required to begin implementing interventions. The Rtl Team will meet on a monthly basis to review and monitor progress. The teacher will contact the parents and **not** the Rtl Team to inform them of the interventions. Interventions will commence immediately and the Rtl process will be building specific.

Students will be provided with intensive, systematic instruction in small groups. Gaps will be identified by comparing typical achievement or behavior to observed achievement or behavior. Instruction will focus on no more than 2 specific skills at a time. Progress monitoring data will be collected to determine the effectiveness of the intervention and progress. Students in need of RTI will be entered into Realtime. The progress of Tier II students will be monitored every month with the RTI School Based Committees.

The data collected will be used to determine whether students still require intervention. The fidelity of the intervention will be monitored by the School Based RTI committee by reviewing the Progress Monitoring Data. The RTI Coordinator for each school will review the fidelity of the intervention to determine if the student was present for at least 80% of the sessions. If the percentage is less than 80%, the student will continue for an additional 4 weeks. Students that have shown improvement may continue, expand or conclude interventions. For those students still making insufficient progress, a Tier III intervention plan will be initiated.

## Mount Olive Township Schools Rtl Overview

	<b>Setting</b>	<b>Person(s) Responsible</b>	<b>Students</b>	<b>Instruction</b>	<b>Assessments/Data Collection</b>	<b>Timeline</b>
<b>Tier I</b>	Regular Classroom	General education teacher	ALL Students	<p>Research based instruction</p> <p>Core classroom curriculum for all students</p> <p>Variety of grouping formats</p> <p>Differentiation</p>	<p>Ongoing classroom curriculum assessments</p> <p>Universal Screening assessments &amp; benchmarks</p> <p>Observations by teacher, school psychologist, social worker, or guidance counselors</p>	Throughout the year
<b>Tier II</b>	Regular classroom and/or support service environment WINN Time	<p>General education teacher</p> <p>Support personnel (i.e., specialists or other trained interventionists)</p>	Students who did not respond to Tier I instruction and who are not making adequate progress	<p>Homogenous small group(3-5)</p> <p>Supplemental Instruction</p> <p>Differentiation</p>	<p>Frequent progress monitoring</p> <p>Pre and Post baseline assessments</p>	<p>Additional support for 2-3 times per week for approximately 6-8 weeks</p> <p>Tier I occurs in conjunction with Tier II</p>
<b>Tier III</b>	Regular classroom and/or support service environment	<p>General education teacher</p> <p>Specialized teacher</p> <p>Support personnel (i.e., specialists or other trained interventionists)</p>	Students who did not respond to Tier I & Tier II instruction and who are not making adequate progress	<p>Homogenous small group(1-3)</p> <p>Supplemental Instruction</p> <p>Differentiation</p>	<p>Frequent progress monitoring</p> <p>Pre and Post baseline assessments</p>	<p>Additional support for 4-5 times per week for approximately 6-8 weeks</p> <p>Tier I occurs in conjunction with Tier II &amp; Tier III</p>

## RtI Universal Screening Indicators K-5

<u>Indicator</u>	<u>Timeframe</u>	<u>Threshold</u>
<b>Mathematics</b>	Per Marking Period	Approaching Standards or below 50%
<b>Link It ELA &amp; Math</b>	Per Screening (F, W, S)	Per Grade Level Cut-Offs
<b>Reading</b>	Per Marking Period	<ul style="list-style-type: none"> <li>● F &amp; P Below Grade Level</li> <li>● LEXILE Below Grade Level</li> <li>● Approaching Standards or below 50%</li> </ul>
<b>Behavior</b>	On-Going	2 incidents of HIB or 1 Suspension
<b>Attendance</b>	Per Marking Period	10% missed instructional time
<b>Mobility</b>	Per Year	One or more moves in the past two years
<b>SBRC Performance</b>	Per Marking Period	Not meeting standards in ELA or Math
<b>EOY SBRC</b>	End of Year	NS for either ELA or Math

### RtI Screening Rubric: Grades 6-12

Screening Indicators	4	3	2	1
NJSLA ELA	Less than 715	715-730	730 - 750	Above 750
NJSLA Math	Less than 715	715-730	730 - 750	Above 750
LinkIt! ELA Benchmark	Partially Meeting/Not Meeting	Bubble	Meeting	Exceeding
LinkIt! Math Benchmark	Partially Meeting/Not Meeting	Bubble	Meeting	Exceeding
Reading Lexile	Grade 6 729L or below Grade 7 769L or below Grade 8 789L or below Grade 9 849L or below Grade 10 889L or below Grade 11/984L or below	Grade 6 730L-924L Grade 7 770L-969L Grade 8 790L-1009L Grade 9 850L-1049L Grade 10 890L-1079L Grade 11 985L-1184L	Grade 6 925L-10170L Grade 7 970L-1120L Grade 8 1010L-1185L Grade 9 1050L-1260L Grade 10 1080L-1335L Grade 11 1185L-1444L	Grade 6 1071L+ Grade 7 1121L+ Grade 8 1186L+ Grade 9 1261L+ Grade 10 1336L+ Grade 11 1455L+
Course Performance	Failure in 2 or more courses	Failure in 1 Course		
Behavior - Discipline and Infractions	1 incident of substantiated HIB OR 4 detentions OR 1 suspension	1 incident of substantiated HIB OR 3 detentions OR 1 suspension	1 incident of substantiated HIB, OR 2 detentions, OR 1 suspension	No behavior incidents at this time.
Attendance	10 or more days absent	7-10 days absent	4-6 days absent	1-3 days absent
Tardy	10 or more tardies	7-10 tardies	4-6 tardies	1-3 tardies
Totals				



## **Mount Olive High School Pathways Academy**

As per N.J.A.C. 6A:16-9.1, Tier II and Tier III Interventions for

- dropout prevention
- credit recovery
- alternative program pursuant to IEP/504
- Instructional models
- face to face (summer, twilight, weekend)
- hybrid
- online
- Open to MOHS students as per Rtl program and/or BoE approved contract with another district
- All students have a [Personalized Learning Plan](#)

### **Alternate Pathways and Credit Recovery**

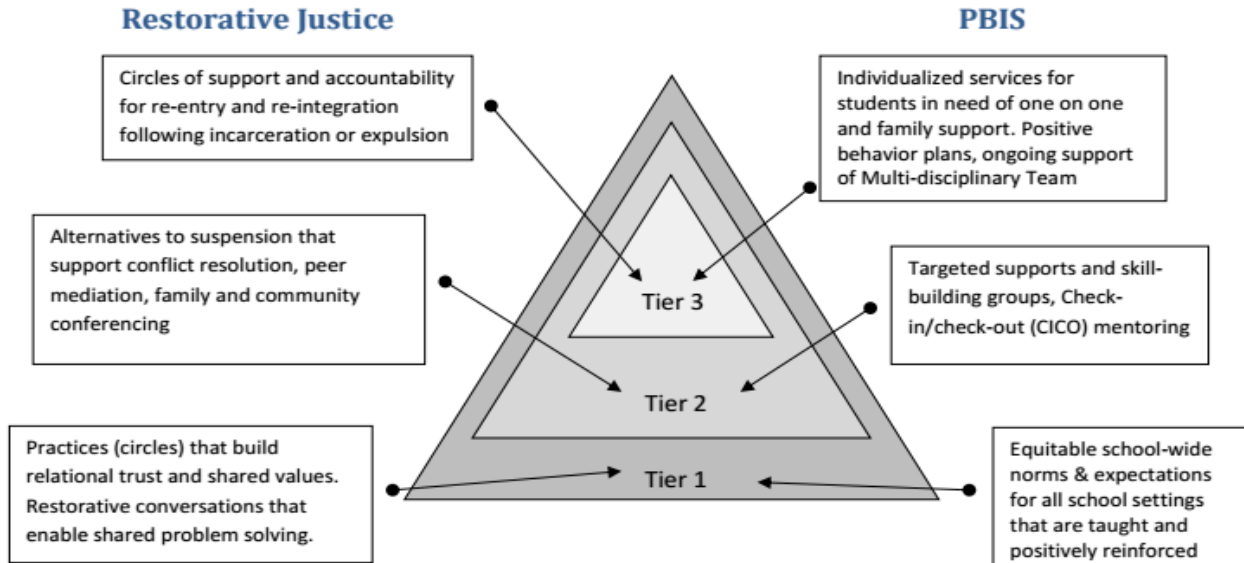
Consistent with N.J.A.C. 6A:8-5.1(a) 1.ii, as well as the district's Rtl and Rtl programs, Mount Olive students are afforded the opportunity to earn credits beyond the traditional classroom setting. The Mount Olive Virtual Academy provides online and blended learning opportunities for students to pursue original credit via Option II and credit recovery classes. There are three alternate credit pathways:

1) **Option II** provides students with the opportunity to take courses for original credit. It is recommended that students take these courses via the Mount Olive Virtual Academy, but other providers/institutions may be approved by the Executive Director of Personalized Learning. All Option II courses must be aligned to and meet the proficiencies and content enumerated in the NJSLs. Additionally, to receive credit on their transcript students must demonstrate proficiency in the subject area via the departmental final exam or the equivalent of with approval from the Executive Director of Personalized Learning.

2) **Credit Recovery** is for students who have failed a course and/or are in loss of credit due to attendance. Students can remediate credits via the Mount Olive Virtual Academy. Students may initiate the credit recovery process on their own, in consultation with their school counselor or credit recovery may be a recommended Rtl intervention by the district Rtl Team.

3) **Independent Study** can be an academically enriching experience for both the student, as well as, the cooperating teacher or partnering organization. Independent study provides students with the opportunity to master an academic area through his/her own initiative, self-discipline, and self-reliance.

## Response to Intervention (RtI) Framework



The climate of each learning community is different; therefore, a “one size fits all” approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

Positive Behavior Interventions and Supports (PBIS) is a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all youth by making targeted misbehavior less effective, efficient, and relevant, and desired behavior more functional.

## **Positive Behavioral Interventions and Supports (click link [PBIS](#) )**

1. Establishment commitment and maintain team
2. Establishment school wide behavior expectations
3. Establish an ongoing system of reward
4. Establish a site-specific discipline system
5. Establish a data system to monitor progress and aid in decision-making

## **Behavior Instruction**

Some educators do not believe it is their responsibility to teach the behaviors that students must display while at school, or to teach the behaviors that will enable them to learn how to learn. Our belief would then be: If not us, then who? If we are not satisfied with student behavior and we believe that behavior is impacting student learning, then what are our options? Do nothing? Doing the same things we have always done? Rather, we must collectively assume responsibility for improving behavior and collaboratively support students and one another. Improving student behavior is not easy, but it is possible. It's not a lack of skill that will prevent success in this arena, but a lack of will.

Student motivation, or more accurately, a lack of student motivation and engagement, is commonly mentioned as the reason for student difficulties, and as the reason for the failure of improvement efforts. However, educators can have an enormous impact on student motivation.

## **Behavioral RTI**

As per District Goal #1, #2, and #3, the Mount Olive Township School District is committed to provide the most innovative and safe learning environment, personalize learning for ALL students, as well as establish and enhance the social and emotional learning programs for ALL students.

Response to Intervention and Multi-Tiered System of Behavioral Supports are the personalized learning delivery systems for ALL students that require additional social and emotional support in order to continue to make academic progress. Academic success is directly linked to social and emotional stability.

Our teachers provide ALL students an opportunity to learn and thrive in safe classrooms that emphasize social and emotional growth and development through personalized learning and blended learning opportunities in order to meet each student's individualized need.

LEARNER PRIORITIES					
Critical Thinking	Collaboration	Innovation	Self-Regulation		
2019-2023 DISTRICT GOALS					
1. Provide the most innovative and safe learning environment possible for the entire District community.	2. Institutionalize personalized learning to provide ALL learners with rigorous and relevant academic experiences that produce Future Ready graduates.	3. Establish and enhance social-emotional learning programs to develop the “EQ” of ALL learners.	4. Recruit, develop, and retain the most highly skilled and diverse workforce to serve the entire District community.	5. Embrace multimedia communication strategies to engage the entire District community in celebrating its success and advancing strategic initiatives.	6. Ensure compliance, transparency, and fiscal responsibility of District programs and operations.
2019 ACTION STEPS					
a. Complete the 2019 phase of the long range facilities plan by 12/31/19.	a. Develop and adopt a districtwide RTI Manual by 4/25/19.	a. Develop a K-12 Social emotional learning curriculum by 9/1/19.	a. Establish a district HR department by 7/1/19.	a. Adopt and execute a multimedia district Branding Plan by 2/1/19.	a. Maintain an operating budget within the 2% revenue cap.
b. Enhance physical security at all K-5 Schools by 9/1/19.	b. Expand inclusivity for special needs students by 9/1/19.	b. Establish deliberate K-12 wellness, PBIS, and restorative justice programs by 9/1/19.	b. Start utilizing digital industry best practices to recruit the most skilled and diverse workforce by 8/1/19.	b. Launch an updated district website by 6/1/19.	b. Utilize feedback from the 2019 NJQSAC process to update and improve programs, procedures, and operations.
c. Design physical and virtual learning spaces that facilitate student-centered anywhere-anytime learning.	c. Economize time and technology to provide all K-8 students with interdisciplinary enrichment by 9/1/19.	c. Launch a proactive mental-health awareness program by 9/1/19.	c. Develop collective efficacy of faculty and staff via the 2019-2023 District Professional Learning Goals.	c. Engage and inform parents via at least five Parent University sessions by 6/1/19.	c. Develop and adopt policy-driven student, staff, and HR handbooks by 9/1/19.
d. Adopt an updated and unified District Security Manual by 4/25/19.	d. Secure partnerships to expand dual-enrollment by 5/1/19.		d. Ensure a compliant, equitable, and evidence-based evaluation process for all employees.	d. Measure stakeholder perceptions, as well as, the climate and culture of the District via a districtwide survey by 6/1 annually.	d. Establish a digital District Dashboard of key student achievement and operational metrics by 9/1/19.
	e. Complete Future Ready NJ Certification process for all schools by 6/1/19.				

## What is Behavioral RTI?

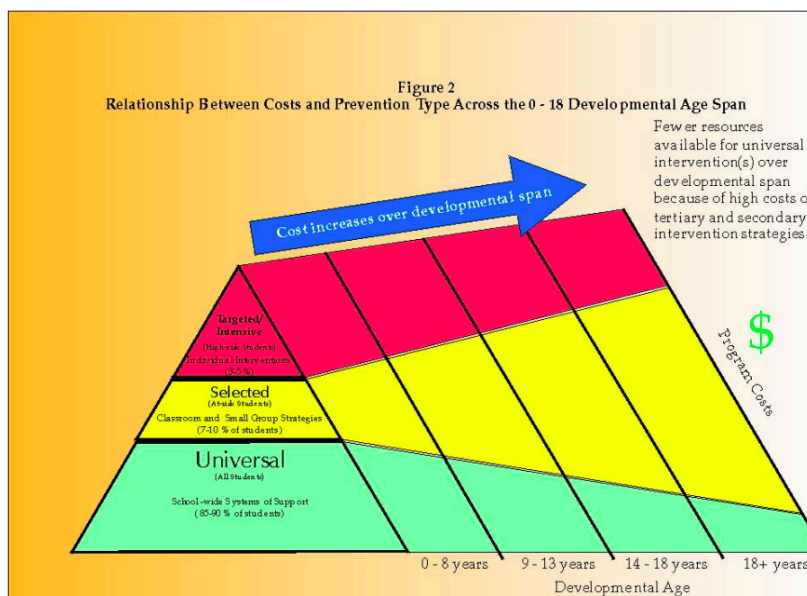
Increasingly, schools are faced with challenges stemming from the intensity and scope of student needs in their settings. With each scientifically based response to these needs come separate data systems, treatment protocols, teams, and interventions. Because of this, a major consideration for schools is to ensure that teams work smarter, not just harder. The purpose of this manual is to provide a framework for the integration of academic and behavior support for each tier of intervention in a Response to Intervention (RtI) model. (Bohanon, Goodman, McIntosh, 2006),

Integrating academic and behavior supports (particularly in the area of reading) can lead to improved student outcomes. There is a documented connection between low academic skills and problem behavior, which may be evident as early as kindergarten but grows over time as students move from elementary to secondary school (Fleming, Harachi, Cortes, Abbott, & Catalano, 2004; Morrison, Anthony, Storino, & Dillon, 2001; Nelson, Benner, Lane, & Smith, 2004).

There is evidence that problems in one area (reading and behavior) can predict future problems in other areas. Poor academic skills early in school predict a wide range of behavior problems, because students who have difficulty with reading may find problem behavior as an effective means of escaping or avoiding reading activities (McIntosh, Horner, Chard, Dickey, & Braun, 2008). Students may engage in problem behaviors because the academic activity may be too difficult, too easy, or not relevant to student needs or interests. Fortunately, school personnel can use this interaction between academic skills and behavioral issues to prevent problems in one area by intervening in the other.



## Importance of Universal Screenings and Interventions in Early Development



Promoting social emotional wellness includes efforts to enhance individuals' ability to achieve developmentally appropriate tasks (developmental competence) and a positive sense of self-esteem, mastery, well-being, and social inclusion and to strengthen their ability to cope with adversity.

Understanding the pathways by which failures contribute to healthy development ([Masten, Burt, and Coatsworth, 2005](#)) is needed to design promotion activities aimed at strengthening developmental competencies. Early prevention allows more resources to be used at a lower cost across the developmental span . Conversely, when social emotional wellness concerns are not addressed at younger ages, available resources decrease and cost of prevention increases.

Student success is the result of many factors, including positive home and school environments, effective instruction, and regular feedback on performance. For many years, schools have focused on supporting students' academic success and recent efforts include focused attention on the nature of instruction as well as assessments of student performance. It is clear that certain academic teaching and assessment practices are connected to better student outcomes (Hattie, 2008). There has been less research about behavior instruction and assessment. Behavior instruction can encompass many facets of students' daily school routines, including everything from how they get off the bus in the morning to interactions with peers and teachers during the school day.

Studies have confirmed that universal screening for behavioral difficulties can work to identify the students who might benefit from additional behavioral support beyond those provided for all students. These screeners may identify:

1. the presence of problematic behaviors (e.g., disruption, noncompliance, aggression) and emotions (e.g., excessive worry or sadness), as well as
2. the limited display of skills related to key social-emotional competencies (e.g., self-awareness, relationship skills). Social Emotional Behavioral (SEB) risk is predictive of a number of negative outcomes, including school failure, substance abuse, employment difficulties, violence, or suicide (Sprague & Walker, 2000).

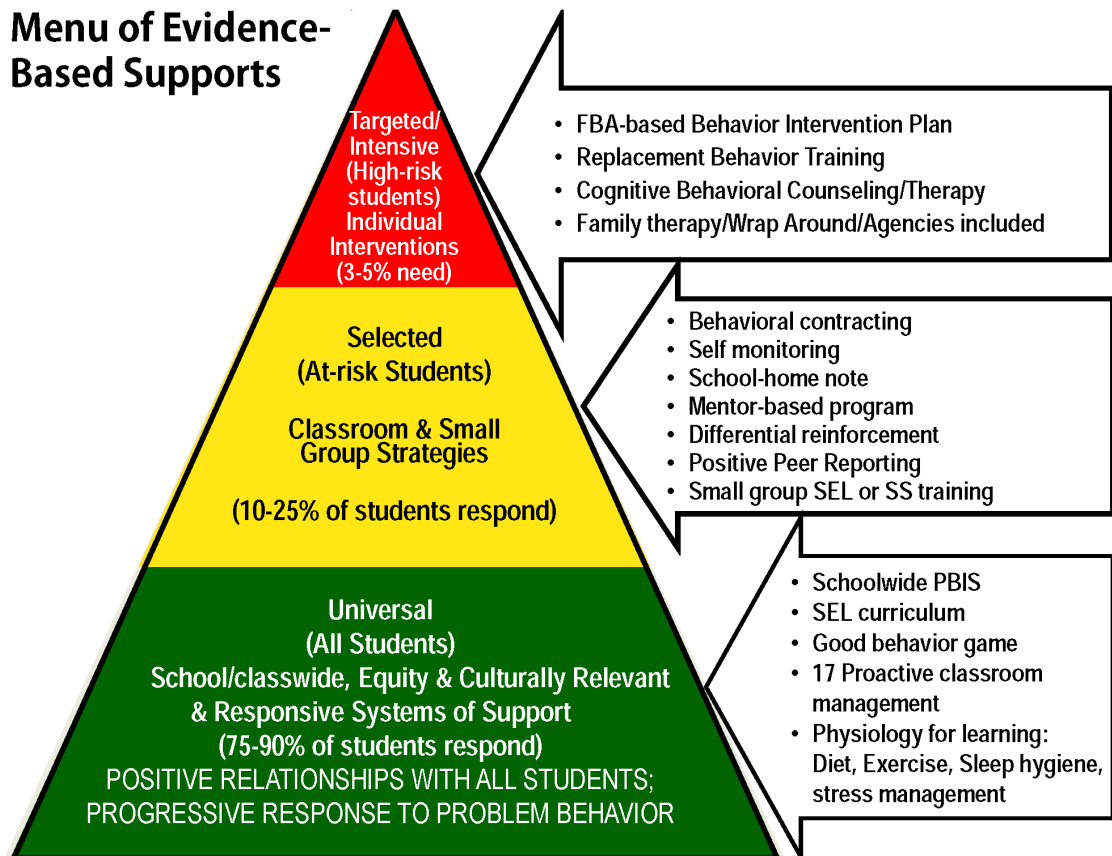
Universal screening serves a vital role, informing the timely delivery of interventions and supports intended to prevent SEB risk or reverse its development (Kilgus & Eklund, 2016).

## **Progress Monitoring**

The purpose of universal screening is to identify students who are at risk for Social Emotional Behavioral (SEB) concerns and thus require intervention. Once an intervention is introduced, there is a need to engage in progress monitoring to systematically evaluate the student's response to that intervention. Through progress monitoring, brief data are collected on a regular basis to determine whether a student's SEB functioning has changed following the introduction of the intervention. Certain key variables are typically targeted for monitoring, such as the specific problem behaviors targeted for intervention (e.g., noncompliance) or broad variables predictive of overall SEB functioning (e.g., academic engagement).

Progress monitoring data is collected within a setting in which a student's problem behavior is most common (e.g., large-group science instruction). Data is collected on a frequent basis, such as once a day, multiple times per week or once per week. The necessity of such frequency is related to two factors. First, by regularly evaluating student functioning, it is possible to make timely decisions regarding whether a student is responsive to intervention and thus whether it is necessary to make any changes to the intervention plan. Second, many SEB targets are inherently variable due to factors that differ from day to day. Such variables in SEB targets necessitates the collection of more data to derive a reliable estimate of a student's functioning at a particular point in time (Chafouleas et al., 2010).

## Menu of Evidence-Based Supports



### Early Warning Indicators

Early Warning Indicators (EWI) are data points that district and school staff use to determine which students are at-risk. The indicators are also used for universal screening to determine which students need additional support and to choose appropriate strategies for those students. EWIs should be easy to understand data so all school staff should be able to recognize and address the concerns around individual students.

### Measuring Early Warning Indicators



EWIs fall into one of three categories:

1. Attendance
2. Behavior
3. Academic Performance
4. Mobility

Students are flagged with an EWI if they meet certain risk thresholds. Most EWIs are measured at the end of each term (each quarter, semester, or trimester). The EWI is based on the data from a single term and does not carry over from one term to the next. This way, the performance in one term does not impact the data in the next term. This allows staff to properly monitor student progress.

EWIs are also calculated within the first 20 days of the school year. This early data helps staff identify which students are at-risk before waiting until the end of the first term. Because of the short timeframe, and for consistency from term to term, the data from the first 20 days are also included in the data for the first term.

#### **Attendance Indicator: Days Missed**

- Absent from 10 percent of instructional days.
- Measure in the first 20 days and at the end of each term.

#### **Behavior Indicator: Suspension/Expulsion.**

- Suspension/Expelled for any length of time.
- Measure in the first 20 days and at the end of each term.

#### **Course Performance Indicator: Failed Courses**

- Middle school: Failed at least one English Language Arts class.
- Middle school: Failed at least one Math class.
- High school: Failed at least one core course.
- Measure at the end of each term.

#### **Course Performance Indicator: Grade Point Average**

- High school: GPA under 2.0.

- Measure at the end of each term.

### **Mobility**

- Moved more than once during their K-12 education.
- Homelessness/Unstable Housing.

### **The SAEBRS (Social, Academic, Emotional, Behavioral Universal Screener)**

The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief and efficient tool for universal screening of student risk for social-emotional and behavioral problems for students in Grades PK through 12.

Behavior and academic success are intimately connected and need to be intelligently addressed together. The SAEBRS is grounded in this conceptual model, which specifies that school success is predicated not just upon academic achievement, but also success within multiple inter-related behavioral domains. SAEBRS may be used to evaluate students' overall general behavior, as well as risk for problems within the following specific types of behavior:

- *Risk for Social Behavior Problems:* Student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
- *Risk for Academic Behavior Problems:* Student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- *Risk for Emotional Behavior Problems:* Student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

### **Administration of SAEBRS**

The SAEBRS is quick to administer, predictive of risk, and provides teachers with data to inform instruction. Screening will be conducted three times per year with individual

students, or across a classroom, grade level and schools. Screening is completed in approximately one to three minutes per student using an iPad, Chromebook, desktop or laptop style device.

- **Individual Screening:** By evaluating in which of the three specific domains (i.e., academic, social, or emotional) a student may be at risk, educators may determine what type of supports are most appropriate and which problem behaviors should be prioritized through intervention. For instance, if a student is only at risk for emotional problems, then a school may decide to target the student's emotional behaviors via the application of social-emotional learning programs.
- **Student Self-Screening:** The mySAEBRS tool allows students to self-assess their social, academic, and emotional behavior with a simple, brief, online interface.

## Externalizing vs. Internalizing Behaviors

**Externalizing Behaviors** are directed toward others and may include:

- Disruption
- Aggression
- Bullying
- Theft
- Vandalism

**Internalizing Behaviors** are directed inward and may include:

- Difficulty Concentrating
- Social Withdrawal
- Anxiety
- Depression
- Substance Abuse

### **Frequency of Administration SAEBRS is administered 3 times per year**

- Fall: September/October (4-6 weeks after the school year start)
- Winter: December (prior winter break)
- Spring: April/May (6 weeks prior to the end of the school year)

## SAEBRS Administration

Fall	10/14/2020 to 10/25/2020
Winter	12/9/2020 to 12/20/2020
Spring	4/13/2021 to 4/24/2021

### **Behavioral Tier I Support**

#### **What is Tier I Support?**

Tier 1 systems, data, and practices impact everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes prosocial skills and expectations by teaching and acknowledging appropriate student behavior. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 include the understanding that we can and should:

- Effectively teach appropriate behavior to all children
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions

Before schools start implementing Tier 2 and Tier 3 practices, Tier 1 practices must be in place. These include:

### **School-wide Positive Expectations and Behaviors are Defined and Taught**

Rather than establishing specifically what not to do, schools define and teach the behaviors and expectations they want to see. Schools should identify 3-5 positively stated, easy to remember expectations. These should align with creating the kind of positive school climate the school wants to create. Anyone should be able to walk into the school at any time and ask 10 random students to name the school-wide expectations. At least 80% of the time those students should be able to say what they are and give examples of what they look like in action.

For students to know the expectations, they must be taught. The Tier 1 team should decide how students will learn expected academic and social behaviors across various school settings.

### **Procedures for Establishing Classroom Expectations and Routines Consistent with School-Wide Expectations**

Students spend the majority of their day within classroom settings. It's critical the expectations in the classroom align with the broader school-wide systems. This consistency supports better behavioral outcomes for all students. Teachers explain what the school-wide expectations look like in their classrooms during specific classroom-level routines.

### **Continuum of Procedures for Encouraging Expected Behavior**

A school's Tier 1 team determines how to acknowledge students positively for doing appropriate behaviors. Schools adopt a token system in addition to offering specific praise when students do what's expected. No matter the system, it should be:

- Linked to school-wide expectations
- Used across settings and within classrooms
- Used by 90% or more of all school personnel
- Available to all students within the school

## **Continuum of Procedures for Discouraging Problem Behavior**

All discipline policies should include definitions for behaviors interfering with academic and social success. They offer clear policies and procedures for addressing office-managed versus classroom-managed problems. Defining both the behaviors and the procedures promote consistent application of Tier 1 across all students and school personnel.

## **Procedures for Encouraging School-Family Partnerships**

Teams should solicit stakeholders, including families, for input on Tier 1 foundations. Opportunities to provide ongoing feedback and direction should happen at least once a year, if not more regularly. This input ensures Tier 1 is culturally responsive and reflects the values of the local community.

## **Tier II Support**

### **What is Tier 2 Support?**

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.<sup>[1]</sup> Tier 2 interventions are:

- Continuously available
- Accessible within 72 hours of referral
- Very low effort by teachers
- Aligned with school-wide expectations.
- Implemented by all staff/faculty in a school.
- Flexible and based on assessment.
- Function-based
- Allocated adequate resources
- Students choose to participate.

- Continuously monitored

Tier 2 practices start with a strong Tier 1 foundation. In addition to these Tier 1 practices, key Tier 2 practices include one or more of the following:

### **Increased Instruction and Practice with Self-Regulation and Social Skills**

Regardless of the intervention, Tier 2 supports include additional instruction for key social, emotional, and/or behavioral skills. An important outcome of Tier 2 interventions is when students can regulate on their own, when, where and under what conditions particular skills are needed and can successfully engage in those skills. Once data indicate a positive response to the intervention, students learn how to monitor and manage their own behavior.

### **Increased Adult Supervision**

Tier 2 supports include intensified, active supervision in a positive and proactive manner. For example, adults may be asked to move, scan, and interact more frequently with some students, according to their needs. This can be accomplished with simple rearrangements across school environments.

### **Increased Opportunity for Positive Reinforcement**

Tier 2 supports target expected behavior by providing positive reinforcement for often. For example, students who participate in a Tier 2 Check-in Check-out intervention engage in feedback sessions with their classroom teacher and other adults in the school as many as 5-7 times per day. Many students view this positive adult attention as reinforcing and as a result may be more likely to continue engaging in expected behaviors.

### **Increased Pre-Corrections**

At this level, another key practice to prevent problem behaviors is to anticipate when a student is likely to act out and do something to get ahead of it. For example, specifically reminding students of classroom expectations. These pre-corrections might be gestures or verbal statements delivered to an entire class, a small group of students, or with an individual student. Pre-corrections set students up for success by reminding them, prior to any problem, what to do.

## **Increased Focus on Possible Function of Problem Behavior**

It is important to consider why students engage in certain behaviors in order align Tier 2 interventions best suited to their needs. When they know what motivates students to behave a certain way, teachers can help them find alternatives to their unwanted behavior.

## **Increased access to academic supports**

Some students receiving Tier 2 behavior support may need additional academic support, too. Often challenging behavior serves the purpose of allowing students to avoid or even escape academic tasks that are beyond their skill level. Academic intervention along with behavioral supports may be needed to improve student success.

## **Tier III Support**

### **What is Tier 3 Support?**

Behavioral RTI framework doesn't just work with school-wide and targeted support. It's also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

### **Key Practices**

Tier 3 practices start with strong Tier 1 and Tier 2 foundations. In addition to these practices, the key practices involved in Tier 3 supports are:

#### **Function-based assessments**

Functional behavior assessment (FBA) is the formal process for ensuring a student's plan centers on why a student behaves the way they do. FBA allows teams to identify



which interventions are most likely to be useful for an individual student. Plans resulting from a formal FBA process will include strategies for:

- Preventing unwanted behavior
- Teaching appropriate behavior
- Positively reinforcing appropriate behavior
- Reducing rewards for unwanted behavior
- Ensuring student safety

### **Wraparound supports**

Wraparound supports involve working with students and the adults invested in their success to identify how a student's natural support systems, strengths, and needs can work together to improve their outcomes. The Wraparound plan typically includes both formal, research-based services and informal supports provided by friends, family, and other people drawn from the student's social networks.

### **Cultural and Contextual Fit**

With every practice, the student's and the school's culture and context must be considered. Each of these elements influences and adds value to a school's Tier 3 practices:

- Local environments such as neighborhoods and cities
- Personal characteristics such as race, ethnicity, and nationality
- Learning histories such as family, social routines, customs, and experiences
- Language such as dialect and vocabulary

### **Social Emotional Behavioral Supports for Tier II/III Interventions**

The following is a general list of social emotional interventions to consider for when needed for students.

#### **Counseling Supports**

- Individual Counseling
- Group Counseling
- Family Counseling
- Friendship Groups
- Anger Management Group
- Classroom Guidance Programming
- Character Education Including:
  - Seven Habits of Highly Effective Kids, Teens, People.
  - The Leader in Me Training Program
  - Olweus Bullying Prevention Programming
  - Digital Citizenship Lessons
  - Student Leadership Committees
  - Morning Meetings
  - First Friday Student Gatherings
  - Responsive Classroom Practices
  - Kelso's Conflict Management Skills Program

### **Psychological Services**

- Diagnostic Testing
- Referral Services
- Counseling
- Consultation

### **Attendance Improvement Strategies**

- Home visits
- Parent Phone Calls
- Parent Letters
- Parent Teacher Conferences

### **Referrals**

- RTI/CST
- Free/Reduced Lunch Programs
- Morris County Youth Services Programs - SEL classroom
- Mental Health Services
- Social Services
- Juvenile Justice- Morris County

- Homeless Student Interventions.
- Employment, Job Coaching

### **Mentoring**

- Informal (teacher/student)
- Lunch Buddies
- Foster Grandparent Programs

### **Arts Based Education**

- Student musicals
- Music Education
- Art Education
- Art Clubs and Service Projects

### **Health Services**

### **Behavioral Management Plans**

### **Extracurricular Activities**

### **Opportunities for Leadership and Service**

- Student awards
- Monthly “Morning Programs”
- Pep Rallies
- Community Service and Fundraising
- Student Government
- Committees and Clubs

### **Creating a Behavioral Support Plan**

All documents and resources can be found in the **Mount Olive Behavioral RTI Google Classroom** which is accessible through the SEL Office. For any questions or concerns regarding Behavioral RTI, please contact - Dr. Susan Breton x 8615

**Behavioral RTI Google class code - vnbjnep.**

## Resources

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McIntosh, K., Horner, R. H., Chard, D. J., Dickey, C. R., & Braun, D. H. (2008). Reading skills and function of problem behavior in typical school settings. *Journal of Special Education, 42*, 131–147.

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Sprague, J., & Walker, H. (2000). Early identification and intervention for youth with antisocial and violent behavior. *Exceptional Children, 66*, 367-379.

## **MOUNT OLIVE TOWNSHIP SCHOOL DISTRICT**

<b>Home &amp; School Student Success Collaboration Plan</b>
Concern/Issue to be addressed:
In school:
At home:
Target Indicator(s) of Success:
School to Home Communication Plan:

Parent Acknowledgement:

Teacher Acknowledgement:

## Sample: Tier I Differentiated Reading Strategies

Skill	Strategies
<b>Overall Skills are lower than grade level</b>	<ul style="list-style-type: none"><li>● Assess for level of instruction</li><li>● Provide small group instruction on needed skills</li><li>● Reduce the amount of new skills and content</li></ul>
<b>Difficulty with comprehension</b>	<ul style="list-style-type: none"><li>● Provide the same content in another medium (personalize)</li><li>● Provide vocabulary and main idea before lesson</li><li>● Be more concrete - using pictures and manipulatives</li><li>● Retell what's most important by making connections to the problem</li><li>● Provide audio recording</li><li>● Written directions along with verbal directions</li><li>● Plotting flashbacks on a timeline</li><li>● Story map</li><li>● Use post-it notes and annotating text while reading</li><li>● Set a purpose for reading</li><li>● Think aloud strategy</li><li>● Build anticipation</li><li>● Student creates illustrations with captions</li><li>● Reread and clarify</li></ul>
<b>Difficulty with summarizing</b>	<ul style="list-style-type: none"><li>● Summarizing with "Somebody..Wanted..But.. So"</li><li>● Angled summaries for highlighting deeper ideas in plot</li><li>● Summarize what's most essential</li><li>● Retell what's most important by making connections to the problem</li><li>● Read, stop, say something</li></ul>
<b>Difficulty with</b>	<ul style="list-style-type: none"><li>● Provide notes ahead of time</li></ul>

<b>organizing</b>	<ul style="list-style-type: none"> <li>• Model what it means to be prepared for class</li> <li>• Provide a checklist</li> <li>• Provide graphic organizers or outlines</li> </ul>
<b>Difficulty with student engagement</b>	<ul style="list-style-type: none"> <li>• Reduction of distractions</li> <li>• Send positive emails home or phone calls</li> <li>• Use anchor charts</li> <li>• Allow for students to move about the room when appropriate</li> <li>• Use earphones or earbuds to reduce classroom distractions</li> <li>• Provide a peer helper</li> <li>• Hands-on activities</li> <li>• Follow a routine/schedule</li> <li>• Repeat directions, then have the student explain the directions to you</li> <li>• Use visual presentation of material, such as manipulatives</li> <li>• Work or take tests in a different setting or different time of day</li> <li>• Set short term achievable goals and celebrate them</li> </ul>

## Sample: Tier I Differentiated Writing Strategies

Skill	Strategies
<b>Overall Skills are lower than grade level</b>	<ul style="list-style-type: none"> <li>• Assess for level of instruction</li> <li>• Provide small group instruction on needed skills</li> <li>• Reduce the amount of new skills and content</li> </ul>
<b>Difficulty with organizing writing</b>	<ul style="list-style-type: none"> <li>• Break down assignments</li> <li>• Model organizing strategies</li> <li>• Graphic organizers/ outline</li> <li>• Use mnemonic device</li> <li>• Utilize graphic organizers to show relationships</li> <li>• Talk about ideas first, then write</li> <li>• Use anchor charts</li> <li>• Use of computer</li> </ul>
<b>Difficulty with sentence structure</b>	<ul style="list-style-type: none"> <li>• Provide sentence stems or starters</li> <li>• Provide word lists</li> <li>• Provide explicit vocabulary instruction</li> <li>• Highlight</li> <li>• Annotation</li> </ul>
<b>Difficulty with writing paragraphs</b>	<ul style="list-style-type: none"> <li>• Provide paragraph frames</li> <li>• Provide models</li> <li>• Provide specific feedback often</li> </ul>
<b>Difficulty with revising and editing</b>	<ul style="list-style-type: none"> <li>• Read text aloud</li> <li>• Student highlight or underline parts of their writing (thesis statement, transition words, opening sentences, closing sentences, etc)</li> </ul>



<b>Difficulty with student engagement</b>	<ul style="list-style-type: none"> <li>● Reduction of distractions</li> <li>● Send positive emails home or phone calls</li> <li>● Use simple, direct language</li> <li>● Use anchor charts</li> <li>● Allow for students to move about the room when appropriate</li> <li>● Use earphones or earbuds to reduce classroom distractions</li> <li>● Provide a peer helper</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Repeat directions, then have the student explain the directions to you</li> <li>● Use visual presentation of material, such as manipulatives</li> <li>● Work or take tests in a different setting or different time of day</li> <li>● Set short term achievable goals and celebrate them</li> <li>● Use praise carefully; avoid antagonizing language</li> </ul>
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## Sample: Tier I Differentiated Math Strategies

Skill	Strategies
<b>Overall skills are lower than grade level</b>	<ul style="list-style-type: none"> <li>● Assess for level of instruction</li> <li>● Provide small group instruction on needed skills</li> <li>● Reduce the amount of new skills and content</li> <li>● Math specific vocabulary</li> </ul>
<b>Difficulty remembering math facts</b>	<ul style="list-style-type: none"> <li>● Separate facts into sets of fact families</li> <li>● Provide extra opportunities for practice</li> <li>● Use of calculator</li> </ul>
<b>Difficulty reading text for word problems</b>	<ul style="list-style-type: none"> <li>● Align material with students reading level</li> <li>● Highlight key words in math problem</li> <li>● Use picture problems</li> </ul>
<b>Problems sequencing for computation or problem solving</b>	<ul style="list-style-type: none"> <li>● Consistent review of steps</li> <li>● Reference sheet kept at student desk</li> <li>● Use acronyms to remember steps</li> <li>● Color coding of steps</li> <li>● Use of manipulative objects</li> </ul>
<b>Problems with organizing</b>	<ul style="list-style-type: none"> <li>● Provide notes ahead of time</li> <li>● Model what it means to be prepared for class</li> <li>● Provide a checklist</li> <li>● Provide graphic organizers for outlines</li> </ul>
<b>Problems with engagement</b>	<ul style="list-style-type: none"> <li>● Reduction of distractions</li> <li>● Highlight operational signs/keywords</li> <li>● Reduce the number of problems per page</li> <li>● Send positive emails home or phone calls</li> <li>● Use simple, direct language</li> </ul>

	<ul style="list-style-type: none"> <li>● Provide a peer helper</li> <li>● Use anchor charts</li> <li>● Use earphones or earbuds to reduce classroom distractions</li> <li>● Allow for students to move about the room when appropriate</li> <li>● Hands-on activities</li> <li>● Follow a routine/schedule</li> <li>● Repeat directions, then have the student explain the directions to you</li> <li>● Use visual presentation of material, such as manipulatives</li> <li>● Work or take tests in a different setting or different time of day</li> <li>● Set short term achievable goals and celebrate them</li> <li>● Use praise carefully; avoid antagonizing language</li> <li>● Assign student a responsibility inducing job and recognizing them for doing a good job in the end</li> </ul>
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## Sample: Tier II and Tier III Intervention Supports

Skill	Support
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Reading Specialist</li> <li>● Reading Partners</li> <li>● Academic Interventionists</li> <li>● K-Excel</li> <li>● Foundations</li> <li>● myON/ACHIEVE 300/Actively Learn</li> <li>● ACCESS</li> <li>● Pathways Academy</li> <li>● Specialist(s)</li> <li>● WINN</li> <li>● Mount Olive Success Academy</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Reading Specialist</li> <li>● Reading Partners</li> <li>● Academic Interventionists</li> <li>● K-Excel</li> <li>● Foundations</li> <li>● ACCESS (MOHS)</li> <li>● Pathways Academy</li> <li>● WINN</li> <li>● Mount Olive Success Academy</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>● Mount Olive Success Academy</li> <li>● Academic Interventionists</li> <li>● SuccessMaker/ST Math/ALEKs Math</li> <li>● ACCESS(MOHS)</li> <li>● Pathways Academy(MOHS)</li> <li>● Guided Math</li> <li>● WINN</li> </ul>

<b>Behavioral</b>	<ul style="list-style-type: none"><li>● Check-In, Check-Out</li><li>● Lunch Bunch</li><li>● ACCESS (MOHS)</li><li>● Pathways Academy</li><li>● PBIS</li><li>● WINN</li></ul>
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## Glossary and Terms

**baseline:** the student's current level of performance in his or her focus area for improvement prior to the implementation of an intervention.

**benchmark:** important student outcomes or goals for a grade within a particular domain (e.g. reading), that students should be achieving during the course of a school year (e.g., fall, winter, spring) in order to be on target for end-of-grade performance by the end of that school year.

**benchmark assessments:** assessments used to set benchmarks (e.g., according to local norms) and/or to determine whether students are achieving grade level standards.

**comprehensive system or social-emotional learning and behavioral supports:** a system that addresses a range of needs for all students in the social-emotional and behavioral domain, such as directly teaching important social-emotional skills, making behavioral expectations clear and consistent, and having a continuum of procedures by encouraging appropriate behaviors and discouraging inappropriate behaviors; the approach should be systemic (schoolwide and districtwide), have a preventive and positive orientation, and use empirically validated practices.

**core practices:** general education curriculums, instruction and social/behavioral supports for all students; this is Tier I.

**curriculum-based measures (CBMs):** measures for ongoing monitoring of students' progress through a curriculum.

**data teams:** teams of educators that are responsible for data analysis and decision making and that function at the level of the district, school, and grade (or content area) as well as across grade levels in the same content area (i.e., vertical teams); they include as members school administrators, school psychologists, grade/content area general educators, various specialists and other behavioral/mental health personnel.

**diagnostic assessments:** additional assessments used both by general educators and specialists to clarify and target the needs of individual students when the information provided by other types of assessments, such as universal common assessments, is not sufficient or too broad.

**differentiated instruction:** an approach to teaching that emphasizes ways to meet the differing needs of a group of students within the general education setting, for example, through the use of flexible small groups, varied instructional materials, or different ways of presenting the same content; differentiation of instruction is an integral part of Tier I.

**fidelity of implementation:** use and delivery of curriculum, instructional strategies, behavioral systems and interventions in the manner they were designed and intended to be used, for example, adhering to the treatment time and key features required for a particular intervention.

**flexible grouping:** grouping of students that is changeable based on the purpose of the instructional activity and on changes in the instructional needs of individual students over time.

**formative assessments:** assessments conducted during the process of student learning that are used primarily to inform instruction.

**homogeneous grouping:** grouping of students with similar instructional needs who are at similar levels, such as students who all require instruction in basic spelling skills.

**long-range goal:** an academic benchmark, academic outcome or behavioral goal for a student receiving intervention; if the intervention is effective, it will bring the student to his or her long-range goal.

**progress monitoring:** using data to track students' progress toward a goal.

**Tier I:** the general education core curriculum, instruction and social/behavioral supports for all students, with differentiation of instruction as a norm.

**Tier II:** short-term interventions for students who have not responded to the general education core curriculums and differentiation of instruction; it is part of the general education system.

**Tier III:** more intensive or individualized short-term interventions for students who fail to respond adequately to Tier I and/or Tier II interventions; it is also part of the general education system.

**Universal common assessments:** a term for assessments that are given routinely to all students in a grade and they are the same for all students in a grade within a school or district; universal common assessments may be summative or formative and include, but are not limited to, benchmark assessments.

## Resources

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### **Websites**

What is RTI?

- <http://www.rtinetwork.org/learn/what/whatisrti>
- <https://www.rti4success.org/>



## What is PBIS?

- <https://www.pbisworld.com/>
- <http://www.sjusd.org/student-services/pbis/what-is-pbis/>
- <https://www.pbis.org/>

## RTI for English Language Learners

- <http://www.rti4success.org/sites/default/files/rtiforells.pdf>
- <http://schools.nyc.gov/NR/rdonlyres/4F75733C-5E47-42CC-8B22-13F17B3D124D/0/maindocumentfinal.pdf>
- <http://www.rtinetwork.org/learn/diversity/englishlanguagelearners>

## RTI and Blended Learning

- <http://leadered.com/pdf/RTI-and-Blended-Learning.pdf>

## Rigor Relevance Framework

- [http://www.leadered.com/pdf/Rigor\\_Relevance\\_Framework\\_2014.pdf](http://www.leadered.com/pdf/Rigor_Relevance_Framework_2014.pdf)

## NJTSS

- <https://www.nj.gov/education/njtss/overview/script.htm>