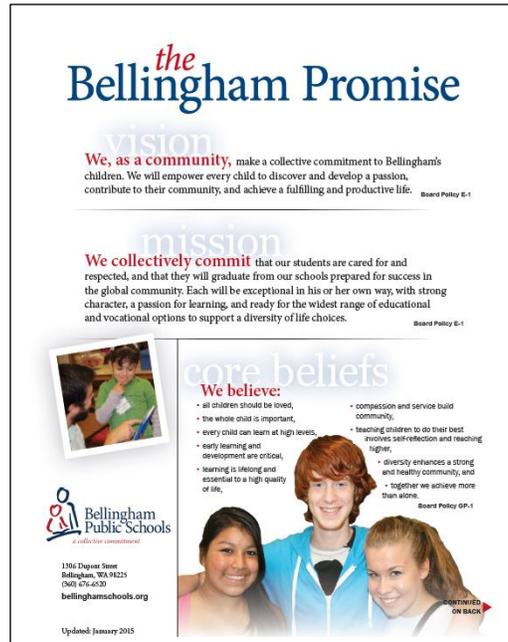


Fulfilling the Bellingham Promise with Response to Intervention (RtI)



The Bellingham Promise

vision
We, as a community, make a collective commitment to Bellingham's children. We will empower every child to discover and develop a passion, contribute to their community, and achieve a fulfilling and productive life. Board Policy 6-1

mission
We collectively commit that our students are cared for and respected, and that they will graduate from our schools prepared for success in the global community. Each will be exceptional in his or her own way, with strong character, a passion for learning, and ready for the widest range of educational and vocational options to support a diversity of life choices. Board Policy 6-1

core beliefs
We believe:

- all children should be loved,
- the whole child is important,
- every child can learn at high levels,
- early learning and development are critical,
- learning is lifelong and essential to a high quality of life,
- compassion and service build community,
- teaching children to do their best involves self-reflection and reaching higher,
- diversity enhances a strong and healthy community, and
- together we achieve more than alone.

Board Policy 6P-1

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Updated: January 2015

Recommendation of the Bellingham RtI Advisory Group Submitted Spring 2015

Co-Leaders: Dawn Christiana, Mike Haberman, Stephanie Korn
Steering Committee: Trina Hall, Pam Pottle, Nicole Talley

**Fulfilling the Bellingham Promise with
Response to Intervention (RtI)
Recommendation of the Bellingham RtI Advisory Group
Submitted Spring 2015**

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Background:

Acknowledgements

We would like to acknowledge and thank the members of the RtI Advisory Committee for their commitment, dedication, and passion for improving student learning in a systematic way. We truly appreciate the time, hard work, deep thought, and critical examination of our current practices and processes to support the range of learners in the Bellingham School District.

Steering Committee:

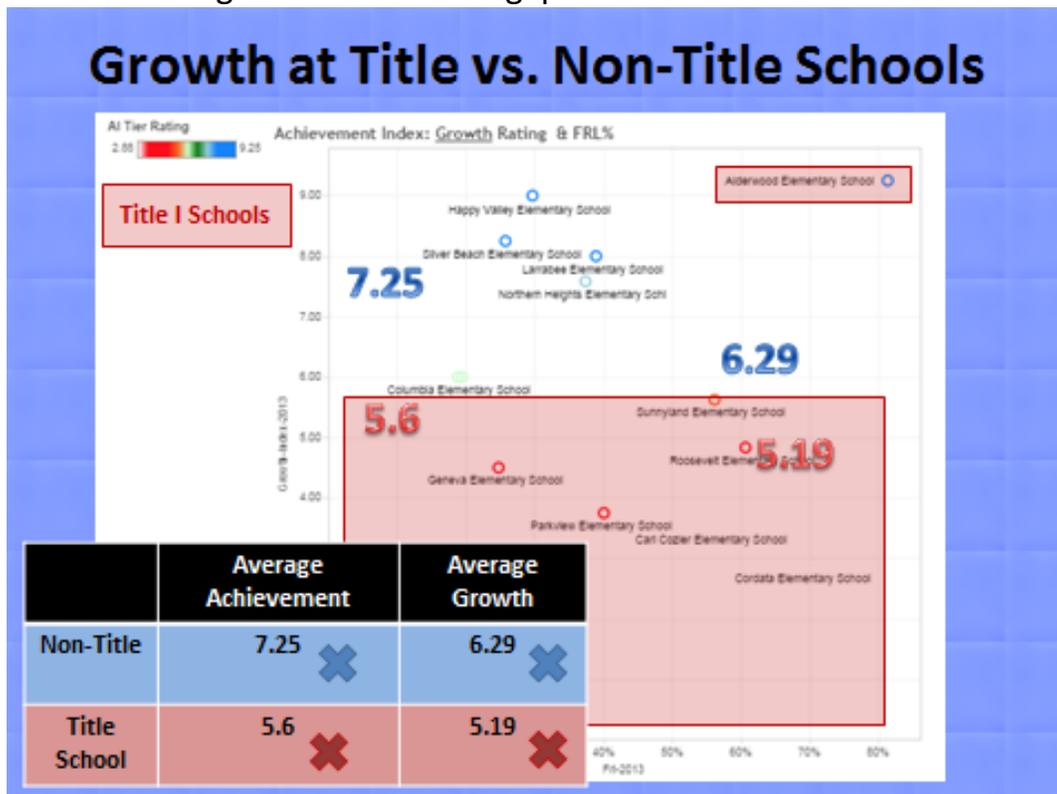
Dawn Christiana, Teacher on Special Assignment
 Michael Haberman, Director of Teaching and Learning Special Education
 Trina Hall, Sunnyland Elementary Principal
 Stephanie Korn, Director of Teaching and Learning Title I
 Pam Pottle, Teacher on Special Assignment
 Nicole Talley, Silver Beach Elementary Principal

RtI Advisory Group: Co-Chairs Dawn Christiana, Mike Haberman and Stephanie Korn				
District Leaders	Classroom Teacher	Specialists	Community & Family	Student Voice
Title Principal Trina Hall Non-Title Principal Nicole Talley ELL Director Amy Carder High School Principal Jeanette Grisham	Preschool-Kindergarten Carissa Jangard (SPED)	Special Education Jan Dustrude James Walsh (MS)	Decoding Dyslexia Sara Buetow	Interviews collected about experiences from elementary, middle, HS and shared as appropriate to inform the work Possible focus groups as needed
	1st-2nd Stephanie Johnson (IB)	Highly Capable Program Maria Griggs	Parent Representatives Jessie Burton Nicole Seegers	
	3rd Liane Koester (HCP)	Literacy Interventionist Krysten Wagner John Kane-Ronning Lisa D'Hondt	Community Members Victoria Bressette-Reeb (IA). Charlton Tarver	
	4th-5th Katherine Kortlever	Psychologist Brian Hoelzen	WWU Woodring <i>ad hoc</i> Marsha Riddle Buly	
	P-5 Literacy Dawn Christiana Pam Pottle	ELL Specialists Yana Mansfield Andrea Quigley	District Technology <i>Ad hoc</i> Brian Pahl	
Additional Focus Groups: <ul style="list-style-type: none"> Literacy Intervention Teachers Dyslexia Book Study Group 				

Rationale:

Name of Proposed New Committee, Task Force or Group: Response to Intervention (RtI) Advisory Group (Phase 1: Focus on PK-5 Literacy)	
Purpose(s)/Goal:	<ul style="list-style-type: none"> • Conduct an internal review of current Response to Intervention (RtI) practices across Bellingham Public Schools. • Develop common understandings of Response to Intervention across the PK-5 system with a focus on literacy (Phase 1) • Develop a recommendation by June of 2015, expand capacity and ability to respond to instruction including behavior and math during the next three to five years.
Basis for Establishment:	<ul style="list-style-type: none"> • Further enact the collective commitment in The Bellingham Promise to educate all students at high levels. • Develop consistency of support for ALL learners (students and teachers) through an aligned, differentiated, data-driven approach. • Adhere to the federal and state laws, implement best practice research and the district strategic plan to prioritize high quality teaching differentiated to meet the unique needs of every student.

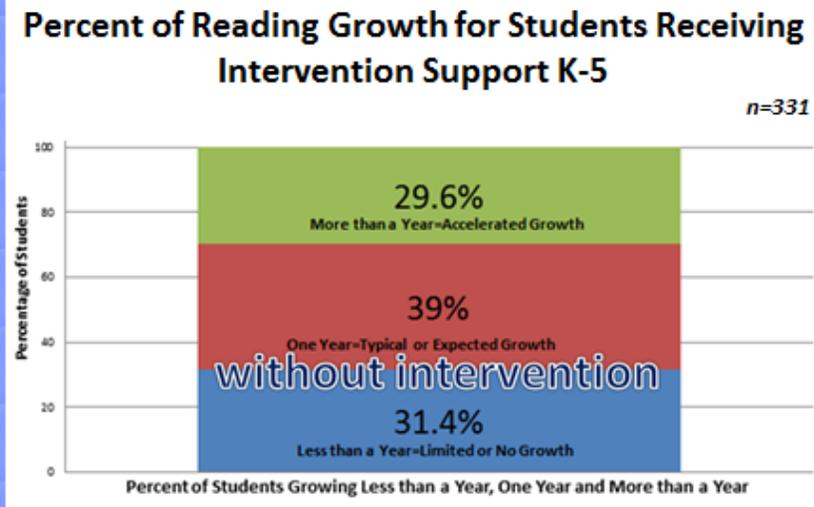
Implementation of a common literacy resource and strengthening core instruction has been a focus, but students are still not demonstrating growth in ways that are closing our achievement gap.



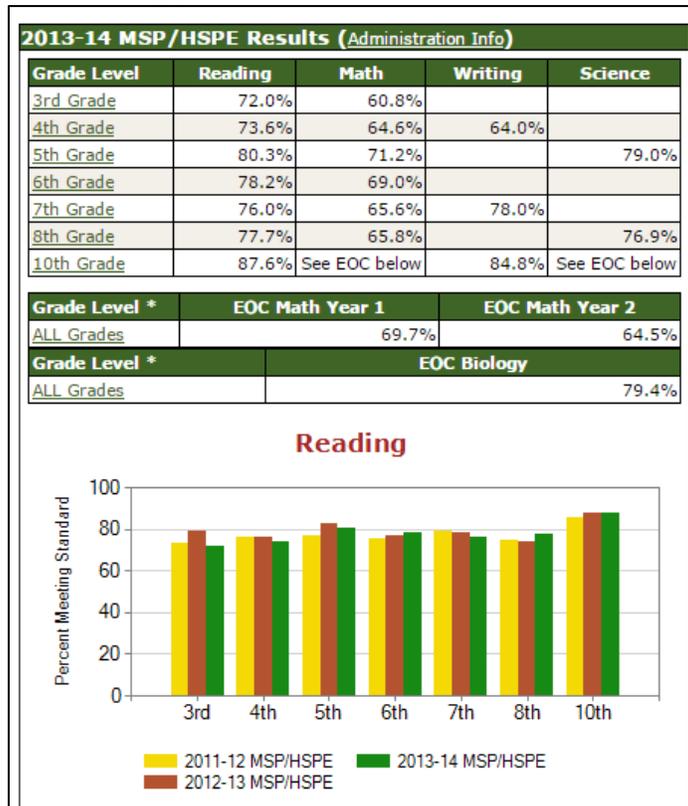
*Data compiled from the state Achievement Index with a scale of ten. (10.0=Highest level of growth and 1.0=lowest)

In support of equity and struggling readers at Non-Title Schools we have added .4 LAP FTE to each elementary school; however without a systematic approach the impact is limited. During the 2013-2014 school year 70.4% of students with intervention demonstrated a year or less than a year's growth even with the added intervention support. 29.6% of students receiving intervention demonstrated the expected accelerated growth.

Results of .4 LAP at Non-Title Schools



As a system we continue to hover in the 70-80% Passing rate in reading. Without a systematic approach to support, this trend will continue.



Defining and Describing RtI

Following a review of many different resources, collaboration and revisions, the following definitions and key components are recommended as the common language to develop common understandings of RtI in the Bellingham School District.

Scientific/Evidence Based:

Definition: Strategies, processes, curricula that are based on research that supports improved student learning.

Tier I	Tier II: Gap to consider ≤ 1 year behind Consider extension when ≤ 1 year ahead	Tier III: Gap to consider ≥ 1 year behind
<p>Definition: Tier I provides research based instruction aligned to the <u>instructional framework</u> of teaching and learning for all students. This high quality core instruction includes <u>differentiated</u> student support driven by ongoing evaluated assessment results.</p>	<p>Definition: Tier II is supplemental small group instruction aligned to core and targeted to a specific need for students who have not responded with <u>adequate growth</u> in Tier I instruction.</p>	<p>Definition: Tier III provides rigorous individualized intervention for students who have not responded with <u>adequate growth</u> in Tier I and Tier II interventions. Tier III provides students with the greatest levels of intervention frequency, intensity and duration in order for them to access the core curriculum.</p>
<p>Key Components: Group Size: ALL (Whole class, small group,1:1) Frequency: Daily and regularly for small group and 1:1 as determined by assessment. Duration: 3-6 week focused units of study, flexible small group and 1:1, consistently throughout the year Instruction delivered by: Certificated teacher Parent Communication: Formal and informal <u>(See Parent Communication Menu)</u></p>	<p>Key Components: Group Size: 3-5 students Frequency: 10-30 minutes 2-5x per week Duration: 3-6 week minimum to test effectiveness of intervention Instruction delivered by: classroom teacher or other teacher or specialist Parent Communication:</p> <ul style="list-style-type: none"> • Conversation with the teacher • Letter to describe intervention, decision process, etc. 	<p>Key Components: Group Size: 1-3 students Frequency: 30+ minutes up to 5x per week Duration: 6-8 week minimum to test effectiveness of intervention Instruction delivered by: Specialists or designed and monitored by specialists Parent Communication:</p> <ul style="list-style-type: none"> • Progress, intervention and home support is communicated by specialist and/or classroom teacher.

Systematic Assessment

Definition (What): Systematic assessment begins with the use of a universal screener administered during specific scheduled intervals and/or point of entry which leads to more comprehensive, diagnostic assessment for students not making **adequate** progress. The data collected is used to determine next steps.

Key Components:

	Universal Screen	Diagnostic	Progress Monitoring
Definition	An assessment used to identify the students who are at risk for learning difficulties.	Assessment designed to identify the causes of specific student areas of growth, with intent to guide or modify instruction or to design differentiated instruction.	Using intentionally selected tools at regular intervals to determine how well a student is responding to instruction
Group Size	All students Fall	1:1	Often 1:1 (tool dependent)
Frequency	Fall, winter, spring	As needed	<p>Tier I: Regular and on-going formative assessment/classroom progress monitoring is a key component of differentiated core instruction. Universal screen is a component of the progress monitoring in Tier I.</p> <p>Tier II: Primary reading level=every 3 weeks, Intermediate reading level=every 6 weeks</p> <p>Tier III: Determined based on student needs and area of focus</p>
Duration	Annually	Specified by the tool	Student is monitored until team determines student is proficient and able to fully access core instruction without added Tier II, Tier III
Delivered by	Classroom teacher and/or support	Certificated teachers	Teacher teaching the student monitors their progress
Communication with Parents	<ul style="list-style-type: none"> • Universal RtI letter sent home to all families prior to Fall screening. • Data in Skyward and accessible K-12 • Individualized RtI Entry/Exit, progress monitoring or Tier changes (celebrations and/or concerns) • Instructional plans and goals 		

Response to Intervention: High Expectations for All

Tier I: Differentiated Core Instruction and Universal Screen

Universal Screening Assessment

Fall and upon entry

Below Expectations

Confirm participation in differentiated core instruction and:

- Diagnostic reading assessment.
- Determine best Tier II approach and/or resource.

At or Above Expectations:

Continue w/differentiated core instruction.

Advanced and HCP Learners Above Expectations:

Continue differentiated core instruction and:

- Determine best Tier II approach and/or resource.

Parent communication
Select appropriate intervention from “menu” of recommended Tier II approaches/resources.

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Select appropriate intervention from “menu” of recommended Tier II approaches/ resources.

All students monitored winter and spring

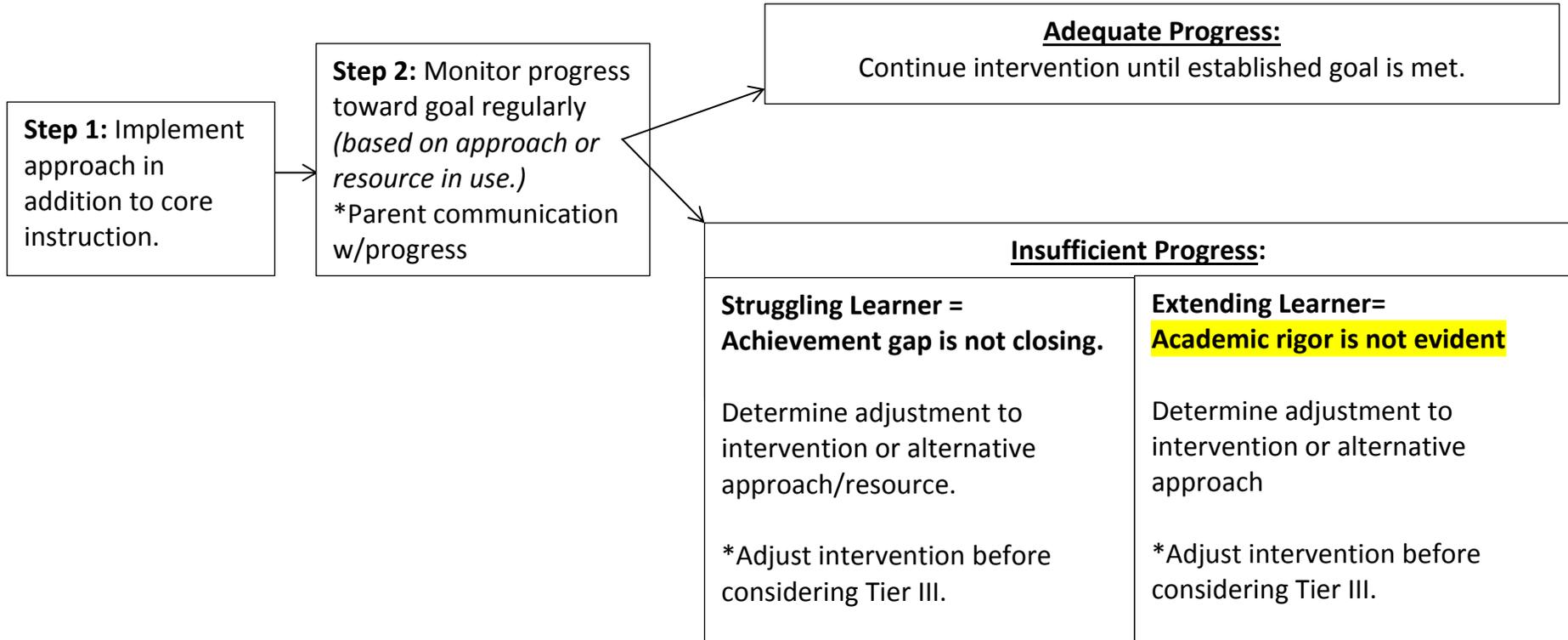
K=K-Screen, Phonological Awareness and BAS

1=BAS

Title I Schools	Non-Title Schools
2=BAS	2=BAS (only NYAS winter)
3=BAS Fall ALL	3-5th=BAS only if not at standard
3-5th=SRI Fall, Winter, Spring	
BAS only if not at standard	

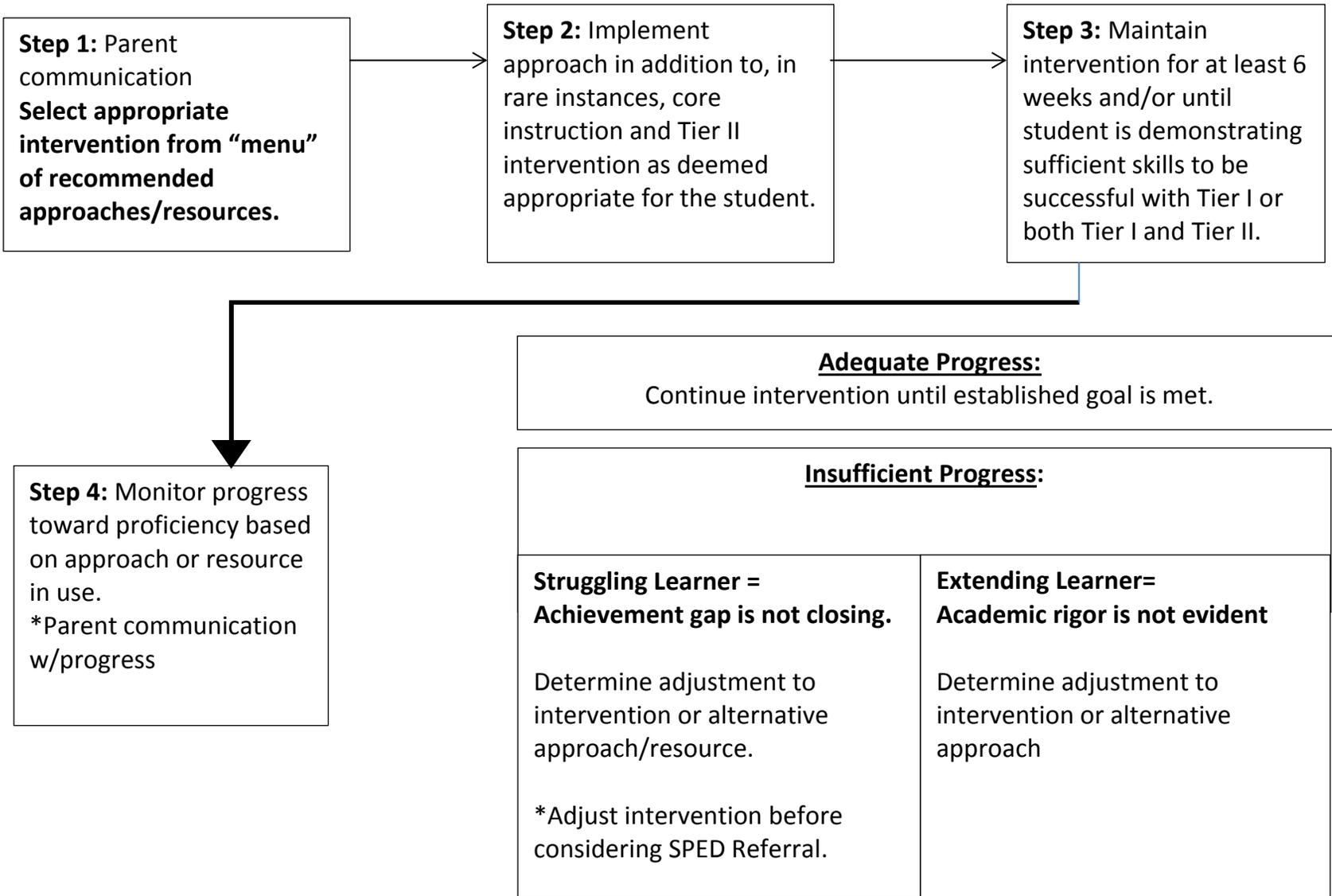
See Tier II: Supplemental Intervention

Tier II: Supplemental Intervention



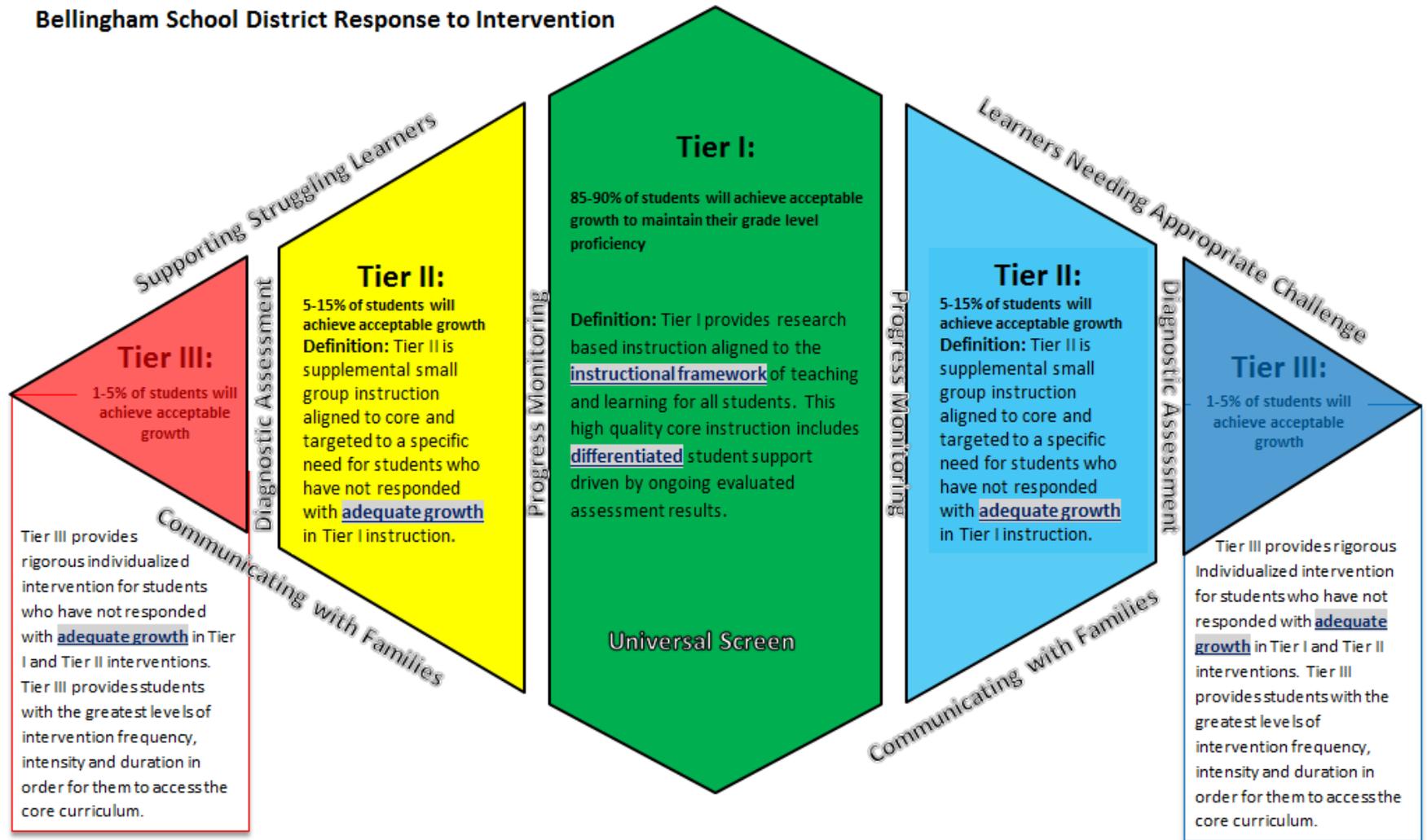
See Tier III: Supplemental Intervention

Tier III: Supplemental Intervention



*Following implementation and documentation of multiple intervention attempts (Tier II and Tier III) and on-going concerns Special Education referral might be a consideration.

Bellingham School District Response to Intervention



Menu of Interventions: Struggling Learners Needing Support to Access Core

Literacy Area	Tier II	Tier III
Reading	<ul style="list-style-type: none"> • Guided Reading Plus • Phrased Text Lessons • Phonemic Awareness Lesson (F&P) • Systematic Sequential Phonics • Back on Track (WRC/Parent volunteers) 	<ul style="list-style-type: none"> • DRA II Word Analysis lessons • Read 180 • Leveled Literacy Intervention • Orton Gillingham Multi-sensory approach • Rewards • Ed Mark sight works
Writing	<ul style="list-style-type: none"> • Co-teaching with Units of Study 	<ul style="list-style-type: none"> • One Pagers/mini-lessons
Speaking and Listening	<ul style="list-style-type: none"> • ELL Approach 	
Language	<ul style="list-style-type: none"> • ELL Approach • Language Experience Approach 	
	<ul style="list-style-type: none"> • 	

Menu of Interventions: Students Needing Appropriate Challenge

Literacy Area	Tier II	Tier III
Reading	<ul style="list-style-type: none"> • Tiered Assignments • Interest Center/Group • Extension Menu • Learning Contracts • Cluster Classroom* 	<ul style="list-style-type: none"> • Acceleration • Independent Study • Compacting
Writing		
Speaking and Listening		
Language		

*This Tier II approach is recommended for all students identified as HCP in the Bellingham School District

